Planning
Learning
Sequences
Planning Learning Sequences

Booklet contents
1. Planning for the Essential Learnings
2. A process for constructing a learning sequence within the Essential Learnings Framework
3. Proformas for planning learning sequences
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CD-ROM contents
The CD-ROM included in this package contains supporting material about constructing learning sequences. A CD-ROM symbol in the booklet indicates that further information is available to enhance understanding about the particular planning component.

   Additional resources for constructing learning sequences
   Additional proformas
   Learning sequences from the Learning, Teaching and Assessment Guide
   Useful references and papers
   Permission forms and copyright information
   Using information and communication technology
1. Planning for the Essential Learnings

Teachers use a diverse range of planning models at the individual, team and whole-school levels, and different planning approaches are used in different school contexts. Factors such as the individual needs and interests of students, teacher knowledge and expertise, existing school programs and the requirements of particular groups of students all impact on a school’s curriculum planning.

Whole-school planning provides the framework for a curriculum that is connected, coherent and balanced. This type of planning is needed to establish an agreed school curriculum design for the Essential Learnings.

Teams of teachers planning collaboratively are central to improving achievement against the Essential Learnings outcomes and standards. Collaborative planning makes effective use of teachers’ time, and it leads to shared understandings around common goals. Time for teachers to plan and assess collaboratively is important for the successful implementation of the Essential Learnings.

Effective curriculum planning within the Essential Learnings Framework calls for teachers to develop shared understandings about the changing context of education and the needs of learners. Effective planning recognises that learners need to develop deep understanding of significant concepts, ideas and issues, and promotes the development of attitudes, values and dispositions for lifelong learning.

The material in Planning Learning Sequences will enable teachers to work both individually and collaboratively to plan more effectively within their school’s curriculum design plan for the Essential Learnings. Collaborative planning with others builds collegiality and shared understanding, and it encourages the sharing of resources and expertise.

More information

The Learning, Teaching and Assessment Guide (LTAG) www.ltag.education.tas.gov.au is a practical resource for teachers and school communities planning for and implementing the Essential Learnings. The LTAG includes sections on school journeys, effective teaching, assessment, professional learning, schools for the future, and parents and community. New materials and resources are continually being added to the Guide.
2. A process for constructing a learning sequence within the Essential Learnings Framework

The Essential Learnings outcomes and standards begin with the stem ‘understands’ and are based on a performance view of understanding as described in *The Teaching for Understanding Guide* by Tina Blythe and Associates. The Teaching for Understanding Framework offers a planning structure which supports the goals of the Essential Learnings curriculum. It is based on four main elements: generative topics, understanding goals, performances of understanding and ongoing assessment. Using the key elements of this framework as a starting point, learning sequences can be constructed which focus on helping students to more deeply understand what they learn.

The main advantages teachers, or teams of teachers, can gain from constructing their own learning sequences are that these can be adjusted for:

- our own needs as teachers and learners
- the needs of our students
- local school priorities and local community contexts
- the availability of resources.

Teachers planning their own learning sequences can also involve students in contributing to and making decisions about the learning program.

Teachers plan in different ways, often with a generative topic in mind. They may:

- start with throughlines and understanding goals
- begin with performances of understanding or a culminating performance
- design backwards with the outcomes in mind
- move back and forth between the different sections of their plan.

Regardless of the starting point, it is important to continually revisit all sections of the plan to check for congruence between the various components.

Whichever approach to planning is adopted, it is also important to continually revisit and revise the plan in the light of ongoing evaluation of its effectiveness.
A Generic Planning Process

The following notes are intended as a guide for both collaborative and individual planning, and can be adapted to suit individual needs.

Phases of Planning

Phase One – Introduction

Brainstorm of concepts

Begin planning by conducting an initial brainstorm about which Essentials and which concepts within those Essentials will be focused on. (It may be helpful to use a mind map, or some similar graphic organiser for this.) Consider a transdisciplinary focus which is concerned with a significant real-world question or problem and how different disciplines might contribute to an inquiry based on the key concepts involved in such a focus.

