Teaching for the new curriculum

Presenter Notes

NSW Curriculum and Learning Innovation Centre

Presenter Notes

How to complete this course

Course participants should work their way across the tabs at the top of each page and complete a corresponding activity. Individual interactive PDF files are available for each activity.

On completion of the course, participants must also ensure they follow the applicable procedures under the *Wrap up* tab.

Please ensure that the course supervisor has scheduled *Teaching for the new curriculum* on MyPL@Edu. The **Course deliverable** has 2 activities, Part A and Part B. Part A is found in the tab *My situation* and Part B is found in the tab *Planning*. Both of these activities must be completed by participants and submitted to their supervisor for accreditation. For information on scheduling an event, see the tutorials on the Professional Learning and Leadership Development website.
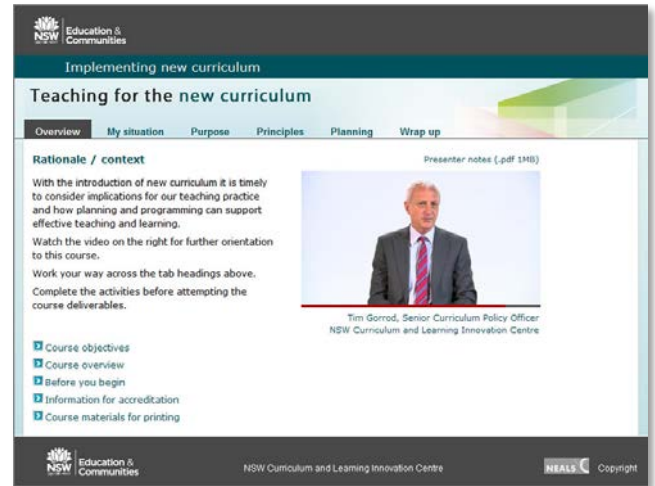
Preparation required

Prior to delivering the course, set aside some time to familiarise yourself with the content contained in each tab.

Your school needs to have scheduled an event against this course on MyPL@Edu. Include the Developer of the course as the Manage Event Support Person when scheduling the event. For information on scheduling an event, see the tutorials on the Professional Learning and Leadership Development website.

You may wish to print out the activities beforehand and download the complete activity booklet, which contains all the activities and is available in PDF or Microsoft Word formats.

The video can be viewed in full screen mode by clicking on the full screen icon.

Captions can be turned on or off on the video by clicking on the closed captions icon.

Group organisation

This course will be best delivered with participants in small groups. Alternatively, participants may view the course on their own electronic device, such as a tablet or laptop. However, the pace can be better controlled if the presenter can deliver the course on an interactive whiteboard.

Discussion and collaboration between participants will enrich the delivery of this course.

Overview

Indicative time: 10 minutes

What is this tab about?

This tab provides a rationale and context for teaching and the new curriculum course. It also includes:

- course objectives
- course overview
- before you begin
- Information about accreditation
- course materials for printing.

To make it easier, participants can watch the video of the presenter, Tim Gorrod, who will guide you through the course.

Delivery

1. Click on each of the drop down headings.
2. Watch the video.

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My situation: Planning and programming in your school

Indicative time: 10 minutes

What is this tab about?

This tab provides time to think about current planning and programming practices and consideration of improvements that could be made.

Delivery

1. Discuss current planning and programming across the school and consider what is working well and what could be improved.
2. Introduce Activity 1: *My situation*.
3. Groups will need to share responses.

Completing the activity

Participants complete the questions to reflect on their planning and programming practices.

Notes

Purpose: Why plan and program?

Indicative time: 20 minutes

What is this tab about?

This tab explores reasons for planning and programming.

You will need to click the button to start the animation. The animation begins as an equation with the sum total being quality learning experiences and outcomes for students. It explores local context, students learning needs and interests, what we want students to learn and how we want them to learn.
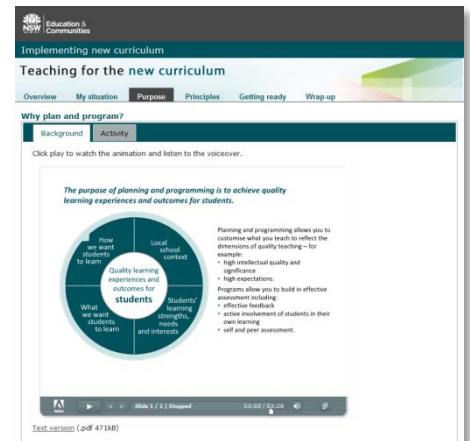
You may restart the animation at any time or use the slider to move through the slides.

The animation has a voice over which expands on the text in each section. You will notice that the voice over does not match the exact words on the screen. This is intended to stimulate discussion and give participants the chance to develop a deeper understanding of each section. This voice over may be muted if required.

A PDF version of this animation is provided on the following page.

