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Systematic Curriculum Delivery

A guide for school leaders
and teachers



The Department of Education supports an integrated approach to improving curriculum, assessment and pedagogy through three key resources aligned to the National School Improvement Tool.

National School Improvement Tool

Domain 1 An explicit improvement agenda

Domain 2 Analysis and discussion of data

Domain 3 A culture that promotes learning

Domain 4 Targeted use of school resources

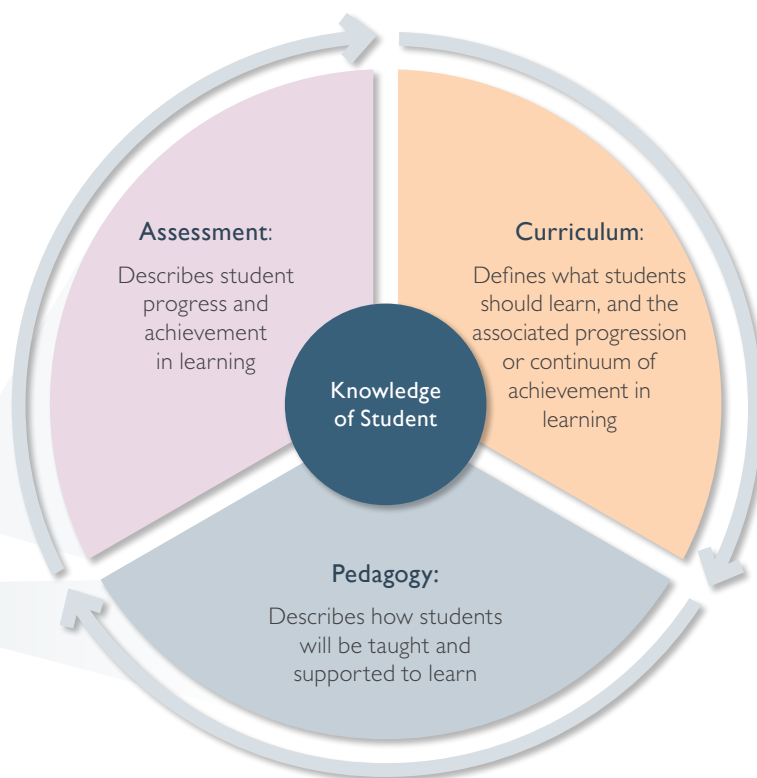
Domain 5 An expert teaching team

Domain 6 Systematic curriculum delivery

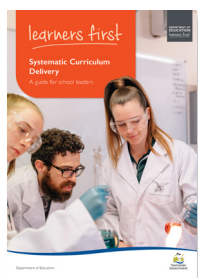
Domain 7 Differentiated teaching and learning

Domain 8 Effective pedagogical practices

Domain 9 School-community partnerships



Systematic Curriculum Delivery: A guide for school leaders and teachers



Sets out the essential requirements for delivery of the Australian Curriculum in Tasmanian government schools, and provides guidance on curriculum planning to enable improvement against Domain 6 of the National School Improvement Tool.

Department of Education Assessment Strategy 2020-2023



Sets out a shared understanding and principles for the design and practice of assessment in Tasmanian government schools. The Strategy comprises a series of system actions, to be phased in over four years, to strengthen the capability of teachers and school leaders to put this understanding and these principles into practice.

Learners First: A Pedagogical Framework



Sets out shared principles to underpin teaching and learning in all Tasmanian government schools from Prep to Year 12. It outlines five key teaching practices which evidence suggests

have the greatest impact on learning. The Framework is designed to stimulate challenging professional dialogue amongst school leaders and teachers, and support improvement against Domain 8 of the National School Improvement Tool.

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About this resource

This Guide, informed by evidence and the voice of Tasmanian school leaders, teachers and learners, is designed to support curriculum delivery that engages learners, progresses learning and leads to depth of understanding.

The Guide provides a clear framework for schools to translate the curriculum to their context, with a focus on moving away from content coverage, to curriculum that supports personalisation, depth and rigour over breadth.

It outlines practical advice for school leaders to undertake rich and robust collaborative planning processes for the purposes of improving against Domain 6 of the [National School Improvement Tool](#), Systematic Curriculum Delivery. It complements the Australian Professional Standards for [principals](#) and [teachers](#).

Curriculum frameworks in Tasmania

There are four key curriculum frameworks utilised in Tasmanian government schools from Kindergarten to Year 12. These are:

- » Belonging, Being and Becoming: The Early Years Learning Framework K-Year 2
- » Australian Curriculum F–Year 10
- » 9-12 Curriculum Framework, which informs the development of TASC courses
- » Australian Qualifications Framework, which underpins VET units

The primary focus of this Guide is systematic delivery of the Australian Curriculum, although advice on planning processes can be utilised across all curriculum frameworks.

The Australian Curriculum

The full Australian Curriculum is an aspirational curriculum that requires focus and prioritisation to make it manageable and meaningful for teachers, as well as engaging and challenging for learners.

The achievement standards in the Australian Curriculum describe what learners need to know, understand and be able to do at each phase of schooling. They are the foundation and focus of the Australian Curriculum.

The general capabilities and cross-curriculum priorities are embedded within the learning areas. The general capabilities are not a separate component of the curriculum and are included within achievement standards. In order to help teachers to amplify these capabilities in the learning of their students, they are described in progressions and continua.

About this resource

The Australian Curriculum in Tasmanian government schools

In Tasmanian government schools the Australian Curriculum is delivered to foster learner engagement, personalisation and the development of deep understanding. Across all schools, learning experiences must be designed to ensure students have opportunities to demonstrate the depth and breadth of their learning in all aspects of the achievement standards in the Australian Curriculum.

