

# The facts about NESAs compliance: **Are you still doing too much?**

To accompany this poster the IEU has developed a sample list of activities which might be happening in your school, are not required by NESAs, and which unnecessarily add to teacher workload.

In some instances, we have also provided suggested solutions or alternative work practices which might be adopted to address workload issues.

The common themes across schools include excessive unit evaluations, annotations and/or reflections, excessive detailed annotations for every lesson, and inconsistent standards of program requirements.

This sample list can be accessed from our website [bit.ly/nesa workloadlist](http://bit.ly/nesa workloadlist)

## Where to from here?

If any of the sample list of activities, identified as excessive, are happening in your school, members are encouraged to commence a professional discussion with principals and school leadership teams in order to address the unnecessary workload issues these activities create.

IEU organisers and professional engagement officers are also available to assist in these professional discussions to ensure workload issues are meaningfully addressed.

Please encourage all your colleagues to join the IEU and be part of the solution in improving workloads and conditions.

## “Managing teacher workload one step at a time.” Mark Northam

### School registration requirements

“Schools should not be creating additional documents solely for the purpose of registration or for NESAs inspection.”

“Careful consideration should be given to the purpose of any additional expectations.”

IEU members are encouraged to engage in professional conversations at the stage, KLA, or whole school level to establish where the request for additional details is being generated, the purpose of such additional requests and their value and workload implications.

If a change to the planned program is necessary, only a brief annotation on the document is required. Detailed descriptions and a rationale as to why the change was made are not required by NESAs.

It is important to remember that the primary audience for your teaching program is you, the teacher who is actually delivering the program. Since those reviewing the programs would be educational professionals it is reasonable to expect they have a sound knowledge and understanding of professional teaching conventions.

While teachers must ensure their programs clearly demonstrate the syllabus and relevant syllabus requirements are being met, the increasingly common practice of developing programs which resemble pre-service teacher lesson plans is not necessary

NESAs do not require “lesson plans and descriptions of repetitive and basic classroom practices.” It is a matter for the teacher as to the level of detail they wish to include. The IEU consider lesson steps, detailed explanations as to why actions are being taken, and excessive detail describing the class activity as repetitive and basic classroom practices.

The routine collection of work samples is not required. Where NESAs may request to view work samples as part of an inspection, they should be readily available from the daily work of students.



### Curriculum – school registration requirements

NESAs school registration manuals detail the curriculum documentation and records needed by schools to demonstrate they are meeting registration requirements.

To assist schools, this fact sheet describes and clarifies areas which are commonly raised with the School Registration Unit about recordkeeping needed for school registration purposes.

#### Curriculum requirements

NESAs school registration manuals (the manuals) describe the evidence of compliance that is needed to demonstrate delivery of a school’s curriculum in accordance with the *Education Act 1990*.

There is a manual for each school sector:

- government schools
- individual non-government schools
- systemic non-government schools

Schools that deliver courses for the Record of School Achievement (RoSA) and/or the Higher School Certificate (HSC), must also follow NESAs Assessment Certification Examination (ACE website) rules.

The manuals describe the curriculum documentation required to demonstrate that NESAs syllabuses are being taught.

This documentation should typically exist in a school. Schools should not be creating additional documents solely for the purpose of registration or a NESAs inspection.

#### School or school system expectations

Schools are responsible for ensuring processes are in place to implement NESAs curriculum and policies.

A school or schooling system may have expectations in addition to the evidence of compliance described in the manual. Careful consideration should be given to the purpose of any additional expectations.

#### Paper or digital records

It is a matter for the school and/or teachers to determine whether curriculum documentation is maintained as paper or digital records.

NESAs does not typically require schools to print documents for an inspection. Documentation and records may be presented in whichever format the school holds the records.

#### Aligning curriculum documentation

NESAs manuals refer to schools demonstrating evidence of alignment between NESAs syllabuses and the school’s curriculum documentation.