Ask questions such as:

What are the ways of exploring the concept or concepts that are engaging and relevant to my students?

What understandings, dispositions and skills will students be learning?

What experiences will be used to ensure that students learn?

What evidence will be gathered to inform learning and understanding?

What is a current, real-life issue for this particular cohort of students?

Mind map
**Throughlines**

Identify key concepts from the Essential Learnings and use these to form your throughlines. Write these as a question (they are sometimes referred to as ‘essential questions’) and as a statement using the stem, ‘Students will understand …’

**The generative topic**

Decide upon an accessible generative topic that is significant, relevant and of interest to the age or stage of your students. Consider writing the title of the generative topic as a guiding question to help focus your inquiry.

**Focus and supporting Essentials**

Identify the focus and supporting Essentials, the key element outcome/s and the standard you are working towards in your learning sequence.
Throughlines

1. Students will understand why it is important to be aware that the world is a complex web of interrelationships.
   Why is it important to be aware that the world is a complex web of interrelationships?

2. Students will understand why texts are not neutral, and why it is necessary to consistently evaluate retrieved data for content, accuracy, relevance and authenticity.
   Why is it necessary to consistently evaluate retrieved data for content, accuracy, relevance and authenticity?

The generative topic: What value wildlife?
The sequence particularly focuses on instances of wildlife being removed from its natural habitat for the benefit of humans. It considers the ecological interrelatedness of species and the impact that humans have on various ecosystems through capturing wildlife.

Focus Essentials

World futures – Understanding systems and Creating sustainable futures
Key element outcome
   Understands that the social, natural and constructed world is made up of a complex web of relationships or systems. (Understanding systems)
   Understands the environmental principles and ethical issues involved in creating and working towards sustainable futures. (Creating sustainable futures)

Standard 5
   Understands principles, structures, organisation and control of systems, and their impact on local, national and global environments. (Understanding systems)
   Understands the consequences of human activity on local and global systems and understands how to act as a responsible global citizen (Creating sustainable futures)

Supporting Essentials

Thinking – Inquiry
Key element outcome
   Understands the process of inquiry and uses appropriate techniques for posing questions, defining problems, processing and evaluating data, drawing conclusions and flexibly applying findings to further learning and creating new solutions.
**Understanding goals**

Using the concepts from the throughlines that you have identified, construct understanding goals that will determine the learning, teaching and assessing processes within the learning sequence. The understanding goals should be leading towards the achievement of key element standard(s) appropriate for the students in the group. Each understanding goal should link to one or more of the throughlines.

Write the understanding goals as generalisations which include at least two concepts and start with the stem, ‘Students will understand’. Also write these goals as questions to focus students on inquiry.

**Concepts**

Identify the key and contributing concepts from the throughlines of the learning sequence.

**Skills focus**

Skills and procedures are necessary to develop and demonstrate understanding. Planning for skill development and assessing skills takes place in the context of understanding performances. Some skills are generic to all inquiry, others are more specific to particular types of learning and particular contexts. Choose either to identify skills and record student progress within planning for a learning sequence, or to keep these records separately.
**Understanding goals**

1. Students will understand why human disruption to one part of a food web is likely to have consequences for both local and global ecosystems.
   
   *Why is disrupting one part of a food web likely to affect local and global ecosystems?*

2. Students will understand how to construct and deconstruct texts about wildlife issues, recognising that they are written for particular audiences and purposes.
   
   *In what ways do purpose and audience affect the way in which texts about wildlife issues are constructed and deconstructed?*

3. Students will understand the advantages of using technology in their inquiry, and why it is particularly necessary to evaluate information retrieved from the internet for content, accuracy, relevance and authenticity.
   
   *How do we retrieve and evaluate electronic data efficiently and effectively to gather information about wildlife issues?*

4. Students will understand that in order to develop their own justified opinion they need to access, critically analyse and evaluate information relevant to wildlife issues from a variety of texts, thus exploring all perspectives.