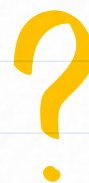
The Learning Area Planning Guides, which are companions to this resource, outline the essential content which enables the relevant achievement

standards to be met. The content is organised under big ideas and key understandings to support a focus on learner engagement and depth of learning. They are specifically designed to assist Tasmanian teachers to manage and systematically deliver the Australian Curriculum.

Curriculum in Tasmanian government schools P–10 – what is tight and what is loose?

The concept of 'tight and loose' enables school leaders to encourage autonomy and creativity (loose) within well-defined system parameters that must be honoured (tight).

- » The achievement standards are the foundation of curriculum planning and delivery in Tasmanian Government schools.
- » Learners **must** be provided with opportunities to meet the achievement standards.
- » Learning **must** be assessed against the achievement standards.
- » Learning **must** prioritise the development of big ideas, key understandings, general capabilities and cross-curriculum priorities to meet the achievement standards, rather than breadth of content coverage.
In practice this means that teachers have significant autonomy and flexibility in the design of learning, including identification and selection of content to meet the achievement standards. To inform this, guidance on essential content is outlined in the Learning Area Planning Guides.
- » Learning **must** be sequential, coherent and progressive within and across the phases of school.



About this resource

This Guide is part of a suite of resources that supports school leaders and teachers to translate the Australian Curriculum and other curriculum frameworks in the Tasmanian context.

Resources overview

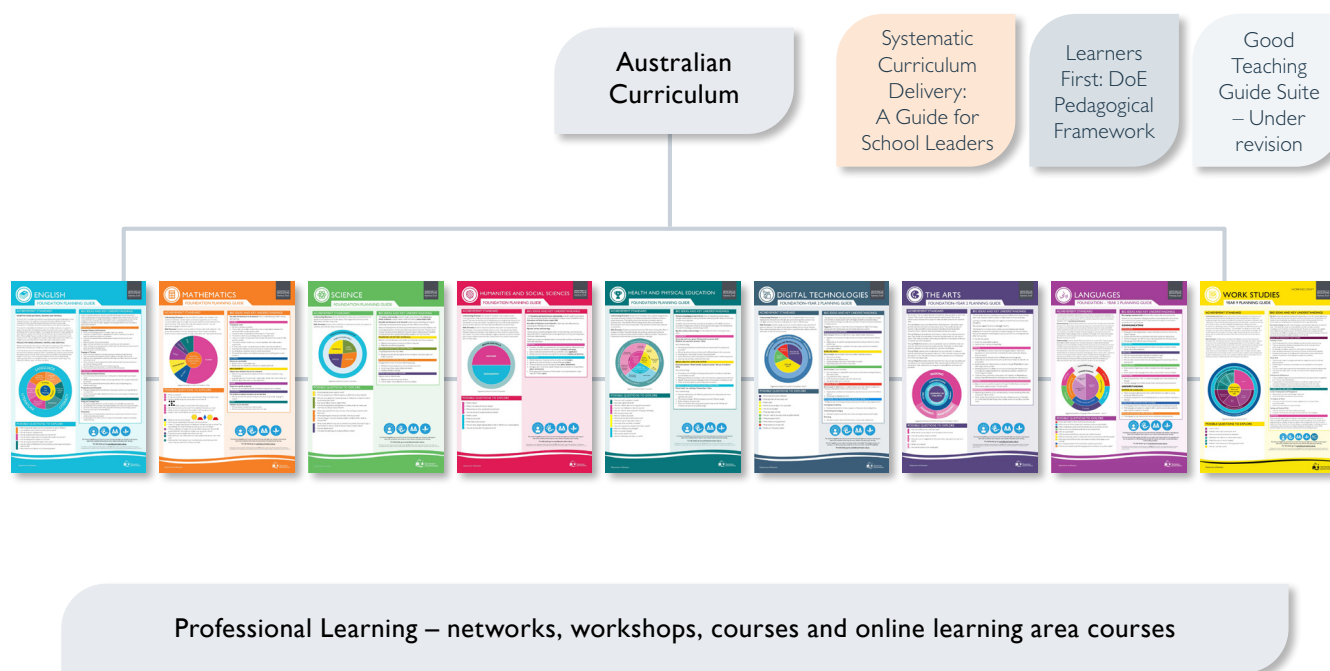
The Learning Area Planning Guides provide an overview of essential content which enables the relevant achievement standards within a learning area to be met. They are a key resource to support school leaders and teachers in curriculum planning. The selection of content enables the development of big ideas and key understandings together with the general capabilities and cross-curriculum priorities to meet the achievement standards.

Online resources for each learning area provide further, more detailed resources for teachers including sample unit plans, lesson plans, assessment tasks and classroom resources.

Finding resources

All resources are located in the [Teaching and Learning Centre](#). Access through the Curriculum in Tasmania tile.