This means that the various elements of curriculum documentation align with each other and reflect the relevant syllabus. For example, units of work (title, sequence, duration) correlate with those in the scope and sequence and assessment plan.

This does not mean that teachers cannot change the sequence of unit delivery or duration of time allocated to a unit of work. Adjusting curriculum delivery in response to student needs is good practice. Teachers have the flexibility to decide how such adjustments are made and recorded. Brief electronic or handwritten annotations on the scope and sequence or noting the change through program registration are both valid ways of recording such changes.

### Programming

Teachers include information in their programs to indicate the syllabus content they plan to teach and how they intend to teach it.

A teaching program typically details syllabus outcomes, syllabus content and teaching strategies. Teachers may choose to include other information in a teaching program such as assessment or they may choose to record this separately.

The amount of depth and detail included in a teaching program is a matter for the teacher.

Teachers should ensure that the teaching program clearly demonstrates that the syllabus is being delivered and any relevant syllabus requirements are met. Lesson plans and descriptions of repetitive and basic classroom practices are not required for school registration purposes.

Schools may require additional elements to be included in teaching programs. However, these should be carefully considered so they are not an unnecessary burden for teachers.

#### Student work samples

Student work samples are the natural artefact of implementing the school’s planned curriculum.

For school registration purposes, NESAs does not require student work samples to be routinely collected and kept by teachers.

During an inspection (including when a school is selected at random), an Inspector may request a few samples of student work that demonstrate implementation of the curriculum. The samples should be those available on a day-to-day basis and may include anything relevant to delivery of the teaching program that a teacher can readily access if required. Examples include current student workbooks, completed tasks, activities or displays on a classroom wall.

Schools sometimes collect work samples for collaborative conversations such as grading. This is not a registration requirement and is a decision and matter for schools.

Schools offering courses for the RoSA must maintain a small number of work samples for grade moderation purposes. This only applies to Year 10 and Year 11 courses. The NESAs website outlines requirements for retaining work samples for RoSA. These will not be requested as part of a NESAs inspection for registration purposes.

#### Example of documentation requested at a NESAs inspection

If curriculum documentation is being reviewed as part of an inspection, an Inspector will contact the school in advance to identify and clarify the specific materials to be provided.

For an existing school, an Inspector will typically ask to see curriculum documentation for one or 2 subjects from one Stage of learning to demonstrate implementation of NESAs syllabuses.

Below is an example of what may be requested for a primary school being inspected in Term 2 with Stage 3 English identified as the focus key learning area:

- timetable
- scope and sequence for the Stage
- Term 1 teaching program or unit(s) of work
- assessment plan for the year
- 3 samples of student work to demonstrate delivery of the teaching program.

This sample of curriculum documentation provides a record of how the school delivers the English syllabus and allows an Inspector to assess curriculum alignment.

#### Further advice

For more information about school registration or inspection processes, please contact the School Registration Unit on [schoolrego@nesa.nsw.edu.au](mailto:schoolrego@nesa.nsw.edu.au).

Differentiation – any differentiation adjustments need only be brief statements in the program. They do not require commentary.

For example, in an activity where the class is exploring numbers to 20 and two students, Cameron and Sadhika, have an adjustment, an appropriate wording to acknowledge the delivery of this differentiation in the program could be as simple as “CV and SJ – numbers to 10 using counters.”

This fact sheet statement is self-explanatory. Members should read this, spread the word and smile.

Reflection and evaluation should not be a recount of each lesson or conducted in relation to each teaching and learning strategy delivered to the class. Rather, it should indicate whether the program was delivered in the scheduled timeframe and briefly state how the unit may be taught more effectively next time.

Some teachers and schools may choose to conduct ongoing evaluation as a unit is delivered, while others may prefer evaluating at the conclusion of the unit.

#### School-based assessment

Assessment naturally occurs when teachers deliver their programs. It may be as informal as an observation of the class or a scheduled activity and the teacher determines individual student progress. Formal assessment should be documented and align to the program but does not need to be integrated into programming materials. Teachers and schools may choose how they record and retain student achievement results.

