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| About the Teaching Learning and Assessment Plan The Home Education Teaching, Learning and Assessment Plan — Transition to Year 10 sets out the home education program for students who are being home educated.  You must complete a Teaching, Learning and Assessment Plan (TLAP) each year for each child. The TLAP must include information about the following:   * **Curriculum and pedagogy** — content/learning area and how the content is taught * **Monitoring** — processes to check your child is making progress and inform any adjustments * **Assessment —** formal tasks to measure the student’s learning * **Adjustments** — adjustments to curriculum or pedagogy to address any additional learning needs or when progress is not at age-expected level. * **Resources** — e.g. IT, computers, books, games, maps, charts, curriculum materials used to deliver or enrich teaching and learning * **Evidence of learning** — you must maintain a portfolio of student work across all learning areas * **Time allocation** — hours allocated to each learning area each week.   + The Department of Education reviews all TLAPs to ensure they comply with requirements of the [*Education Act 2015* (NT)](https://legislation.nt.gov.au/Legislation/EDUCATION-ACT-2015) and [*Education Regulations 2015*](https://legislation.nt.gov.au/Search/~/link.aspx?_id=5054F4F92C7E4EF889E0102073E363F4&amp;_z=z) (NT).  Transition to Year 10 curriculum You may develop your own curriculum, purchase a tailored program from a commercial provider or use a combination of purchased and self-developed (hybrid program). You may also use an outside provider to deliver specialised learning areas such as languages, music or drama.  The curriculum outlined in the TLAP must align with an [Australian Curriculum Assessment and Reporting Authority](https://v9.australiancurriculum.edu.au/senior-secondary-curriculum) (ACARA)-approved curriculum such as the Australian Curriculum (Version 9.0), International Baccalaureate, Australian Steiner Curriculum, Montessori National Curriculum Framework. More information about Australian Curriculum learning areas, planning, assessing and resources is available [here](https://v9.australiancurriculum.edu.au/f-10-curriculum/f-10-curriculum-overview).  The TLAP must include the program of work in the following eight learning areas:   1. English 2. Mathematics 3. Sciences 4. Humanities and Social Sciences (HASS) 5. The Arts 6. Languages 7. Health and Physical Education (HPE) 8. Technologies.   Work Studies is an optional learning area for Year 9 and 10 students. Submitting the TLAP You must complete all 6 sections of the form and submit along with required attachments with the online application. Contact If you require assistance, please contact the Home Education Team on telephone (08) 89014902 for email [homeeducation.doe@education.nt.gov.au](mailto:homeeducation.doe@education.nt.gov.au). | | | | | | | | |
| Fields marked with an asterisk (\*) are required. | | | | | | | | |
| Section 1 – Student details | | | | | | | | |
| First name\* |  | | Last name\* | | |  | | |
| Date of birth\* |  | | Year level\* | | |  | | |
| New or continuing student\*  *Check ONE box only* | | New  Continuing (student is currently approved for home education in the NT) | | | | | | |
| Section 2 – Details of the person primarily delivering home education | | | | | | | | |
| Full name\* |  | | Email address\* | | | |  | |
| Home phone\* |  | | Mobile phone\* | | | |  | |
| Relationship to student\* *i.e. mother, father, guardian, teacher* | | | | |  | | | |
| Section 3 – Curriculum | | | | | | | | |
| Home education curriculum details | | | | | | | | |
| Type of curriculum \*  *Check ONE box only* | | Commercial  Self-developed  Hybrid (mix of commercial/outside provider/self-developed) | | | | | | |
| If curriculum is from a commercial provider, write the name of the provider and attach evidence of membership. | | | | Provider name: | | | | Attached |
| If curriculum is from a commercial provider, attach one pdf document containing all curriculum, teaching and learning information provided to you by the provider. | | | | | | | | Attached |
| If the home education program is self-developed, please attach a home education curriculum plan. If an outside provider delivers specialist subjects such as languages, music, drama etc. please also include this in the plan. You may wish to use the Self-Developed Curriculum Plan template available [here](https://nt.gov.au/learning/primary-and-secondary-students/home-education) | | | | | | | | Attached |
| Section 4: Context, pedagogy and adjustments | | | | | | | | |
| Provide information about your home education approach\*  Describe your child’s student’s strengths, abilities, needs, and interests and how they will be addressed through the home education program. | | | | | | | | |
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| Check one or more boxes to indicate any pedagogical approaches you will use. | | | | | | | | |
| Use of private tutors or instructors  Explicit instruction  Guided activities  Community workshops, excursions, local and cultural events participation  Group learning experiences  Practical or experiential learning activities  ICT-integration learning  Play-based  Other/s (please specify): | | | | | | | | |
| Educational adjustments  Adjustments to content, pedagogy and assessment may be required for students not making satisfactory progress, or have additional learning needs, including a disability, Outline below any additional assistance or educational adjustments for each learning area. Indicate N/A where no adjustments are required. | | | | | | | | |
| Learning area 1: **English** | | | | | | | | |
| **Educational adjustments:** | | | | | | | | |
| Learning Area 2: **Mathematics** | | | | | | | | |
| **Educational adjustments:** | | | | | | | | |
| Learning Area 3: **Sciences** | | | | | | | | |
| **Educational adjustments:** | | | | | | | | |
| Learning Area 4: **Humanities and Social Sciences (HASS)** | | | | | | | | |
| **Educational adjustments:** | | | | | | | | |
| Learning Area 5: The Arts | | | | | | | | |
| **Educational adjustments:** | | | | | | | | |
| Learning Area 6: Languages | | | | | | | | |
| **Educational adjustments:** | | | | | | | | |
| **Learning Area 7: Health and Physical Education (HPE)** | | | | | | | | |
| **Educational adjustments:** | | | | | | | | |
| **Learning Area 8: Technologies** | | | | | | | | |
| **Educational adjustments:** | | | | | | | | |

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| Section 5– Monitoring, assessment and evidence of learning |
| Monitoring progress\*  Your child’s progress across the different learning areas must be regularly monitored e.g. through observation, informal assessments, standardised testing, NAPLAN results, discussions with your child etc. How your child’s progress will be monitored must be identified in the self-developed Curriculum Plan or commercial program information that you provide with your application. Information about work samples to assist monitoring of learning progress is available on the Australian Curriculum [website](https://australiancurriculum.edu.au/resources/work-samples). |
| Assessing learning\*  Assessment tasks must be clearly identified in the commercial or self-developed curriculum program. |
| Evidence of learning\*  You must maintain evidence of your child’s learning across the different learning areas in hard copy and/or digital format. The department may request evidence of learning at any time. |
| oEnd of form |

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| Section 6– Timetable | | |
| **Weekly home education timetable**\*  Complete the following table for each learning area. Total weekly hours should be about 25. It is recommended that about 5 hours per week are allocated to English/Literacy, 5 hours to Maths/Numeracy and the remaining 15 hours to the other 6 learning areas. | | |
| **Learning area** | | **Hours per week** |
| 1 | English/Literacy |  |
| 2 | Mathematics/Numeracy |  |
| 3 | Science |  |
| 4 | Health and Physical Education (HPE) |  |
| 5 | HASS (History, Geographic, Civics and Citizenship and Economics) |  |
| 6 | Technologies (Digital Technologies and Design Technologies) |  |
| 7 | The Arts (Music, Visual, Dance, Drama, Media) |  |
| 8 | Languages |  |