<https://tlc.education.tas.gov.au>



Design of systematic curriculum delivery

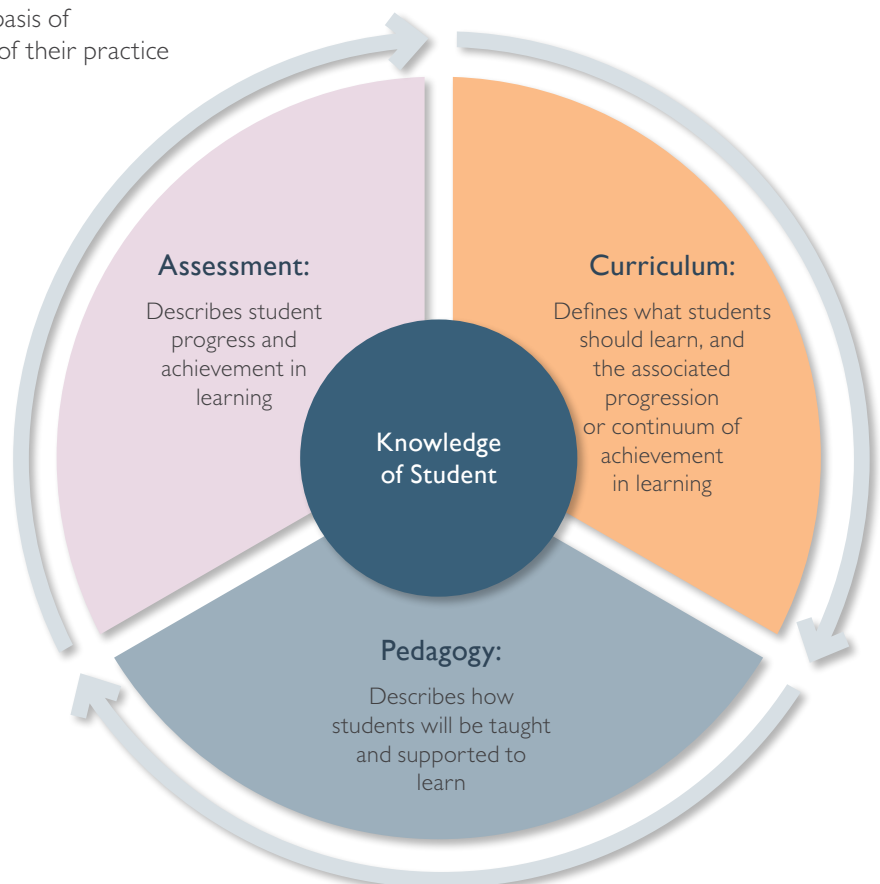
Curriculum planning is a way of developing an explicit, systematic overview of what learners need to learn and in what sequence. It provides an opportunity to ensure that the curriculum is manageable for teachers, locally relevant, aligns with pedagogy, enables depth and rigour of learning over breadth, and meets the needs of all learners.

Building a shared plan for curriculum delivery at the school level ensures that:

- » learner needs, interests and curiosity will be addressed
- » learners in every classroom have the opportunity to develop consistent knowledge, skills and understandings
- » teachers develop a shared, practical understanding of curriculum expectations that inform the design of teaching and learning
- » teachers' shared understanding of curriculum, teaching practice and data form the basis of collaborative inquiry into the impact of their practice on learning

- » the intended curriculum plan is implemented in every classroom within a school through strong and shared internal accountability.

Curriculum, together with pedagogy, assessment and knowledge of learners are the key drivers of quality teaching and learning.



Design of systematic curriculum delivery

These principles have been developed to support and guide leaders in their work to improve systematic curriculum delivery and the curricular knowledge of teachers in their schools.

They are designed to assist in leading the processes outlined in the remainder of this resource.

Design Principles for Systematic Curriculum Delivery

» **Learner agency**

Systematic curriculum delivery must be designed inclusively around learners to motivate them and recognise their prior knowledge, skills, interests and values.

» **Collaborative**

Networks of schools, school leaders and teachers work together to design a coherent, sequenced plan for curriculum delivery which ensures every learner has the opportunity to progress toward and meet the achievement standards.

» **Rigour**

Learning experiences should be challenging, to foster thinking and enable deep understanding

» **Focus**

Learning experiences should be designed to enable depth of understanding rather than breadth of content knowledge.

» **Coherence**

Learning experiences should be sequenced to build on prior knowledge, enabling growth from foundational to more advanced understandings aligned to achievement standards and progressions.

» **Alignment**

Planning for systematic curriculum delivery should support evidence informed teaching practices, preferred pedagogies, and assessment strategies that progress learning.

» **Transferability**

Higher priority should be given to developing knowledge, skills, general capabilities and understandings that can be learned in one context and transferred to other learning.



Managing the curriculum

Effective management of the curriculum enables a school to plan and monitor continuity and development of knowledge, skills and understandings across the years of schooling. It is informed by school and classroom level information and evidence of learning.

This guide provides a systematic approach to planning for learning progress, and the achievement of standards across the school, for each year. It is the core business of school leaders and teachers to ensure quality learning can be easily distinguished, reported and evaluated.

A coherent plan for systematic curriculum delivery:

- » puts the learner first and supports the enactment of preferred pedagogies and key teaching practices
- » is aligned to system priorities and expectations and allows for delivery of all learning areas
- » is well organised and deliberately designed to promote high expectations for every learner
- » is supported by school structures, timetables, staffing and classroom organisation
- » meets the need of every learner at every stage of learning
- » allows for learner growth and progress across the years of schooling
- » provides for learner diversity and inclusive practice across the school and in the classroom.

Managing the curriculum is not something that is done by school leaders in isolation. It is an active process that involves collegial participation by every member of the teaching staff and in some cases, learners in an ongoing process of design, evaluation and review.

School leaders establish the context for design, evaluation and reflection based on system and school priorities, community expectations and staff capacity and expertise.

Teachers bring their knowledge of the curriculum, pedagogy, assessment and, most importantly, their learners to the process.

Curriculum Integration

The primary purpose of curriculum integration is to deepen learning by helping learners to make meaning and deepen understanding across learning areas.

An integrated curriculum can also make delivery more manageable for teachers. When planning, teachers are encouraged to identify integration points including key concepts across learning areas and year levels.

Connections can be made across learning areas, for example within Science and Geography. They can also be made within a single learning area; for example, across sub-strands in Humanities and Social Sciences.