#### School considerations

NESAs encourages all schools and schooling systems to carefully consider any programming requirements placed on teachers including mandating daily or weekly evaluation and registration, and other activities related to programming.

#### Further advice

For more information about curriculum and school-based assessment, please contact the Curriculum Standards team at NESAs on [curriculum@nesa.nsw.edu.au](mailto:curriculum@nesa.nsw.edu.au).

If you continue to experience workload issues related to programming, contact your organisers. For more information visit <https://bit.ly/nesafactsheet2023>



### Curriculum – programming and record keeping

The following advice from the Curriculum Standards Directorate relates to school-based decisions about programming and recordkeeping.

Evidence of compliance in the manuals does not include teacher evaluation and reflection, teaching program registration and curriculum differentiation.

It is a matter for teachers and schools to determine the method for recording teacher reflection and evaluation, teaching program registration and curriculum differentiation, and how often that is conducted.

#### Differentiation

Teachers will implement various methods for recording differentiation in their programs such as brief statements to indicate what changed since planning commenced. There is no expectation that a teacher writes comments regarding each aspect of each lesson or for each teaching strategy.

Teachers will develop programs inclusive of outcomes based on the most appropriate curriculum options selected for a student(s) with disability during the collaborative curriculum planning process. If a student(s) with disability requires adjustments to teaching, learning and/or assessment this should be reflected in the program.

#### Teaching program registration

Program registration certifies that a teacher delivered their program based on NSW syllabuses.

NESAs does not have a requirement related to the method or how often a program is registered.

Where there is no change to the original plan, a simple record of date of completion

indicates a program was delivered without amendment.

Program registration enables teachers to concisely record any significant changes to the planned program following implementation, and how these changes may require future adjustments in syllabus delivery across the Year or Stage.

#### Teacher evaluation

It can be useful for a teacher to personally evaluate their teaching programs and consider the scope and sequence. This helps determine if they would like to make changes to the way a program is delivered in the future. The focus of the evaluation is how effective the unit was in achieving its objectives and ways that the teaching program could be improved when taught again.

NESAs has no requirement about how evaluation is completed or how much detail is required. These are all matters for the teacher and/or school to determine.

Teachers and/or schools may choose to combine program registration and evaluation into a single process. It may depend on the length of a unit being delivered as part of a program.

If the same program is delivered to multiple classes in a calendar year, it may be appropriate for teachers to register and evaluate on a single program rather than each teacher register and evaluate on their own copy of the program.

Effective evaluation is an important professional responsibility. It does not follow that this reflection needs to be a written document for an external audience. NESAs only require brief comment to indicate where the planned program was changed.

Schools and systems are encouraged to carefully consider the need for daily or weekly administrative tasks. The IEU has stressed that annotations in programs are not required unless there are changes.

#### Hear our professional voice

The IEU has argued for some time that the professional voice of teachers needs to be heard to genuinely address workload issues in schools.

The requirements set out in the NESAs Fact Sheets are not minimum requirements. They identify the actions required of teachers to appropriately meet their professional obligations.

Where an individual, school, or system is requesting additional requirements to those NESAs has outlined, the IEU strongly suggests a professional discussion should take place to determine the evidence basis for such a request and the workload implications.

Where there are issues with an individual teacher this is best dealt with as a performance management issue, not by implementing whole school processes which undermine professional teacher judgement.

#### What NESAs actually requests for compliance

- Timetables for each year/class showing the allocation of time and teachers for each KLA.
- The scope and sequence of learning/units of work in relation to outcomes of the NESAs syllabus for each KLA for each year.
- An assessment plan indicating how students’ performance in each KLA is assessed, monitored and recorded.
- An overview of the process for reporting student achievement.
- For relevant schools, assessment policies and procedures for the RoSA and wHSC which comply with the requirements on the ACE website.