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**Concepts**

Ecosystems, interdependence, ecological sustainability, textual deconstruction

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**Skills focus**

Research skills, group work skills, discussion skills, presentation skills
Phase Three – The inquiry

Learning sequence and ongoing assessment

Begin to develop the learning, teaching and ongoing assessment sequence, using or adapting one of the models outlined in the glossary or on the Learning, Teaching and Assessment Guide. These models provide a framework for scaffolding learning. A range of proformas are available to support the process.

The proformas are available from the Learning, Teaching and Assessment Guide at: www.ltag.education.tas.gov.au/effectteach/Planning/planning.htm#planning

and through the Essential Planner* from the eCentre for teachers at: www.ecentre.education.tas.gov.au

*The Essential Planner is an online tool designed to bring together most of the elements required to plan for learning sequences. It also provides a number of wizards to assist planning in a variety of models in the context of the Essential Learnings.

The pedagogy

Think about the appropriate pedagogy that you will use at different stages of the learning sequence, including what you will do to find out students’ prior knowledge and understanding in the learning sequence.

For further information access the website at: www.ltag.education.tas.gov.au/effectteach/pedagogies.htm

Performances of understanding

Identify the learning experiences (performances of understanding) that will enable students to develop and demonstrate understanding against the goals of the learning sequence during the introductory and guided inquiry phases. Identify which understanding goal or goals each performance of understanding is designed to support.

Ongoing assessment focus

Identify the way in which each understanding performance will be used to assess ongoing learning and provide feedback to students. Also decide how you are going to keep a record of the progress of individual students towards achieving the understanding goals.
UG1 What can happen when humans deliberately disrupt an ecosystem?

Have students view a video or video segment of a situation where humans are impacting on wildlife through there being a demand for the animal or its parts. Suitable segments may be found on television programs.

Ask students to work in pairs to:
- identify the problem/issue
- identify the different interest groups
- summarise the views of each interest group
- consider what they think the impact of humans on the ecosystem in question would be
- decide and justify why they think that the activity is/is not sustainable in the long term.

Ask students to provide a written, spoken or visual response to the above.

Include opportunities for students to use tools such as:
- PowerPoint
- Bulletin board
- Web page on the school intranet
- Online presentation area of WebCT

Examples are often found on current affairs shows.
- Whaling
- The Patagonian Tooth Fish

Other resources include:
- *The Rhino War* video
- Footage of the last thylacine in Hobart Zoo. For example the CD *The Tragedy and Myth of the Thylacine*, available from DELIC

Co-develop with students the criteria for effective small group discussion.

Based on their contributions to group discussions and their other responses, assess the degree to which each student:
- identifies the problem
- identifies the different interest groups and shows an understanding of their perspective
- demonstrates an awareness of the interconnectedness of species
- comments on the effect of human impact on the ecosystem in question
- comments on the sustainability of the practice, giving relevant considerations.
Phase Four – Concluding the learning sequence

The culminating performance/s

Plan culminating performance/s that will enable your students to demonstrate what they know, understand and are able to do. Culminating performances may involve taking action and may consist of one main demonstration or performance or several. The culminating performance or performances should provide for student progress against the understanding goals of the learning sequence to be assessed. It should provide evidence of progress towards the achievement of the relevant key element standard/s.

Resources

Create a list of age-appropriate resources for use by your students. Review resources to ensure they support students with different learning styles and literacy skills, and match the nature of the inquiry. Include the use of ICT such as CD-ROM-based materials, learning objects, websites and communication tools.

Reflection

Reflect on aspects of initial planning by considering questions such as:
Are the understanding goals achievable? Have I included diverse perspectives that are inclusive of all students? If appropriate, how effectively was collaborative planning used?

While teaching the learning sequence, reflect on whether the inquiry is achieving its intended purposes, and be prepared to modify the plan if necessary. Is the pedagogy providing real opportunities to help students to develop and demonstrate understanding? Is assessment informing the learner? How well am I giving feedback to learners?

Conclude reflection by considering:
How will I build on understandings from this learning sequence to connect to future learning? How will I improve future planning?

