1. **Collect Localised Evidence**
   Identify the priorities for your students and your community, data collection methods and sources.

2. **Compare National & State Research to Local Evidence**
   What information does the evidence provide and how does it compare to local evidence collected?

3. **Prioritise the Strengths and Needs of Your Students**
   Consult with your students to check evidence matches their priorities and needs.

4. **Create a Unit of Learning Framework**
   Choose a stage of learning, identify suitable key inquiry questions and map relevant outcomes to create a framework. Identify a learning focus.

5. **Map Relevant Syllabus Content**
   Map stage appropriate syllabus content to the framework and contextualise by adding the learning context by which to explore content to meet student needs.

6. **Embed Skills Within and Across Domains**
   Review the skill domains mapped to content and identify the specific skills which will be a focus of learning. Consider the interrelationship with the learning across the curriculum content.

7. **Develop Meaningful Learning Experiences**
   Record teaching and learning experiences to develop, refine and apply knowledge, understanding and skills within the learning context(s) reflective of the five propositions.

8. **Plan for Quality Assessment**
   Identify opportunities for purposeful assessment using a combination of assessment for learning, assessment as learning and assessment of learning strategies.

9. **Review and Evaluate**
   Evaluate programs by reviewing student learning and progression and use the unit audit tool to critique the effectiveness of program objectives.

10. **Repeat the Process**
    The programming process is one step in the teaching and learning cycle and should be repeated for regular review of learning and teaching.