Programming for quality teaching and assessing

Presenter Notes

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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 *Programming for quality teaching and assessing* on My PL@Edu. The **Course deliverable** is found in the tab *Wrap up* and 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.

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 in the first tab, *Getting started.* 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.
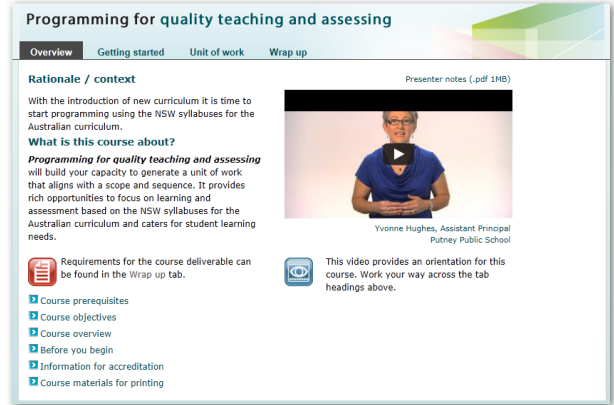
Overview

Indicative time: 30 minutes

What is this tab about?

This tab provides a rationale and context for programming for quality teaching and assessing 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, Yvonne Hughes, who will guide you through the course.

Delivery

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

Notes

Getting Started

Indicative time: 90 minutes

What is each mini-tab about?

Mini-tab	Indicative time	What is this mini-tab about?
Courses	30 minutes	This mini-tab provides time to reflect on key considerations before you start writing your unit of learning.
My Students	10 minutes	This mini-tab focuses on the learning needs of students and introduces the concept of curriculum differentiation. It also considers the context and background of students. To explore this area in more detail see *The Learner and the new curriculum.* The NSW Quality Teaching Framework is referenced on this page. You will need to click the button to start the animation. The animation begins by using the quality teaching framework questions and then raises factors that affect students in the classroom. You may restart the animation at any time. A PDF version of this animation is provided on the following pages, for printing.
Scope and sequence	20 minutes	This mini-tab explores the key elements of a scope and sequence.
Resources	10 minutes	This mini-tab focuses on the audit completed as part of the course Your School and the New Syllabuses that involved assessing syllabus requirements, teacher needs, resources and professional learning. This audit will inform the development of your unit of learning.
Collaboration	10 minutes	This mini-tab focuses on how curriculum planning and programming is enhanced professional practice through collaborative development and evaluation. It also explores how different schools have worked collaboratively to produce a unit of learning.
Activity	10 minutes	This mini-tab focuses on the scope and sequence you have planned. In light of these considerations, make any changes before proceeding any further.

Delivery

1. Watch the video of Lyndall Foster explaining the key elements of the professional learning courses.
2. This course builds on the previous courses, The learner and the new curriculum, Teaching for the new curriculum and Your School and the New Syllabuses. It is suggested you may like to engage with these, using the links provided.
3. Click to start the animation on the *My Students* mini-tab and stop whenever you like to discuss content. The diagram provides the opportunity for participants to engage with the four questions and how they relate to planning a unit of learning.
4. Discuss each question.
5. On the *Scope and sequence* mini-tab click on each expandable for a detailed description.
6. Visit the Board of Studies NSW links for sample scope and sequence plans.
7. Allow participants time to read through the information.
8. Share ideas with the group.
9. On the *Resources* mini-tab consider the school context featured in *Teaching for the new curriculum.*
10. Revisit the contents of your audit. Participants may need to revisit one of the Your School and the New Syllabuses courses.
11. On the *Collaboration* mini-tab, watch how *Leumeah Public School* and *Glenmore Park High School* have developed their unit of learning.
12. Refresh your understanding of collaborative planning by reading the information in this tab.
13. On the *Activity* mini-tab refer to the scope and sequence and make any changes in light of the previous tab.
14. The activity connects with the scope and sequence plan and the unit of learning you are working on.

