Aligning **what** and **how** of teaching and learning in the Australian Curriculum

### What is the intended learning and why is it important?

**Why is this learning important?**
- How would our lives be different without this skill, knowledge, understanding? What could we not do?
- Where do we see this learning demonstrated in our everyday lives?

**Read the relevant Australian Curriculum references**
- What this means to me is…
- The big ideas, essential questions and understandings in this for me are…

### What could the intended learning look like at this level?

**Shared understanding of ‘quality learning’**
- What examples have we seen of quality learning at this level?
- What could high quality learning look like at this level?
- What does the achievement standard really mean? What knowledge, skills and understandings does it require?

**How will students know what comprises high quality learning?**
- What opportunities are there for students to understand the criteria for quality learning?

**What does ‘at this level’ mean?**
- What distinguishes this learning from the achievement standards which come before and after this level?

**What intended learning is not evident in the achievement standard?**
- What could this look like at this level?

### How will we engage, challenge and support their learning?

**Engage**
- How can we hook them in – by building on current interests or generating interest? Have we engaged hearts and minds?

**Challenge**
- How can I stretch all learners?

**Support**
- What will be needed to ensure all learners achieve the intended learning? For example:
  - scaffolds, models, prompts
  - explicit teaching
  - time
  - ways to demonstrate mastery
  - differentiated approaches

### So what will we do to get there?

**Design the teaching and learning plan**

- Bringing it all together through the learning experiences
  - planning
  - sequencing
  - resource organisation
  - and…

### What do they bring?

**What are the common patterns we’ve seen that learners bring?**
- Misconceptions/alternative conceptions
- Perspectives/biases
- Points of interest

**Existing understandings**
- What are different ways that enable students to demonstrate their existing understandings, skills, knowledge…?

**What else do they bring?**
- What about the students’ learner identity and learning to learn skills?
- What dispositions, experiences, do they bring?

**Strategies**
- What strategies can I use that capture and enable this to be shown?

### How will we know if they got it?

**Demonstrating the learning**
- What are the multiple ways learners can demonstrate their learning – their understanding, their knowledge, their skills…?
- What assessment strategy/ies will best reflect this?

**How does feedback cause thinking and learning dialogue?**

**Self assessment**
- What opportunities are there for self-assessment?

**Peer assessment**
- What opportunities are there for peer assessment – activating students as teaching resources for one another?

**What evidence will enable us to assess the intended learning?**

- What are the multiple ways learners can demonstrate their learning – their understanding, their knowledge, their skills…?
- What assessment strategy/ies will best reflect this?