Education Act In Application

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Table 1: Education Act's Objectives Mapped to Department and School

Education Act (Object)	Education Department Strategy	Education Department Framework	School Strategy
A great start for children	1.1 Implement changes in early childhood education for children between the ages of birth to 8 years. 1.2 Introduce children aged between birth to 3 years old to positive relationship support programs to improve their academic learning. 1.3 Work on external partnerships that affect the needs of the children and their families. 1.4 Provide physical means in the curriculum programs that prepare the children for the transition to commence school.	1.a Develop comprehensive learning programs that are specific to early childhood development for children aged between birth and 8 years old. 1.b Commence audits of the education services against the National Quality Standards. 1.c Through the expansion, parents ensure that the programs used apply child-development approaches. 1.d Provide a platform that promotes the transition to school by involving the parents in the learning process.	1. Ensure that the subjects offered are in line with the Australian Curriculum. 2. Provide targeted support to the students in need. 3. Implement a transparent audit of the performance and application of the Education Act. 3. Develop communication with the parents regarding students' progress. 4. Partner with other schools, such as the Sanderson Middle School, to improve the transition process.

Every Student a Successful Learner	2.1 Provide the students with quality and diversified subjects. 2.2 From the expectations of the parents and community, formulate conducive learning environments. 2.3 Promote a culture of inclusivity among the students and teaching staff. 2.4 Involve the parents and relevant stakeholders to help identify the special needs and other disadvantaged students to monitor and support them. 2.5 Introduce and implement indigenous learning programs per the Indigenous Education Strategy. Implement programs in line with the Work Like the Best Strategy.	2.a Implement the national Australian Curriculum to meet all students' needs 2.b Implement studies in native languages and cultures, such as Asian studies, across the different levels of education. 2.c Uphold the Direct Instruction learning of numeracy and literacy studies to a maximum of 30 schools in the Northern Territory. 2.d Ensure mandatory health check-ups for all students in the territory. 2.e Introduce a formula through which the special needs and disadvantaged students are identified. 2.f Implement the special needs program, Abilities Based Learning and Education Support (ABLES). 2.g Introduce the girl's engagement program to more schools, up to a maximum of 13 schools. 2.h Increase the academic certification in the Northern Territory for the aged secondary students. 2.i Establish a framework that seeks to uphold the well-being and positive behavior among the students.	1. Provide targeted support to girls in a bid to ensure more girls in the science courses. 2. Develop differentiated studies for the students in Stage 2. 3. Support the students in English and Humanities subjects in the external studies. 3. Encourage training of the students by the Indigenous education providers. 4. Improve the education strategies to promote attendance of more Indigenous students. 5. Promote a positive learning environment through updates to the formulated policies. 6. Build modern structures 7. Prioritise the safety and health of the students and maintenance of the same. 8. Consult with the student representatives to improve the performance of the school.

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Quality leaders, educators, and learning	3.1 Enhance the culture of continuous improvement. 3.2 Provide alternative and flexible means for the students to access quality education. 3.3 Provide means for teachers to provide high-quality education. 3.4 Promote a successful transition of students through better family relationships.	3.a Implement visual and relationship learning programs 3.b Continuously implement literacy and numeracy tests from transition to age year 10. 3.c Support teachers through training in interpreting the performance of students. 3.d Promote leadership among the teachers and students through training by the Centre for School Leadership.	1. Assess the students to understand their needs and issues in learning. 2. Align the tests with the performance standards. 3. Ensure access to professional learning concerning improved education. The targeted learning is in line with the Faculty Plans to improve staff performance. 4. Implement the visual learning education program unique to faculties.
Coherent and capable organization	4.1 Hire and retain qualified staff 4.2 Prioritize leadership, particularly in the development of Indigenous staff. 4.3 Use available data to formulate improvement areas and practices. 4.4 Ensure availability of quality amenities concurrent with the changing needs.	4.a Employ auditing of teachers' performance in education and application of the programs 4.b Develop a national data system open to access by all schools. 4.c Revise and attend to the needs of teachers and school heads. 4.d Introduce more distance learning schools	1. Monitor the adaptation of the visual programs by the teachers. 2. Introduction of online classes and access to data. 2. Regularly apply audits to the application of the programs and the specificity of the application process.

Productive partnerships	5.1 Partner with the education providers, non-government and government sectors. 5.2 Partner with other institutions to share resources and best learning practices. 5.3 Grow local partnerships into international levels.	5.a Provide support to educational institutions in communicating with external stakeholders. 5.b Partner with professional organizations to allow students access to superior technology, science, and engineering. 5.c Implement the attendance strategy	1. Ensure strategic funding to promote access to more resources. 2. Promote sharing of resources, strategies and approaches among peers within and without the Darwin High School. 3. Continuously communicate with the stakeholders to acquire scholarship, apprenticeship and employment opportunities for the students.

