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…
- The big ideas, essential questions and understandings in this for me are…

**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 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

**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?

**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…

**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?