Ongoing support

- Key people in your school, cluster or District.
- The Learning, Teaching and Assessment Guide: www.ltag.education.tas.gov.au
- School Education Division, Curriculum Standards and Support: www.education.tas.gov.au/ocll/
The culminating performance/s
Communicating findings and taking action

UGs Explaining and justifying your 1,2,3,4 stance on a wildlife issue

Students are to present the result of their independent inquiry. This should include the significant issues that were identified and the conclusion that was reached, with reasons.

The nature of the final performance/s should be negotiated with the teacher, but should include both spoken and written components.

There are many possible culminating performances. Some examples are:

- a debate such as ‘Whaling should be banned’ – have different group members take on different roles
- a speech or extended argument on a topic such as ‘Is it naive for citizens of countries like Australia to call for an end to the ivory trade in developing countries?’
- a letter to the editor of a newspaper or a member of parliament on an issue such as ‘There can be no justification for the continuation of a trade in kangaroo products’
- a PowerPoint presentation on an in issue such as ‘The breeding of seahorses in Tasmania is an ethical and appropriate response to the demands of this international trade’
- a drama performance which highlights the opinions of zoo animals on their artificial homes
- a graphic organiser such as a mind map, concept map or fishbone on an issue such as ‘The international trade in parrots’.

The culminating performances should be exhibited to an audience, where possible beyond the immediate classroom. This could include:

- presenting to a neighbouring or younger class
- speaking at a school assembly
- speaking to a community group.

These performances may not always be of equal length. For example, students may write an extended argument but present only a summary of this to the class, or the drama performance may include background notes that are not enacted.

In choosing any of these options, students will need to be reminded of the structures and features of their chosen performance style. For example, argumentative writing should feature an introduction, a series of body paragraphs and a conclusion. See examples in Beyond Monet by Barrie Bennet.

Assess the degree to which each student:

- presents information in a manner that is appropriate to the intended audience
- poses suitable research questions
- identifies the major issues
- considers alternative evidence
- accesses and verifies information
- demonstrates an understanding of the interrelatedness of species
- specifically comments on the ecological sustainability of the activity, with adequate and appropriate reasoning
- presents and justifies a conclusion/opinion.

Ongoing assessment and teacher notes

Communicating findings and taking action

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- presents and justifies a conclusion/opinion.
### 3. Proformas for planning learning sequences

Planning proformas provide a guide to the design of learning sequences. The following Essential Learnings Planning proforma has evolved from the use of the Teaching for Understanding Framework (Tina Blythe & Associates). The two versions include a proforma with explanations, and a blank proforma that can be accessed as a Word template from the CD.

The following planning proforma is based on teaching-for-understanding principles. It highlights one way of planning learning sequences within the Essential Learnings Framework.

| Generative topic | Establish a generative topic for the learning sequence. A generative topic is typically central to one or more of the disciplines, interesting to both teachers and students, accessible, and supports inquiry-based approaches to learning. Writing the title of the generative topic as a guiding question helps to set an inquiry focus. |
| Learning sequence overview | Identify the scope of the learning sequence. |
| Year level/s | Choose appropriate year level/s for the learning sequence. |
| Focus Essential/s | Select one or two focus Essentials and identify relevant Key Element Outcome/s for the learning sequence. |
| Standard | Select appropriate Key Element standard/s for the learning sequence. |
| Supporting Essential/s | Identify any additional supporting Essentials for the learning sequence. |
| Throughlines | Establish throughlines. These are goals for learning which are longer-term than the learning sequence. They should be written as both statements and questions. |
| Understanding goals | Establish a small number of unit-long understanding goals. These goals are also written as both statements and questions and are focused on the learning that students should demonstrate at the end of the learning sequence. Where necessary, identify different entry points for learners with special needs and reframe understanding goals to suit their learning requirements. |
| Learning sequence | Establish a range of introductory, guided inquiry and culminating performances of understanding. |• Introductory performances, including ongoing assessment for learning
• Guided inquiry performances, including ongoing assessment for learning
• Culminating performances, including summative assessment of learning

Introductory performances of understanding are designed to find out what students already know, engage them in the topic and build understanding. Guided inquiry performances of understanding are designed to enable students to acquire, process and represent information, further develop understanding and extend and challenge thinking. Culminating performances of understanding are designed to allow students to make conclusions and generalisations about the topic, demonstrate and reflect upon their understanding and take further action in the real world.