Identifying and designing opportunities to integrate the curriculum can help to engage learners by allowing teachers to focus on depth of understanding. It can also help teachers to provide a differentiated, inclusive curriculum more suited to the needs of every learner.

Multi-Age Grouping

Multi-age groupings may include vertical groupings in high schools and composite classes in primary and middle school contexts.

There are many benefits in the school context for grouping students flexibly. There is also a risk of omission or repetition of curriculum for a particular learner or group of learners.

A whole school plan and year level plans that identify the progressive development of key understandings will help to ensure that learners have the opportunity to meet the relevant achievement standards and develop the general capabilities and cross-curriculum priorities.

Managing the curriculum

Multi-Age Grouping Continued

There may be various approaches to planning for learning in multi-age classes. It is strongly recommended that within the planning processes backward mapping from the achievement standards is included.

Backward mapping will ensure that student learning can be assessed at the appropriate year level. In a composite Year 5–6 class, for example, a common topic such as 'understanding and working with fractions' can be aligned to the Year 5 achievement standard for Year 5 students and to the Year 6 achievement standard for Year 6 students. The Learning Area Planning Guides can assist this process.

Different levels of planning

Planning is vital

- » to ensure every learner's entitlement to progress toward and meet the achievement standards
- » to make teaching engaging and relevant to the context of the learner
- » to ensure depth and rigour over breadth
- » to make the curriculum manageable for teachers
- » as a platform for professional dialogue.

Planning in the early years of learning K–Year 2 is guided by *Belonging, Being and Becoming – The Early Years Learning Framework (EYLF)*. The Australian Curriculum is the aspirational curriculum from Prep to Year 10. Planning in Years 11 and 12 is informed by accredited senior secondary courses (TASC) and nationally accredited VET courses.

Whole school level planning

At this level, the Learning Area Planning Guides can be used to map and sequence the curriculum across the school over all four school terms. It is usually done at a whole school level and should be available to learners and families.

Year level planning

At this level, the Learning Area Planning Guides can be used to map learning to reach the achievement standards for a particular year level, over all four terms. It is usually done at grade or team level.

Unit level planning

At this level, the Learning Area Planning Guides can be used to plan a sequence of lessons with a specific focus to meet components of the achievement standard. Assessment tasks are designed at the beginning of the planning process and differentiation strategies are included.

The Learning Area Planning Guides

The Learning Area Planning Guides synthesise content from the Australian Curriculum within 'Big Ideas and Key Understandings' for each learning area, outlining the progressive development of knowledge, skills and understandings to reach the achievement standard.

Finding the Learning Area Planning Guides

The Learning Area Planning Guides are located in the Teaching and Learning Centre. All resources are located in the [Teaching and Learning Centre](#). Access through the Curriculum in Tasmania tile.

<https://tlc.education.tas.gov.au>

A note on lesson planning

At this level, the Learning Area Planning Guides can be used by teachers to plan lessons within a unit.

Further support for learning area planning is currently being developed through Canvas and Teams.

Whole School



Year Level



Unit Level



Lesson Level


Managing the curriculum

The achievement standard describes what learners need to know, understand and do at each phase of schooling

The big ideas and key understandings support an approach to teaching and learning that is systematic, deep and rigorous. Content is synthesised and aligned to the achievement standard and represents what is essential to meet the achievement standard

A guide to the amount of time to spend exploring big ideas and key understandings within this learning area and year level

Suggested questions to support exploration of big ideas and key understandings



MATHEMATICS

FOUNDATION PLANNING GUIDE

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ACHIEVEMENT STANDARD

Understanding Dimension: By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Skills Dimension: Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.

BIG IDEAS AND KEY UNDERSTANDINGS

Key skills and behaviours to be fostered: fluency, understanding, problem-solving and reasoning.

NUMBER

Trusting the count

- Numbers represent quantities
- The number count refers to the one-to-one correspondence between the numeral and the quantity being counted
- The last number counted tells you the answer to "How many?"
- The order in which we count things does not change the total
- There is a number naming system that connects the name to the numeral to the quantity counted
- The order in which numbers occur can be important - the ordinal system supports this
- If I know one number, I can predict the one after it and the one before it
- Subitising small collections is a powerful way to create mental objects of numbers
- Counting allows collections to be compared and ordered
- We can break numbers and collections into parts and use these parts to solve problems

PATTERN

Patterns are predictable

- Patterns occur in predictable ways
- Patterns can be created and continued by repeating elements

MEASUREMENT

Objects have attributes that can be compared

- We can compare and order objects by direct or indirect comparison using informal units
- Language supports comparison eg "Longer, taller, heavier, less, more, hotter, etc."
- Different days of the week can have significance

SHAPE

Shapes have specific properties

- We can sort and describe shapes and objects using particular vocabulary

LOCATION

The location of objects and places can be described

- We can describe the position of objects and places using familiar language of location


DATA

Variation can be described

- We can answer questions by collecting data
- We can represent and make predictions from data

POSSIBLE QUESTIONS TO EXPLORE


- What is a number?
- If I say the number 6, what is one more? One less? What is 2 more? 2 less?
- What are all the things you can say about the number 8?




- What number is shown here? What did you see?
- Who has the most counters out of this collection? How do you know?
- What number is missing from the number line? How do you know?
- What is 4 and 3 more? Show me how you know.



- What are the next three shapes?
- Who has the heaviest bag in the class? How do you know?
- Today is Tuesday, what was the first thing you did when you got to school? The second thing? The third? Was that the same as you did on Monday?
- Here is a collection of shapes. Can you sort them into groups? How are the groups different? How might you explain your groups to a friend?
- If I go and sit next to Sophie, who will be near me?
- Who has brown hair in this class? How many children have brown hair in the class?
- Andy says that more people in our class have brown eyes than any other colour. How can we find out, if Andy is correct?





