

Our Vision

To be leaders in transforming teaching and learning K-12.

Our Mission

Our mission is to lead, within the Office of Schools, the collaborative development and implementation of curriculum policy, programs, strategies, professional development and support materials that enable teachers to provide a high quality education for 21st century learners.

Our Responsibilities

- To provide high quality advice to the General Manager, Learning and Development, Deputy Director-General Schools, Director-General, other senior officers and the Minister that is expert, accurate and strategic on policy matters and is sensitive, open and responsive to individual's concerns.
- To develop and deliver curriculum policy, programs, strategies, professional learning and support materials that address national and state curriculum standards; enable teachers to provide challenging and stimulating learning programs that meet students' needs and prepare them for success in the 21st century; and promote collaboration, innovation and knowledge creation and sharing amongst students and amongst teachers.
- To build partnerships within the Office of Schools and across the educational and wider community that create authentic and innovative opportunities for students and teachers; optimise use of our resources; and strengthen public appreciation of public education.

Our Values and Principles

Students

Students are our reason for being and their outcomes are the benchmark of our success.

Learning

Learning is our central concern – above all for students, but also, because of it, for teachers and regional staff, as well as for ourselves.

Leadership

We will be leaders in transforming teaching and learning, not only through the provision of cutting edge curriculum support and professional learning, but also by building the partnerships and driving the strategy for change.

Expertise

We will be at the forefront of knowledge, understanding and skills related to curriculum, pedagogy, learning technologies, professional development and school improvement.

Excellence

We will promote excellence and our own performance will be exemplary.

Strategic and Innovative

We will focus on what matters most and we will plan and implement creative solutions that achieve optimal results.

Equity

We will support programming and practice that is inclusive of all students, enables equal access and participation in learning and promotes social justice and empowerment for all groups in society.

Collaboration

We will work as a team within our directorate and with other state office directorates, regions and schools and forge strong partnerships in the best interests of students with parents, professional associations, higher education and training providers and the wider community.

Public Education

We are committed to public education, as the provider of high quality, inclusive education for the people of New South Wales and as the foundation for a harmonious, prosperous and democratic society.

Ethics

We will be transparent, honest, fair and just in the best interests of public schools, the Department and the community of New South Wales.

Priority 1: Literacy

Critical actions

- 1.1 Collaborate with regions to extend the early literacy initiatives in *Best Start* to involve all schools in on-entry assessment, feedback to parents and K-2 teacher development, as well as the expansion of the Literacy and Numeracy Leaders initiative and the Reading Recovery program.
- 1.2 Collaborate with the Aboriginal Education and Training Directorate in the development and pilot of an Aboriginal early language development program.
- 1.3 Collaborate with Aboriginal Education and Training Directorate, Disability Programs Directorate, Early Childhood and Interagency Programs Directorate, Educational Measurement and School Accountability Directorate and Equity Programs and Distance Education Directorate, to address the recommendations of the Auditor-General's report on *Improving Literacy and Numeracy in New South Wales Public Schools*.
- 1.4 Further develop the Literacy Continuum for use as a K-10 classroom tool to optimise assessment, identification, tracking, programming and teaching.
- 1.5 Develop new literacy teaching support materials and support K-6 teachers, in collaboration with regions, to use these new materials to further develop their practice.
- 1.6 Collaborate with regions to implement new professional learning programs, particularly targeting reading in Stages 2 and 3.
- 1.7 Support the successful implementation of the National Partnership on Literacy and Numeracy to improve literacy outcomes for primary aged, disadvantaged, particularly Aboriginal, students.
- 1.8 Evaluate the impact of the Premier's Reading Challenge and School Magazine projects on students' literacy and use this data to fine-tune these projects to ensure maximum efficacy.

Priority 2: Numeracy

Critical actions

- 2.1 Develop and lead, in collaboration with regions, the implementation of an early numeracy intervention program.
- 2.2 Collaborate with regions to extend the early numeracy initiatives in *Best Start* to involve all schools in on-entry assessment, feedback to parents and K-2 teacher development, as well as the expansion of the Literacy and Numeracy Leaders initiative.
- 2.3 Collaborate with Aboriginal Education and Training Directorate, Disability Programs Directorate, Early Childhood and Interagency Programs Directorate, Educational Measurement and School Accountability Directorate and Equity Programs and Distance Education Directorate to address the recommendations of the Auditor-General's report on *Improving Literacy and Numeracy in New South Wales Public Schools*.
- 2.4 Further develop the Numeracy Continuum for use as a K-10 classroom tool to optimise assessment, identification, tracking, programming and teaching.
- 2.5 Develop and support, in collaboration with regions, the implementation of new professional learning programs, including programs targeting numeracy teaching in Stages 2 and 3 and Quality Teaching and mathematics in Stage 4.
- 2.6 Support the successful implementation of the National Partnership on Literacy and Numeracy to improve numeracy outcomes for primary aged, disadvantaged, particularly Aboriginal, students.