Ongoing assessment for learning occurs within all performances in the learning sequence and is directly linked to the unit-long understanding goals and relevant outcomes and standards. It is appropriate for consideration to be given to using the assessment of a culminating performance for the assessment of learning (for reporting purposes). |
| Resources | List any relevant resources for the learning sequence. |
### A Teaching for Understanding/Essential Learnings Planning Proforma

<table>
<thead>
<tr>
<th>Generative topic</th>
<th>Learning sequence overview</th>
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</thead>
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</table>

<table>
<thead>
<tr>
<th>Year level/s</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Focus Essential/s</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td></td>
</tr>
<tr>
<td>Supporting Essentials</td>
<td></td>
</tr>
<tr>
<td>Throughlines</td>
<td></td>
</tr>
</tbody>
</table>

#### Understanding goals

<table>
<thead>
<tr>
<th>Learning sequence</th>
<th>UGs</th>
<th>Performances of understanding</th>
<th>Ongoing assessment for learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory performances</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Guided inquiry performances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culminating performances</td>
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</tbody>
</table>

### Resources

For further information about planning proformas, visit the *Learning, Teaching and Assessment Guide* at: [www.ltag.education.tas.gov.au/effectteach/Planning/planning.htm#proformas](http://www.ltag.education.tas.gov.au/effectteach/Planning/planning.htm#proformas)
4. **A learning sequence planning rubric**

The following rubric was initially developed as a guide to selection of materials for publication on the Learning, Teaching and Assessment Guide. It is included as a valuable reference for teachers and schools wishing to assess their own understanding of learning sequence design.