The General Capabilities and Cross Curriculum Priorities add depth and richness to learning and need to be considered where they are most relevant when planning for learning.

For full details go to australiancurriculum.edu.au

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Department of Education

Tasmanian Government

LAST UPDATED FEBRUARY 2020

The general capabilities are embedded within the achievement standard and should be explicitly considered when planning for teaching and learning

Cross-curriculum priorities are addressed through learning areas and should be considered where they can add depth and richness to student learning

Using the Learning Area Planning Guides to inform whole school level planning

Key message

At the whole school level, the Learning Area Planning Guides can be used to design a coherent, systematic plan for curriculum delivery over four school terms.

Having curriculum provision clearly documented makes explicit to everyone in the school community what teachers will teach, what learners will learn and when it will happen. It is most effective when it is monitored to ensure continuity and progression of learning for each learner, across the years of school.

Explanation

Whole school planning involves:

- » referring to the Learning Area Planning Guides for each learning area
- » being clear about what is expected by the end of the year in relation to the achievement standards
- » making decisions about teaching and learning in relation to system priorities, school vision and context
- » using school level data to determine a priority focus and inform teaching and learning decisions
- » working collaboratively as a whole staff to understand the increasing sophistication of knowledge, skills, understandings, general capabilities and cross-curriculum priorities across the years of school
- » planning for the progressive development of big ideas and key understandings across the whole school
- » avoiding unnecessary repetition or critical gaps over the years of school
- » knowing how learning is sequenced and developed within and across year levels
- » aligning curriculum, pedagogy and assessment.

School leaders

- » work with their staff to develop a shared understanding of the achievement standards, big ideas and key understandings within the Learning Area Planning Guides
- » ensure there is explicit, coherent and sequenced curriculum delivery across the whole school
- » align the curriculum with assessment, pedagogy, and reporting processes
- » examine student data to determine explicit and clear school-wide priorities
- » include curriculum design and planning in performance and development plan (PDP) discussions
- » make time to work with their staff to develop a common understanding of curriculum, particularly achievement standards, big ideas, key understandings, general capabilities, and cross-curriculum priorities
- » organise professional learning through collaborative inquiry/professional learning communities to progress teacher understanding of achievement standards, big ideas and key understandings, and pedagogies within and across learning areas
- » foster a shared vision of curriculum delivery with staff, families and the wider school community.

Teachers

- » align classroom planning with whole school and year level plans for systematic curriculum delivery
- » are familiar with the achievement standards, big ideas and key understandings, and pedagogies for each learning area they teach
- » use data to identify areas of explicit focus for their learners
- » consider ways to integrate the curriculum across and within learning areas
- » participate in the construction and development of whole school plans for systematic curriculum delivery
- » ensure that teaching and learning aligns with school priorities
- » understand how learning is sequenced and progressively develops across the years of schooling.

Using the Learning Area Planning Guides to inform whole school level planning

Planning a primary school year

All teachers in a primary school meet in Term 4 to plan their program for the following year. They bring along the Learning Area Planning Guides for each learning area and class configurations for the following year. Teachers review their planning from the previous year against the Learning Area Planning Guides.

They consider:

- » what the achievement standards are asking of learners in each learning area
- » the big ideas and key understandings that learners need to know and understand to meet the standards
- » how they will draw on learners' curiosity, interests and common questions
- » unnecessary repetition
- » multi-age classes
- » opportunities for integration across learning areas
- » curriculum links to events and co-curricular activities on the school calendar e.g. Harmony Day.

Recording the whole school program in a secondary school

After the teachers have worked in learning area/ subject groups to develop their subject plan, the leaders for each year group come together to share their planning and identify any overlaps and opportunities for integration. For example:

- » They align similar big ideas and key understandings from Science and Geography so that they are taught in the same term.
- » English teachers plan to teach persuasive writing to complement work being done around historical perspective in history.

The subject leaders discuss possible changes with their teachers. Senior staff arrange for the planning to be collated into a whole school document to inform staff, families, learners and community members about curriculum in the school.

Planning in a district school

All staff in a district school meet prior to the end of the year. They bring along the relevant Learning Area Planning Guides for their learning areas. Senior staff also bring along a copy of this Guide, DoE reporting requirements and a draft of expected student numbers and class configurations for the following year.

Staff identify strengths and challenges in terms of what can stay the same and what needs to change. They ask questions such as:

- » What were learners curious about, interested and engaged in most when teaching my learning area this year?
- » What questions did learners want to investigate?
- » What worked well when teaching my learning area this year?
- » What teams of teachers will be established in order to plan for systematic curriculum delivery and when will planning occur?
- » Will some teachers share their expertise across primary and high school sectors of the school?
- » What areas of curriculum delivery are currently most problematic? How might we find solutions?

Reflective Questions

- » How might we make our whole school planning processes more effective?
- » How will we capture an overall picture of the curriculum that will be implemented at our school?
- » In what ways are we using data to inform our whole school planning and mapping processes?
- » How will we track opportunities to meet the relevant achievement standards?
- » How might we use our curriculum map to allocate resources and staffing?
- » How do we regularly review and evaluate our shared curriculum expectations and planning?
- » How might we plan and use assessment strategies to support learner growth and enhance teacher impact?

