



Education &  
Communities



Education &  
Communities

# Teaching for the new curriculum

Activity booklet

NSW Curriculum and Learning Innovation Centre

## Contents

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

## 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 programming, 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)
- I have accessed the *Curriculum planning and programming for quality teaching, assessing and reporting* 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

- MyPL@Edu evaluation must be completed for successful accreditation.
- [NSW Institute of Teachers](#) evaluation must be completed for successful accreditation.

## Supervisor sign-off

I certify that \_\_\_\_\_ has completed the above requirements for the course *Teaching for the new curriculum*.

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 could 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.

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

## 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.

**Principle 1:** *Curriculum planning and programming aims to be responsive to student needs*

**What do you do well?**

**How could this be improved?**

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

*Principle 2: Curriculum planning and programming aims to provide a seamless progression of learning within and across school years*

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

*Principle 3: Curriculum planning and programming aims to focus on learning of high intellectual quality and significance*

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



*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 programming 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.

Process Activity 4

### The curriculum planning and programming process


Teachers need to make decisions about planning and programming in the context of the situation they are working in. Read through the information in the diagram below by clicking on a context that is most suited to your situation. Hover over each item on the left and consider your responses to the questions posed.



Why do we do it?	<p><b>Why do we do it?</b></p> <p>The purpose of curriculum planning and programming in a school is to improve student learning experiences and outcomes by facilitating quality teaching, assessing and reporting practices.</p>
Considerations	<p>At the whole school level, the executive and teachers undertake planning to reach agreed and achievable processes for curriculum planning and programming. The processes are aligned with the school plan and can be effectively implemented in the school context to meet student learning needs, within school capacity and resources.</p>
What does it look like?	

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*).

### Whole school



**Why do we do it?**

The purpose of curriculum planning and programming in a school is to improve student learning experiences and outcomes by facilitating quality teaching, assessing and reporting practices.

At the whole school level, the executive and teachers undertake planning to reach agreed and achievable processes for curriculum planning and programming. The processes are aligned with the school plan and can be effectively implemented in the school context to meet student learning needs, within school capacity and resources.

**What does it look like?**

The school has:

- alignment between the school plan and curriculum planning and programming processes
- an agreed curriculum planning and programming process in the school that includes clear actions, responsibilities and resourcing to support development, implementation, monitoring and evaluation of teaching practices and programs
- information available to the school community about curriculum planning and programming processes
- teaching programs that are working documents which support quality teaching, assessing and reporting and are monitored, registered and evaluated on a regular basis
- records management processes to manage and retain teaching programs as official school records.

**How do we do it?**

The following questions inform decisions about whole school curriculum planning and programming


- What evidence do we have about learning needs, interests and outcomes for our students? What else do we need to know or find out?
- What are we doing well and what could we do better in curriculum implementation?
- Are there any significant changes in curriculum requirements that will require us to change what we do?

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.

### Stage and year



**Why do we do it?**

At the stage and year level, executive and teachers develop a scope and sequence that provides a systematic and explicit plan for building student knowledge, skills, understandings, values and attitudes described in syllabuses.

**What does it look like?**

For each stage/year and syllabus the school has:

- an agreed process for developing a scope and sequence that includes clear actions, responsibilities and resourcing which takes into account:
  - student learning needs and interests
  - staff expertise and professional learning needs
  - school organisation such as events and timetabling issues
  - school resources such as facilities, materials and equipment
  - school assessment and reporting requirements.
- a scope and sequence that:
  - allocates, to specific periods of time, the syllabus outcomes and content that will be taught and assessed, then reported to students and parents
  - promotes connections within and across learning areas/stages and makes links with contexts beyond school.

**How do we do it?**

The following questions inform decisions about stage and year level planning and programming

- What evidence do we have about student learning needs and outcomes for this stage/year? What else is required?
- Are there changes in syllabus requirements that will require changing what we do at this stage/year? If so, what and how?
- Who may be teaching the stage/year? What are the curriculum and pedagogical understandings and expertise of teachers? What professional learning may be required?
- How will curriculum be differentiated to meet the learning needs of all students in this stage/year? How will students with individual learning requirements be supported?

## 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?

<b>What</b>	<b>People</b> <i>Who will be involved?</i>	<b>Process</b> <i>How will we do it?</i>	<b>Products and practice</b> <i>What will it look like?</i>	<b>Time</b> <i>When will we do it?</i>
Is there alignment between curriculum planning and programming and the school plan?				
What level of consistency of planning and programming will we expect across the whole school in: <ul style="list-style-type: none"> <li>• scope and sequence</li> <li>• units of work?</li> </ul>				
What quality assurance processes for teaching programs will we have?				

<p>What information will be provided to the school community?</p>				
<p>What records management processes will we have for teaching programs?</p>				
<p>What monitoring and evaluation processes will we use?</p>				