<table>
<thead>
<tr>
<th>Throughlines</th>
<th>Misses developing deep understanding</th>
<th>Identifies some opportunities for deep understanding</th>
<th>Positively builds understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>The throughlines are not relevant to the school’s design plan for the Essential Learnings and concepts are not incorporated.</td>
<td>The throughlines do not clearly include concepts or they do not clearly reflect the Essential Learnings design plan for the school.</td>
<td>The throughlines clearly incorporate concepts and link to the school’s design plan for the Essential Learnings.</td>
<td></td>
</tr>
<tr>
<td>Generative topic</td>
<td>The topic is popular with either students or teachers but not significant within an Essential Learnings framework.</td>
<td>The topic is not clearly significant to the Essential Learnings or disciplined inquiry, and may suggest a thematic rather than an inquiry approach.</td>
<td>The generative topic focuses on a significant issue, concept or idea and is central to one or more of the disciplines.</td>
</tr>
<tr>
<td>Focus and supporting Essentials and standard</td>
<td>The performances of understanding do not contribute towards the focus and supporting Essentials and key element standard/s.</td>
<td>The performances of understanding contribute to the identified focus and supporting Essentials and key element standard/s but other Essentials may be more relevant.</td>
<td>The performances of understanding contribute appropriately towards the identified focus and supporting Essential/s and the key element standard/s.</td>
</tr>
<tr>
<td>Understanding goals</td>
<td>Doesn’t identify understanding goals or doesn’t lead to achieving standards of the Essential Learnings.</td>
<td>Identifies too many or too few understanding goals, or goals are not obviously linked to a standard and are not assessable or achievable.</td>
<td>Three or four understanding goals that reflect dimensions of understanding are linked to the relevant standard. They are written as statements and questions and are assessable and achievable.</td>
</tr>
<tr>
<td>Learning sequence</td>
<td>The learning experiences or performances don’t link to the understanding goals.</td>
<td>The learning experiences or performances seem to link to understanding goals but this is not clearly identified.</td>
<td>Clearly identifies how learning experiences or performances link to the understanding goals.</td>
</tr>
<tr>
<td>Pedagogy of inquiry</td>
<td>Assumes learner knowledge and doesn’t connect learning experiences.</td>
<td>Finds out what the learner knows but creates a theme-like approach rather than scaffolded learning that goes deeper.</td>
<td>Includes pedagogy that finds out what the learner already knows and scaffolds the learning, using a repertoire of instructional practices.</td>
</tr>
<tr>
<td></td>
<td>Misses developing deep understanding</td>
<td>Identifies some opportunities for deep understanding</td>
<td>Positively builds understanding</td>
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<td>--------------------------------</td>
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<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Conceptual understanding</td>
<td>The learning sequence does not develop deep understanding.</td>
<td>The potential for students to develop deep conceptual understanding is evident but more content or scaffolding of learning experiences is needed.</td>
<td>The learning sequence moves towards deep authentic conceptual understandings and has significant content and scaffolding of learning experiences.</td>
</tr>
<tr>
<td>Ongoing assessment</td>
<td>There is little or no ongoing assessment.</td>
<td>Ongoing assessment is specified in general terms from which criteria could be and need to be developed, or the ongoing assessment does not contribute towards assessing the understanding goals.</td>
<td>The assessment is ongoing, with identified criteria of evidence linked to performances of understanding and the understanding goals.</td>
</tr>
<tr>
<td>Culminating performance and assessment</td>
<td>The culminating performance provides little or no opportunity for students to demonstrate understanding or to assess the understanding goals.</td>
<td>The culminating performance provides some opportunities for students to demonstrate what they understand and to assess understanding goals but this may not be clearly identified.</td>
<td>The culminating performance provides opportunities for students to demonstrate their understandings. Assessment is summative and assesses all the learning-sequence understanding goals. A rubric is included.</td>
</tr>
<tr>
<td>Inclusive (cultural, including Aboriginal, gender, age, ability, circumstances, etc)</td>
<td>The learning sequence fails to take into account the backgrounds and circumstances of students, and the range of students' abilities. An Aboriginal perspective has not been considered.</td>
<td>The learning sequence has a range of learning experiences and is sensitive to students' backgrounds and circumstances, as well as catering for a range of abilities. Aboriginal perspectives, where appropriate, have been considered but used only in a tokenistic way.</td>
<td>The learning sequence has a range of learning experiences positively building respect and acceptance of diversity in all its forms, as well as catering for a range of abilities. Aboriginal perspectives have been considered and where appropriate the Aboriginal community has been consulted.</td>
</tr>
<tr>
<td>Resources</td>
<td>Resources are not identified or accessible.</td>
<td>Resources are readily identified but are mainly of a single type and may not be readily accessible.</td>
<td>Resources are varied and age-appropriate, and where possible they include use of ICT software, email and online forums. The resources are readily accessible.</td>
</tr>
<tr>
<td>Copyright</td>
<td>Breaches copyright</td>
<td>Copyright can be attended to.</td>
<td>Cleared.</td>
</tr>
<tr>
<td>Other (write your own)</td>
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</tbody>
</table>
5. Going public

The Learning, Teaching and Assessment Guide continues to grow through the contribution of valuable materials from teachers and schools. Publication Guidelines, and particularly issues of copyright, have been included for those teachers and schools who may wish to submit their work for publication in the future.