Key features of a whole school plan

- » Includes a written statement that outlines the school's priorities for learning (these may include whole school improvement priorities)
- » Is consistent with the school's strategic vision and improvement plan
- » Is anchored in the Australian Curriculum, through reference to the Learning Area Planning Guides or other Australian Curriculum documentation
- » Represents the teaching and learning program for all year levels in the school

Sample whole school curriculum planning template

School priorities for learning:					
		TERM 1	TERM 2	TERM 3	TERM 4
Learning Area:	Year Level e.g. Year 6				
	Year Level e.g. Year 5				
	Year Level e.g. Year 4				
	Year Level e.g. Year 3				
Learning Area:	Year Level e.g. Year 6				
	Year Level e.g. Year 5				
	Year Level e.g. Year 4				
	Year Level e.g. Year 3				

Using the Learning Area Planning Guides to inform year level planning

Key message

The Learning Area Planning Guides outline progressive development of key understandings through big ideas within each learning area to reach the achievement standards at each year level.

Having a year level plan helps teachers to be clear about the key learning goals. This ensures coherence between classes at the same year level and progression between year levels (including multi-age classes). Year level plans should align with the whole school plan and inform unit and lesson planning.

Explanation

Year level planning involves:

- » being clear about what is expected by the end of each year
- » knowing how data informs priorities and exercising sound data analysis
- » identifying the overall goals for the year level for each learning area
- » planning for the progressive development of big ideas and key understandings over the year
- » proposing a sequence of units over the year that also responds to the school context and priorities
- » suggesting a timing of units and lessons
 - for example, some units may be planned for four weeks, some for less time and some for more.
- » planning assessment strategies, including shared assessment tasks across classes in year levels
- » considering the balance of curriculum over the four school terms
 - for example, the number strand has considerably more focus than other strands in the mathematics curriculum for the early primary years.
- » finding opportunities to connect learning
 - for example, a four week focus on measuring may address aspects of number and data collection and thus cover a number of connected big ideas. Similarly, a concept based approach in English

may help to combine the literacy, language and literature strands whilst allowing for both the receptive and productive modes to be addressed in the assessment tasks.

- » identifying opportunities to integrate different learning areas into one unit
- » ensuring equity of learning for learners in comparable classes.

School leaders

- » provide structures for year group and learning area curriculum discussions and documentation of plans through collaborative inquiry/professional learning communities
- » provide feedback on teacher planning
- » create time for teachers to work together, understand the impact of their practice on learning, and learn from each other and experts through collaborative inquiry/professional learning communities.

Teachers

- » work together with reference to the Learning Area Planning Guides
- » collaboratively decide how to engage learners and activate their curiosity and interests
- » collaboratively decide how to support learners in areas where the data indicates need
- » collaborate to design assessment tasks
- » identify opportunities to integrate learning areas in the units they develop.

Using the Learning Area Planning Guides to inform year level planning

Developing a Year 5 program of work

The Year 5 teachers in a primary school meet together to map out their program of work for the year. They consult the Learning Area Planning Guides and decide when to include particular big ideas and key understandings. They take into account links between learning areas, multi-age classes, excursion opportunities and special events during the year. Teachers in a small school meet with colleagues of adjacent year levels (e.g. Year 2, 3, 4) depending on class structures. They also look for opportunities to plan with other schools nearby. The Learning Area Planning Guides provide them with a shared basis for this planning.

Developing a Year 8 science program

All Year 8 science teachers in the school meet together to plan what they will teach each term in order to ensure all learners have the opportunity to meet the achievement standards. In addition to including the big ideas and key understandings for science, they consider how to amplify opportunities for learners to develop general capabilities and engage with cross-curriculum priorities in appropriate ways. They review their planning and the impact of their teaching on learning, in subject meetings and professional learning communities.

Year level mapping and planning in a small school

A small rural school prides itself on every teacher knowing every learner. Each year all of the staff meet to examine their student data and plan for systematic curriculum delivery. Using the Learning Area Planning Guides, they decide on focus areas term by term for each year level. They also look for creative and flexible ways to deliver the curriculum, as learners may be in multi-age class groupings. They utilise each teacher's expertise. For example, a teacher with a background in science may be involved in planning science with the other teachers, particularly highlighting the progression of scientific inquiry skills across year levels.

Reflective Questions

- » How do we structure opportunities for year level planning?
- » How do we decide our term by term program of work for each year level?
- » How does our year level plan take into account aspects of the general capabilities and the cross-curriculum priorities?
- » How does our school data inform the way we allocate time for specific learning?
- » How have we developed a balanced and shared assessment program that includes a range of assessment types?
- » Over the course of the year, how have students been given the opportunity to demonstrate the full range of possible achievement?
- » How might the Learning Area Planning Guides support planning to ensure learners develop key understandings to meet achievement standards?





Key features of a year plan

- » sets out the relevant achievement standards to be met
- » sets out the sequencing of units covered each term, showing the big ideas and key understandings to be developed and how learning will be organised to provide opportunities for learners to meet the achievement standards
- » enables relevant connections to be made across learning areas and subjects
- » references connections to school and community events and co-curricular activities.