Delivery

1. Click to start the animation and stop whenever you like to discuss content. The "wheel" provides the opportunity for participants to engage with the four context areas and how they relate to planning and programming.
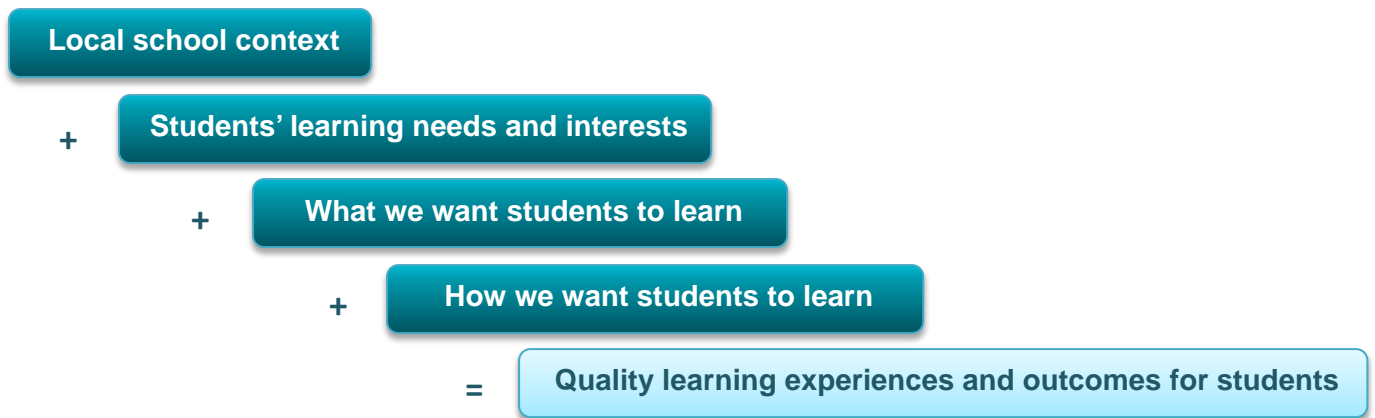2. Discuss each context in detail.

Completing the activity

This activity provides an opportunity for participants to work individually or as a group.

As a group activity, participants should reflect on their own programs first and complete the questions, then come together to discuss their ideas.

Notes

Factors affecting curriculum planning and programming

Local school context

+   **Students' learning needs and interests**

+   **What we want students to learn**

+   **How we want students to learn**

=   **Quality learning experiences and outcomes for students**

Quality Teaching an NSW public schools describes how we want students to learn.

Syllabuses are the same for all students but schools are not all the same.

Therefore, curriculum planning and programming allows schools to customise what you teach to reflect available resources – for example:

- available teachers
- community members and facilities
- access to ICT, books, library services.
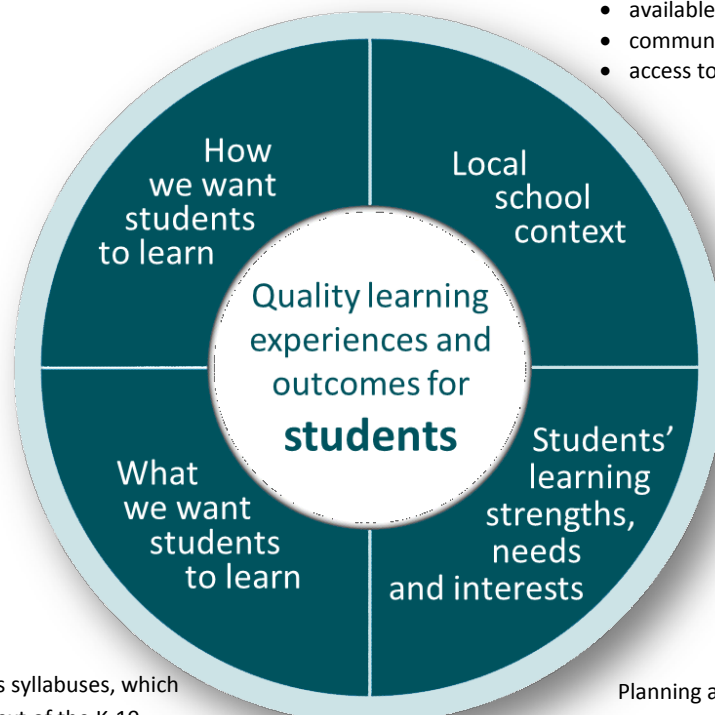
Board of Studies NSW provides syllabuses, which are developed within the context of the K-10 curriculum framework.

Planning and programming allows you to customise what you teach to reflect the individual needs of students.

Transcript

The purpose of planning and programming is to achieve quality learning experiences and outcomes for students. Some elements that influence the way teachers go about achieving the best possible learning experiences and outcomes include:

- the local school context
- students' learning needs and interests
- what we want students to learn
- and how we want students to learn.