Priority 3: Student engagement and retention

Critical actions

- 3.1 Influence the development of national curriculum to meet or exceed the high standard of syllabuses currently available to students in the public system.
- 3.2 Support teachers in preparing for the effective implementation of national curriculum.
- 3.3 Collaborate with the Board of Studies NSW, regions and schools to develop, pilot and resource a Stage 6 non-ATAR English course that will assist in meeting the needs of students staying on in the senior years.
- 3.4 Collaborate with other directorates, regions and the Department of Environment and Climate Change to maximise learning for sustainability through the provision of a revised policy, curriculum framework, teaching and learning support materials, a student-directed energy savings program and community engagement projects.
- 3.5 Collaborate with regions to optimise the implementation of integrated learning: Stage 4 COGs to enhance the transition to high school and improve student engagement and achievement.
- 3.6 Collaborate with the Volunteering Unit of the Department of Premier and Cabinet, Volunteering Centres Network NSW and regions to maximise participation in student volunteering and service learning across Years 9-10.
- 3.7 Develop stimulating and engaging teaching and learning support materials and authentic learning programs to increase the participation and retention of students in the study of targeted Asian languages.
- 3.8 Support the schools involved in bilingual education in targeted Asian languages to optimise language acquisition and retention in language learning.
- 3.9 Collaborate with the University of Wollongong to investigate barriers to and strategies for the increased participation of senior students of heritage background in the study of Asian languages.
- 3.10 Revise the *Crossroads* course by updating content, addressing the needs of additional students staying on in the senior years and taking advantage of new technologies.

Priority 4: Aboriginal Education

Critical actions

- 4.1 Collaborate with the Aboriginal Education and Training Directorate and regions to develop and pilot an Aboriginal early language development program.
- 4.2 Collaborate with the Aboriginal Education and Training Directorate and regions in developing models of community and student engagement that link learning for sustainability, Aboriginal education and the delivery of syllabus outcomes and content.
- 4.3 Collaborate with schools teaching Aboriginal languages to use the *Campfire* resource to improve outcomes in Stage 4.
- 4.4 Support the successful implementation of the National Partnership on Literacy and Numeracy to improve outcomes for primary aged, disadvantaged, particularly Aboriginal, students.

Priority 5: Teacher Quality

Critical actions

- 5.1 Further develop the understanding and skills of Stage 6 teachers in HSC marking through the systematic provision of simulation marking workshops.
- 5.2 Implement scholarship, mentoring and professional learning programs to increase the supply and capacity of teachers of targeted Asian languages.
- 5.3 Implement scholarship and professional learning programs to build the capacity of teachers K-12 to integrate studies of Asia into the curriculum.
- 5.4 Provide online, face to face and in-school professional learning programs to support the optimal use of new science laboratories and language centres established through the Building Education Revolution.
- 5.5 Develop resources and provide professional learning for K-6 teachers to improve student outcomes in physical education and healthy eating.
- 5.6 Collaborate with the Academy of Science and regions to build the capacity of secondary science teachers to use an inquiry-based approach.
- 5.7 Build capacity for curriculum leadership by integrating leadership development into major curriculum projects and developing a program on leading curriculum planning and programming in the primary years.
- 5.8 Support teachers in the new partially selective high schools, particularly with curriculum differentiation.

Priority 6: Connected Learning

Critical actions

- 6.1 Collaborate with the Digital Education Revolution – NSW program team to design and implement strategies to enable transformative practice with laptop computers to optimise student attainment of syllabus outcomes and 21st century skills.
- 6.2 Collaborate with the Centre for Learning Innovation to create a selection of innovative resources to support the introduction of laptop computers in all Key Learning Areas in Stages 5 and 6 and to provide scaffolds for school-based resource development.
- 6.3 Develop a website gathering high quality web-based resources to support the transformation of teaching and learning with laptops in all major subjects in Stages 5 and 6.
- 6.4 Develop an online professional learning program to assist Head Teachers, or others, when leading a faculty to effectively use laptop computers in a KLA or subject area.
- 6.5 Design full day professional learning workshops for each Key Learning Area on teaching with laptop computers and deliver in all regions and as online modules.
- 6.6 Collaborate with the Connected Classrooms program and the Centre for Learning Innovation to develop a website gathering existing high quality resources and developing model resources for teaching and learning with interactive whiteboards and video conferencing in primary classrooms.
- 6.7 Collaborate with Northern Sydney, Western NSW and Hunter Central Coast regions to develop models for primary leadership to shift pedagogical practice towards deeply interactive connected learning.
- 6.8 Review and update the Curriculum Planning Framework, incorporating COGs, to fully utilise the potential of Connected Classrooms by developing ICT resources to support the COGs units and designing an easily navigable website which meets teachers' needs.
- 6.9 Collaborate with various cultural institutions, such as art galleries and museums, to develop digital resources that enhance learning and utilise the Connected Classroom environment.
- 6.10 Collaborate with the Centre for Learning Innovation and Western NSW Region to develop curriculum resources for the virtual selective high school.