Sample year level planning template - Primary

Sample year level planning template - Primary



YEAR LEVEL/S:	TERM 1	TERM 2	TERM 3	TERM 4
Concept/Inquiry				
School Events/Focus				
English Achievement Standard: <i>(hyperlink as needed)</i>	Unit Title: <i>(hyperlink to unit as needed)</i> Big Ideas/Key Understandings: General Capabilities: Cross-curriculum Priorities: Links to other Learning Areas: <i>(Add more units as needed)</i>			
Maths Achievement Standard:				
Science Achievement Standard:				
Humanities and Social Sciences Achievement Standard:				
Health and Physical Education Achievement Standard:				
Languages Achievement Standard:				
The Arts Achievement Standard:				
Technologies Achievement Standard:				
Key assessments:				

General capabilities	Literacy 	Numeracy 	ICT capability 	Critical and creative thinking 	Ethical understanding 	Personal and social capability 	Intercultural understanding 
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Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures 	Asia and Australia's engagement with Asia 	Sustainability 
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Sample year planning template - Secondary

YEAR LEVEL/S:		LEARNING AREA/S:	
Achievement Standard:			
TERM 1	TERM 2	TERM 3	TERM 4
School Events/Focus:			
Unit Title:			
Big Ideas and Key Understandings:			
General Capabilities:			
Cross-curriculum Priorities:			
Connections (Across learning areas and/or prior learning):			
Add other units if required.			
Key assessments:			

General capabilities	Literacy 	Numeracy 	ICT capability 	Critical and creative thinking 	Ethical understanding 	Personal and social capability 	Intercultural understanding 
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures 			Asia and Australia's engagement with Asia 		Sustainability 	

Using the Learning Area Planning Guides to inform unit level planning

Key message

Teachers can use the Learning Area Planning Guides to plan units of work. A unit of work makes clear big ideas and key understandings from the curriculum in a planned sequence of learning. Planning units of work within time frames allows teachers to contextualise learning. It recognises the need to build on a learner's existing knowledge and skills and takes into consideration their interests, strengths, questions and needs.

The Learning Area Planning Guides provide the reference point for deliberate concept and skill development. Unit alignment is further informed by the whole school and year level plans.

Explanation

Unit level planning involves:

Knowing the learner

- » teachers know each learner's interests, strengths and needs
- » information about learning, including from formal assessments, in class assessment including work samples, responses to questioning and observations are used to inform planning
- » other information about learners including Individual Education Plans (IEPs), Learning Plans (LPs), reports from specialists, and information from families and others with significant knowledge of the learner is considered
- » enabling and extending provisions are planned to support all learners.

Knowing the curriculum

- » teachers are familiar with the relevant achievement standards, which are articulated in the Learning Area Planning Guides. They know what they are expected to teach and what students are expected to learn at each year level

- » learning Area Planning Guides highlight the progression of knowledge, skills and understandings and support the teacher to be flexible and differentiate when planning
- » achievement standards, articulated in each Learning Area Planning Guide identify what learners are expected to know, understand and be able to do by the end of the year and inform the unit plan
- » unit planning builds on learners' prior knowledge, understanding and skills
- » teachers consider opportunities to integrate big ideas and key understandings from different learning areas
- » adjustments are planned for student diversity and inclusion
- » consideration is given to individual student learning goals
- » planning takes into account development of the general capabilities and cross-curriculum priorities.

School leaders

- » develop strategies to assist teachers to strengthen and share deep understanding of how their learners' learn
- » ensure teachers have the resources and expertise they need to teach effectively, including an understanding of key evidence informed teaching practices (*see DoE Pedagogical Framework*)
- » put in place structures and processes to assist teachers to plan, document and reflect on the effectiveness of their teaching.

Teachers

- » know learners' interests, strengths and needs
- » are familiar with and understand the relevant achievement standards
- » use backward design processes to align curriculum, assessment and pedagogy
- » ensure that integrated units align with the achievement standards of all learning areas
- » differentiate learning by considering adjustments and strategies to include all learners
- » specifically incorporate learning experiences to support students in areas where the evidence indicates interest and need.

Using the Learning Area Planning Guides to inform unit level planning

Sequencing the learning experiences using backward design

Teachers use what they know about learners and the identified curriculum, expressed in the Learning Area Planning Guides, in order to sequence learning experiences and assessment.

Teachers

- » determine the learning intentions and success criteria for the unit
 - use pre-assessments to establish what learners already know, understand and can do.
 - use this information to inform curriculum adjustments and differentiation.
- » plan tasks for assessing learners' understanding at different points in the unit
 - use a backward design process to plan the final assessment task.
 - align the task with the relevant achievement standards and individual key learning outcomes.
 - decide what learners could provide as evidence of learning.
- » plan explicit teaching strategies
 - consider the key teaching practices that could be used. For example, metacognitive strategies, feedback and questioning (see *DoE Pedagogical Framework*).
 - consider how adjustments need to be made to teaching practices to meet the needs of all learners.
- » design assessment processes
 - consider how learner progress will be monitored and provide opportunities for feedback to be shared.
- » plan adjustments
 - consider how tasks will be differentiated to be inclusive of all learners.
- » plan the lesson sequence leading to the final assessment task
 - consider how the lessons may be sequenced to support learning and assessment.
- » identify resources and stimulus materials to assist learners
 - consider the range of resources that will be needed to support and engage learners with their

learning and be inclusive of different learning needs.

» reflection

- consider opportunities to reflect on learning and the impact of teaching practice. Ensure this includes opportunities for teacher collaborative reflection, and reflection with and between learners.

Year 3 ANZAC Day unit

A group of Year 3 teachers meet together to plan an ANZAC Day unit. This is a focus for their school every year. They examine the Year 3 achievement standard for History in the HASS Learning Area Planning Guide and identify the big ideas and key understandings to explore. Then they look at these in detail to agree on what to teach and develop their learning goals.

Their shared assessment task asks learners to interview a guest speaker supplied by the RSL. This helps learners to identify why ANZAC Day still has significance in the present. Learners are given a number of choices about how they might present their learning, including a recount, a personal reflection, or a quiz for a buddy class. The teachers also link the learning to other learning areas such as English and the general capability of Ethical Understanding.

Year 10 climate change unit

The Year 10 Science teachers in a school meet to design an assessment task related to the Climate Change unit they have decided to develop. They examine the achievement standard, big ideas and key understandings in the Learning Area Planning Guides and design an assessment task that will elicit evidence of learning for all learners. They brainstorm a variety of possible learning experiences and locate relevant engaging support materials.