Question 2

The Northern Territory Teacher Registration Act defines a teacher as an individual with specific education skills certified to teach and assess the performance of students. For a teacher to be effective in the Northern Territory, they are required to be registered with the Teacher Registration Board (NTA 4). The Board assumes control over the activities of a school and the conduct of teachers. The Teacher Registration Act in the Northern Territory registers all teachers in accordance with their various teaching skills and areas, such as the registration of teachers under the home education program (Federal Register of Legislation 26). Recruitment of teachers is regulated by the qualifications of individual teachers as required by the Board. From the qualifications, the Board registers the teachers as an authentication of their “professional; experience and currency of practice,” (NTA 14). Hence, the regulation of teachers is initially controlled by the Northern Territory Teacher Registration Act and the Teacher Registration Board.

Teachers rely on the formulated programs in the implementation of the academic curriculum. In turn, the National Territory Board of Studies establishes and maintains the frameworks of the curriculum. The Board also establishes the assessment processes and guidelines, and the teachers are tasked with following the laid down procedure. Because the Board is common to all the schools in the Northern Territory, teachers under the training and management of the Board are trained equally. To comply with the laid down guidelines, the schools are tasked with funding the training sessions for the teachers. The training sessions are geared at ensuring better teaching, learning and performance of the students. The Teacher Registration Board works in close relation with the schools to maintain

“appropriate standards of professional competence” (Federal Register of Legislation 71). The Board is tasked with the responsibility of supervising the teachers in accordance with the performance of the students.

The renewal of registration of teachers to the Teacher Registration Board is influenced by various factors. Teachers are allowed a minimum registration of one year and a maximum of five years. The Board is tasked with the enforcement of discipline and quality teaching by the teachers. Therefore, when teachers fail to deliver the recommended performance standards as evidenced by the students’ assessment results, a teacher’s contract may not be renewed. As a disciplinary measure, teachers may be suspended. During the renewal of teachers’ registration, the services of teachers under suspension are not registered until after the end of the suspension. The Board is authorised to “impose on the registration any conditions the Board considers appropriate,” (NTA 17). Consequently, teachers are mandated to meet the conditions that are referred to during a renewal of the registration; teachers whose performance does not meet the conditions may be denied renewal or have their names removed from the register in totality. To overcome the challenges in the renewal of registration, teachers are required to be knowledgeable of the Board’s expectations of their performance. Similarly, teachers need to represent themselves to the Board members during suspension in a bid to seek understanding of their plight by the members.

Question 3: Criminal Code of the Northern Territory

A history teacher introduced a film to his class to introduce his students to the history of the indigenous communities. However, the film contained some graphic scenes that, though mild, contained some sexual scenes. Upon the discovery of the contents of the film, the teacher was suspended, and the film was confiscated as evidence. The Board found the teacher guilty of introducing the students to sexual content, and his registration was suspended. This scenario illustrates the criminal code’s intent to punish immoral and unprofessional teachers. A teacher, during a chemistry lesson, left the students unattended after receiving a call. Students played around with the chemicals, which resulted in an explosion. Upon discovering the mischievous act, the teacher slapped the student on whom the contents had spilled. The teacher was dismissed, and the case was addressed by the Board. The Board permanently dismissed the teacher, citing violent acts. This scenario shows the level at which the criminal code protects the students.

The Criminal Code relates to violent acts and recommends the imprisonment of the perpetrators. Violence is especially regarded because it may lead to the death of the victims or other people (Northern Territory Government 128). However, the teacher justified the act by citing the clause that states, “The defendant is not criminally responsible for the offense if the violent act is engaged in by the defendant for the purpose of benefiting the other person” (Northern Territory Government 128). Also, the teacher was found to be unethical in the manner in which the student was handled. Instead

of taking care of the student on whom potentially toxic chemicals had spilled, the teacher became violent, neglecting the safety of the student.

The Criminal Code qualifies sexual indecency as an offense against morality. The film is regarded as pornographic because it displays sexual content (Northern Territory Government 107). The film was thus considered morally wrong because it showed content that depicted sexual activity. The film was classified under child abuse material because the audience comprised high school students. Further, the film qualified the act as sexual indecency because the teacher made the students watch sexually explicit content (Northern Territory Government 114). The criminal code stipulates a possible imprisonment of not less than four years. However, the teacher was not jailed because the act was not forceful and only involved suggestive and blurred images.

To curb the violence in the school, teachers need to understand the consequences of violence. The violent teacher tried to justify the act by citing the desire to help the student avoid messing with the chemicals for safety. The school needs to write about the importance of employees seeking alternatives to dealing with misbehaving students. The film was introduced to the school because the teachers were allowed to introduce education programs without consultations with school management. To curb this issue, the school could enforce a policy in which the teachers require the school management's authorization to introduce alternative education programs. Similarly, the school could adopt and limit films to the Board's suggested films.

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