

Aligning *what* and *how* of teaching and learning in the Australian Curriculum

What is the intended learning and why is it important?

Why is this learning important?

- How would our lives be different without this skill, knowledge, understanding? What could we not do?
- Where do we see this learning demonstrated in our everyday lives?

Read the relevant Australian Curriculum references

Share initial meanings

- What this means to me is...
- The big ideas, essential questions and understandings in this for me are...

What do we want them to learn?

What do they bring?

What are the common patterns we've seen that learners bring?

- Misconceptions/alternative conceptions
- Perspectives/biases
- Points of interest

Existing understandings

- What are different ways that enable students to demonstrate their existing understandings, skills, knowledge...?

What else do they bring?

- What about the students' learner identity and learning to learn skills?
- What dispositions, experiences, do they bring?

Strategies

- What strategies can I use that capture and enable this to be shown?

What could the intended learning look like at this level?

Shared understanding of 'quality learning'

- What examples have we seen of quality learning at this level?
- What could high quality learning look like at this level?
- What does the achievement standard really mean? What knowledge, skills and understandings does it require?

How will students know what comprises high quality learning?

- What opportunities are there for students to understand the criteria for quality learning?

What does 'at this level' mean?

- What distinguishes this learning from the achievement standards which come before and after this level?

What intended learning is not evident in the achievement standard?

- What could this look like at this level?

How will we know if they got it?

What evidence will enable us to assess the intended learning?

Demonstrating the learning

- What are the multiple ways learners can demonstrate their learning – their understanding, their knowledge, their skills...? What assessment strategy/ies will best reflect this?

How does feedback cause thinking and learning dialogue?

Self assessment

- What opportunities are there for self-assessment?

Peer assessment

- What opportunities are there for peer assessment – activating students as teaching resources for one another?

How will we engage, challenge and support their learning?

Engage

- How can we hook them in – by building on current interests or generating interest? Have we engaged hearts and minds?

Challenge

- How can I stretch all learners?

Support

- What will be needed to ensure all learners achieve the intended learning? For example:
 - scaffolds, models, prompts
 - explicit teaching
 - time
 - ways to demonstrate mastery
 - differentiated approaches

So what will we do to get there?

Design the teaching and learning plan

Bringing it all together through the learning experiences

planning
sequencing
resource organisation
and...