They plan a sequence of lessons that will engage learners and progress their knowledge, skills and understandings in a logical and developmental way. They consider the cross-curriculum priority of Sustainability.

The Year 10 Science teachers consult with the Geography teachers to identify possible synergies in their teaching and learning programs.

Using the Learning Area Planning Guides to inform unit level planning

Reflective Questions

- » How will learners' prior knowledge, skills and understandings be uncovered?
- » What strategies have we planned to engage learners' curiosity and interest?
- » How has backward mapping been used in the design of this unit?
- » Which learning areas are the focus, and which big ideas and key understandings will be explored in this unit?
- » Which aspects of the achievement standard will be assessed?
- » How will assessment tasks be designed to elicit evidence of learning progress?
- » What adjustments and strategies might be needed to ensure all learners are able to access learning and demonstrate their learning progress and achievement?



Key features of a unit plan

- » specifies the relevant aspects of the achievement standard to be addressed in the unit
- » specifies the big ideas and key understandings, or aspects of these, to be developed in the unit
- » includes learning intentions differentiated for the needs of learners
- » includes assessment tasks to understand prior knowledge, the impact of teaching and to monitor progress in learning
- » indicates the sequence of learning experiences or lessons within the unit
- » allows for reflection which influences future planning and assessment.

Sample unit level planning template

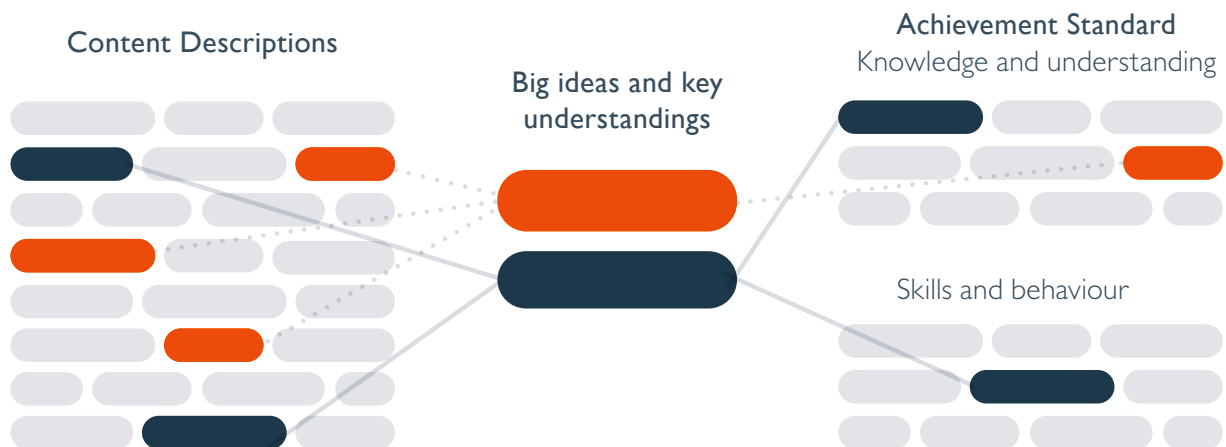
Unit Title:		
Learning Area/s:		Year level/s:
Duration:		
Identify learning outcomes Consult Learning Area Planning Guides	Achievement Standard/s: <i>Select the relevant aspects of the Achievement Standard that the planned learning sequence aims to address.</i>	
	Big Idea/s and Key Understandings: <i>Identify the big ideas and key understandings that will enable learners to reach the learning outcomes in the relevant aspects of the Achievement Standard.</i>	
	Guiding question/s: <i>These could be developed from the possible questions to explore, your school focus or formulate your own.</i>	
	Learning intentions: <i>Describe what learners will know, understand and be able to do.</i>	Success criteria: <i>Describe how learners will know that they have met the learning intentions.</i>
Plan for learning	General capabilities: <i>Which general capabilities will add depth and richness to the learning?</i>	Cross-curriculum priorities: <i>Which cross-curriculum priorities add depth and richness to the learning?</i>
	Planned adjustments to include all learners: <i>Describe the key strategies and adjustments needed to engage and provide access and challenge for all students including Adjustments for Students with Disability (SWD); Scaffolding for Students with English as an Additional Language (EAL); Extension for Gifted and Highly Able students; considerations of cultural backgrounds.</i>	
Describe key learning	Learning experiences: <i>Describe the learning experiences ensuring that the strategies, procedures, and tasks are thoroughly aligned with the learning intentions and successes criteria and that they provide appropriate, challenging learning for all students.</i>	Assessment opportunities: <i>How will you capture the evidence of learning at various points throughout the unit? How might you vary the tools and processes to allow students to demonstrate their learning through a range of forms?</i>
Reflect on learning	Reflection: <i>What were the positives? Any problems/challenges? Timing or focus issues? What are the students saying about their learning throughout the unit?</i> Implications/next steps: <i>How can the learning sequence be improved? What would you do differently? Can the unit be extended? How can it be connected to other units?</i>	

[Blank Unit Plan template available here.](#)

How the Learning Area Planning Guides were developed

Process undertaken to develop the Learning Area Planning Guides

1. **Synthesis** – process of synthesising and reducing content descriptions by identifying big ideas and key understandings that will enable learners to meet the achievement standard for the learning area
2. **Emphasis** – process to determine the amount of emphasis certain big ideas and key understandings need to be given over the year to enable learners to meet the achievement standard for the learning area
3. **Sequencing** – where applicable identify the big ideas and key understandings that are prerequisites for later stages of learning





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