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.
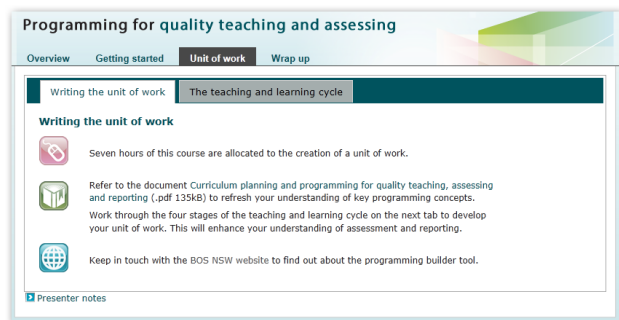
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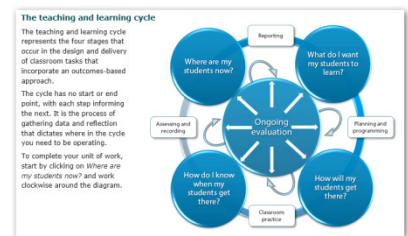
Unit of learning

Indicative time: 7 hours

What is this tab about?

This tab focuses on the teaching and learning cycle to guide the process for writing a unit of learning. You may need to refer to *Curriculum planning and programming for quality teaching, assessing and reporting* to refresh your understanding of key programming concepts.

Delivery

1. Read the information on each tab on this page.
2. On the *Teaching and learning cycle* tab discuss how the teaching and learning cycle represents the four stages that occur in the design and delivery of classroom tasks that incorporate an outcomes-based approach. The cycle has no start or end point, with each step informing the next. It is the process of gathering data and reflection that dictates where in the cycle you need to be operating.
3. Discuss each question. Click on each question in the diagram to explore further. See table below for further instructions.

Question	Focus	Delivery
Where are my students now?	How learning can be **differentiated** to meet the needs of particular students.	1. Click on each expandable and read the information on the page. 2. Watch the video of Lynda Lovett discussing the key elements of curriculum differentiation. 3. Use the following questions to consider a class that you teach: 　• Which students require extension in particular areas? 　• Which students require support in particular areas? 4. Use your assessment data to fine tune this process (pre testing, observations, diagnostic test data, work samples, anecdotal records). You can now answer the question 'Where are my students now?'
What do I want my students to learn?	Using syllabus documents as well as a scope and sequence plan to determine allocated outcomes and content.	1. Read the information on the page. 2. View the online syllabuses on the BOS NSW website. 　• English K–10 　• Mathematics K–10 　• Science K–10 (incorporating Science and Technology K–6) 　• History K–10. 3. Watch the video of Lyndall Foster explaining how the online BOS syllabus documents can be used when curriculum planning and programming.

Question	Focus	Delivery
How will my students get there?	Outlines the key elements for writing the unit of learning. It focuses on the quality learning experiences necessary to achieve your teaching focus i.e. *What you want your students to learn?*	1. Read the information on the page. 2. Visit the sample units of work. 3. Use the Teaching and Learning exchange to access additional current resources from the Department and the national Scootle collections.
How do I know when my students get there?	Outlines the key elements for assessment.	1. Read the information on the page. 2. Watch the video. 3. Use the Teaching and Learning exchange to access additional current resources from the Department and the national Scootle collections.

Completing the activity

The teaching and learning cycle provides an opportunity for participants to discuss each question and work individually or as a group.

Your unit of learning will include details about:

- time frame
- teaching and learning strategies and activities
- resources and assessment
- variations from the planned teaching program
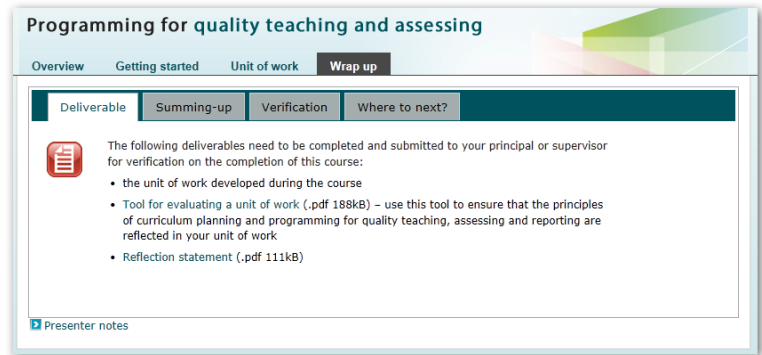- registration and evaluation
- differentiation

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Wrap-up

Indicative time: 30 minutes

What is this tab about?

This tab contains what to include as part of the **Course deliverable** and provides information about how to complete the course for accreditation.

Delivery

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

Notes