First, let's consider the **local school context**. Schools all teach the same Board of Studies syllabuses but the schools themselves are different, even though they may be in neighbouring communities. So, it is important to take the time to think about what makes your school unique and how you can best use the available resources to meet the learning needs of your students.

Factors such as the availability and expertise of staff; parent community; physical environment of the school, including ICT facilities; school library resources; playing fields and local resources ultimately affect the way in which a school will meet its Board of Studies requirements. This is not an exhaustive list and you may discuss this further in the accompanying activity.

As teachers, **students' learning strengths, needs and interests** are front and centre of what we do. We need to ensure that our teaching programs will reflect the wide and varied individual needs of our students.

What we want students to learn is determined by a number of factors. The NSW Board of Studies syllabuses prescribe the learning across all of the key learning areas for all stages.

Aside from meeting syllabus requirements, students also gain valuable learning experiences from the informal learning that takes place every day, in every classroom, in every school.

How we want students to learn can be linked to the New South Wales Quality Teaching Framework. This pedagogical framework, including Intellectual quality, Quality learning environment and Significance, assists in planning, programming and assessing for quality learning outcomes for our students. Effective assessment needs to be connected to planning and programming and should take into consideration:

- prior learning
- a variety of assessment strategies to suit all learning needs
- students being active in their own learning through self and peer assessment
- and different pathways for students to demonstrate learning.

High expectations are fundamental for all students and in the accompanying activity you have the opportunity to examine how these factors might impact on your teaching.
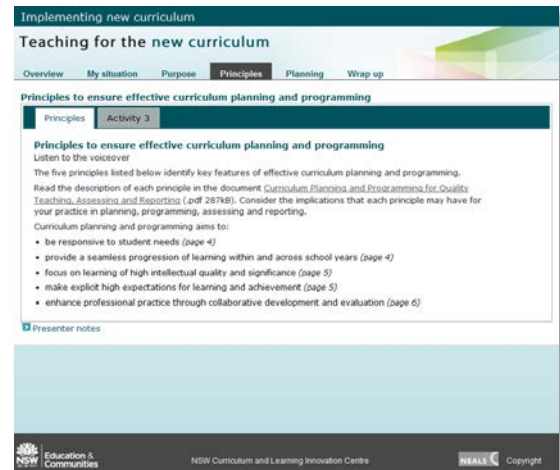
Principles

Indicative time: 60 minutes

What is this tab about?

This tab provides a framework for curriculum planning and programming. The following principles of planning and programming are explored. Page references from the document *Curriculum Planning and Programming for Quality Teaching, Assessing and Reporting* are provided. This document is hyperlinked from the *Principles* tab.

Curriculum planning and programming aims to:

- be responsive to student needs *(page 4)*
- provide a seamless progression of learning within and across school years *(page 4)*
- focus on learning of high intellectual quality and significance *(page 5)*
- make explicit high expectations for learning and achievement *(page 5)*
- enhance professional practice through collaborative development and evaluation *(page 6)*.

Delivery

1. Refer to *Curriculum Planning and Programming* and read the detailed description of each principle.
2. Allow participants time to read through the information.

Completing the activity

1. The activity can be completed in small groups or as a jigsaw activity.
2. Participants will reflect on current practice and then record their responses.
3. Share responses.
4. Completing the activity will enable participants to complete the deliverable part A, which should be done at this stage.

   It is important that participants have the opportunity to engage with all principles through sharing and contributing to whole group discussion. (Participants working individually also need to engage with all principles.)

Notes

Planning

Indicative time: 30 minutes

What is this tab about?

This tab focuses on the different levels of decision making when teachers plan and program. This decision making framework provides information about whole school, stage and year, unit or topic and lesson planning. This tab also provides a list of useful questions that schools can use in the implementation of new curriculum.

Delivery

In the *Process* tab, click on each arrow and drop down boxes will appear.

Click on each button and a series of questions or statements will appear. These questions will then form the basis of Part B of the deliverable. You may like to allow time for participants to read each one and engage with the content. At this stage, it will be useful for participants to have a look at all of the questions at all of the levels to provide a whole school context.

The text on the *Process* tab is also accessible from pages 7-13 of *Curriculum planning and programming for quality teaching, assessing and reporting.*

Completing the activity

Part B of the deliverable provides participants with a choice of activity that best suits their situation.

The deliverable should take about 15 minutes to complete.

Notes

Wrap up

Indicative time: 20 minutes

What is this tab about?

This tab provides information about how to complete the course for accreditation.

Delivery

1. Remind participants that the deliverable (part A and part B) has to be signed off by the Principal or curriculum leader using the *Course completion checklist*.
2. Complete the online evaluation forms in MyPL@Edu.
3. Participants should complete the online evaluation forms from the Institute of Teachers (if applicable) to ensure appropriate accreditation.

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