



Teaching for the new curriculum

Activity booklet



Contents

ABOUT THE ACTIVITIES AND DELIVERABLES	2
COURSE COMPLETION CHECKLIST	3
ACTIVITY 1: MY SITUATION	5
ACTIVITY 2: PURPOSE	6
ACTIVITY 3: PRINCIPLES	7
Principle 1	7
Principle 2	8
Principle 3	8
Principle 4	<i>9</i>
Principle 5	
DELIVERABLE PART A: PRINCIPLES	10
ACTIVITY 4: PLANNING	11
DELIVERABLE PART B: PLANNING – WHOLE SCHOOL, STAGE AND YEAR	12

About the activities and deliverables

Within the activity booklet you will find activities and deliverables.

Activities are designed to focus thinking and stimulate discussion on pragramming, planning, assessing and reporting practices. Completing the activities will guide your thinking in completing the deliverables.

Deliverables are designed to provide evidence for your course supervisor that you have satisfactorily completed the course.

The times suggested to complete the activities are indicative.



Course Completion Checklist

Teacher Name:
School:
Course: Teaching for the new curriculum To successfully complete this course, ensure you have undertaken the pre-course activities, activities, deliverables and had your supervisor complete the sign-off. If you are seeking accreditation, you must complete the deliverables.
Pre-course checklist ☐ I have registered in the appropriate event for this course on MyPL@Edu (course code 151CLC027)
\square I have accessed the <i>Curriculum planning and programming for quality teaching, assessing and reporting</i> document
Post-course checklist
Activities I have completed the following:
☐ Activity 1: My Situation
☐ Activity 2: Purpose
☐ Activity 3: Principles
☐ Activity 4: Planning
Deliverables Deliverables are the evidence that you need to provide to your supervisor, along with the checklist and sign-off, in order to certify that you have satisfactorily completed the course.
☐ Deliverable part A: Principles
☐ Deliverable part B: Planning



Evaluation	
\square MyPL@Edu evaluation must be comple	eted for successful accreditation.
☐ <u>NSW Institute of Teachers</u> evaluation n	nust be completed for successful accreditation.
Supervisor sign-off	
certify thatcourse <i>Teaching for the new curriculum</i> .	has completed the above requirements for the
Signed:	Date:
Position:	



Activity 1: My Situation (10 minutes)

Planning and programming for quality teaching

Discuss current planning and programming practices in your school. Consider what is being done well and what could be improved. Reflect on your own practice as part of the wider school community. Share your responses with colleagues.

What works well for you in your teaching, and what could you improve? (At least 3 ideas)		
Here are some suggestions to get you started:		
 differentiation for diverse learning needs clear links to previous learning clear links to the NSW quality teaching model assessment activities analysis of data 		
What do you do well?	How do you do it?	
Consider how effective planning and programming co	uld enhance your teaching practice.	
What needs further development?	How could it be developed?	



Activity 2: Purpose (20 minutes)

Why plan and program?

Watch the animation and listen to the voice over. How do the following impact on your teaching? If possible, share your thoughts with a colleague.

Local school context	
Students' learning needs and interests	
What we want students to learn	
How we want students to learn	



Activity 3: Principles (60 minutes)

How well does your current curriculum planning and programming practice show evidence of the following principles?

Review the principles on pages 3 to 6 of the document *Curriculum planning and programming for quality teaching, assessing and reporting.*

Group: Divide into small groups and allocate each group a principle to discuss in depth. Share your responses with the whole group.

Individual: Select at least two of the principles and complete the related activities.

Vhat do you do well?	How could this be improved?



Albet de veu de vell?	How could this he immunosed?
Nhat do you do well?	How could this be improved?
	and programming aims to focus on learning of high
intellectual quality and significa	
intellectual quality and significa	nce
Principle 3: Curriculum planning intellectual quality and significate. What do you do well?	nce



Principle 4: Curriculum planning and programming aims to make explicit high expectations for learning and achievement			
What do you do well?	How could this be improved?		
Principle 5 : Curriculum planning and progra	mming aims to enhance professional		
practice through collaborative development	and evaluation:		
What do you do well?	How could this be improved?		



Deliverable Part A: Principles

Curriculum planning and programming aims to:

Principle 1: be responsive to student needs

Principle 2: provide a seamless progression of learning within and across school years

Principle 3: focus on learning of high intellectual quality and significance

Principle 4: make explicit high expectations for learning and achievement

Principle 5: enhance professional practice through collaborative development and evaluation

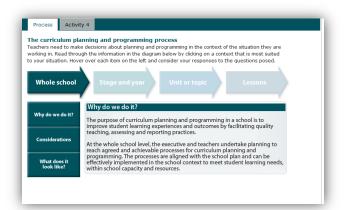
Based on your responses to Activity 3, complete the following question:				
What curriculum planning and programming practices will I put in place to reflect these five principles?				



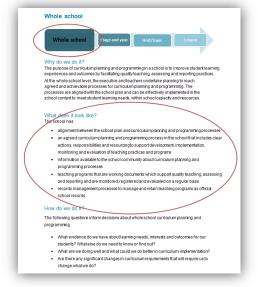
Activity 4: Planning (30 minutes)

This activity will enable you to complete Deliverable part B.

Explore the information under the *Planning* tab.



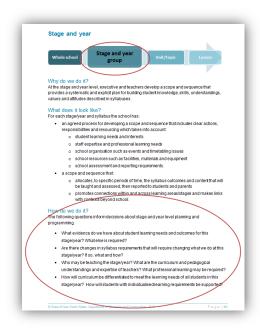
Read through *What does it look like?* at the whole school **and** stage/year level (pages 8 and 10 in *Curriculum planning and programming for quality teaching, assessing and reporting*).



For each of these levels, use the questions under *How do we do it* to stimulate discussion.

Remember, collaboration is an essential part of effective curriculum planning and programming.

If you are working alone select the level most appropriate to your situation. If possible, talk to colleagues at school or use communication channels such as Maang or other social media to share ideas and gain feedback.





Deliverable part B: Planning – whole school, stage and year

Decision making about curriculum planning and programming

In the context of your school, what people, processes, products and practices will enable you to achieve the following?

What	People	Process	Products and practice	Time
	Who will be involved?	How will we do it?	What will it look like?	When will we do it?
Is there alignment between				
curriculum planning and				
programming and the school plan?				
What level of consistency of				
planning and programming will we				
expect aross the whole school in:				
scope and sequence				
scope and sequence				
units of work?				
What quality assurance processes				
for teaching programs will we				
have?				



What information will be provided			
to the school community?	1		
	1		
	1		
	1		
	1		
What records management			
processes will we have for	1		
teaching programs?	1		
teaching programs.			
	1		
	1		
	1		
	1		
	1		
	1		
NATIONAL CONTRACTOR OF THE CON			
What monitoring and evaluation			
processes will we use?	1		
	1		
	1		



lotes	