- All outputs need to be submitted electronically either by email or on CD-ROM
- All outputs need to be submitted in Microsoft Word (not Publisher because of the large file size that is generated).
  In formatting:
  - font should be Arial
  - text should not be justified
  - any accompanying concept maps should be designed in Inspiration or text boxes with arrows
  - generally lists of items etc should be housed in a table or a set of tables rather than in a series of text boxes.
  (These constraints greatly assist in web publication).
- Ensure that all material has copyright clearance and permission forms. (Please note that while you may refer to an author’s work, for example De Bono’s Six Hats Thinking, you cannot summarise, quote or interpret an author’s work without their permission.)
- Video images, photos and student work samples need to have completed parent permission forms attached. Forms can be accessed from the Learning, Teaching and Assessment Guide: www.ltag.education.tas.gov.au/consentform-minor.doc
- Video images of staff or other adults must also include relevant permissions. Forms can be accessed from the Learning, Teaching and Assessment Guide: www.ltag.education.tas.gov.au/consentform-adult.doc
- Consider the purpose of the material and its relevance for the needs of the targeted audience – in this case educators who want to learn about implementing the Essential Learnings.
- Develop a timeline for publication that incorporates opportunities for review, reflection, trialling and modification. Have a colleague read the text to ensure that meaning is clear to external users.
- Consider including media that will enhance your output – eg graphics, audio, video. (Seek support with this.)
- Use headings and subheadings to structure the content and provide a logical sequence.
- Minimise repetition of text. Explanations of terms, for instance, should appear only once.
- Adopt a user-friendly narrative style that speaks directly to the teacher. Use the active rather than the passive voice wherever possible.
- Ensure that resources referenced are current or easily available. Provide bibliographic details.

NB When submitted, outputs will undergo editing processes. All outputs will remain copyright of the Department of Education, Tasmania.

Updated publication guidelines can be accessed at: www.ltag.education.tas.gov.au/publications.htm
### Collaborative planning

Collaborative planning provides opportunities for discussion and reflection on current practices and emerging ideas. It allows for the building of collegiality, the sharing of resources, the effective use of time and the development of shared goals. Collaborative planning can include teachers working in pairs or teams:

- within particular year levels in a school
- within cluster groupings
- within ‘discipline’ or ‘learning area’ interests
- using technologies such as ‘The Essential Planner’.

### Concept

“A mental construct that frames a set of examples sharing common attributes. One- or two-word concepts are timeless, universal, abstract, and broad. They are sometimes referred to as Integrating Concepts or Focus Concepts. Concepts may be very broad macroconcepts such as ‘change’, ‘system’, or ‘interdependence’; or they may be more specific, such as ‘organism’, ‘habitat’, or ‘government’.”

(H. Lynn Erickson, *Concept-based Curriculum and Instruction, Teaching Beyond the Facts*, p. 164.)

### Culminating performances of understanding

Culminating performances of understanding allow students to genuinely demonstrate deep understandings, as described in the understanding goals of the learning sequences.

The ‘culminating performance of understanding’ should allow students to demonstrate their understandings in different ways to accommodate personal strengths, and where possible should relate to real-life situations.

They may be individual, group or part of a whole-class demonstration of understanding but should allow assessment of individuals, outlining explicit criteria related to the understanding goals and linked to the appropriate ‘Standards’.

They should challenge and extend students, but should not require new or untaught skills.

Culminating performances of understanding often involve students in designing the nature of the performance, and may include a variety of audiences and assessors, such as experts in a field or members of the community.

### Focus Essential/s

Concentrating on a Focus Essential narrows the inquiry to support the development of deeper understanding. The Focus Essentials are one, or at most two, Essential Learnings that encapsulate the conceptual content of the inquiry. The inquiry may involve more than one key element of the Focus Essential/s.

### Generative topics

The generative topic provides a central point of focus for the inquiry. Generative topics are central to one or more domains or disciplines and have enough depth, significance and connections to support students’ development of valuable understandings.
The purpose of ongoing assessment is to provide precise, genuine, constructive and timely feedback that informs the learner and the learning. Teachers should plan for appropriate forms of self-assessment, peer-assessment and/or teacher assessment to inform learning. The assessment should include criteria that link to the identified understanding goals, and that are made clear to and often negotiated with the students (eg rubrics). Students should have multiple opportunities to provide evidence of their learning. Not all performances of understanding have to be assessed.

Ongoing assessment for learning should inform the assessment of learning. The assessment of learning will inform reporting.

While evidence from a number of learning sequences will be required to demonstrate that a particular standard has been achieved, performances of understanding and ongoing assessment within each single learning sequence should be making links to the relevant standard. In this way a sufficient portfolio of evidence can be accumulated and a judgement made.

Performances of understanding are learning experiences that provide opportunities for students to demonstrate what they know, understand and are able to do. The performances should require students to use knowledge in new ways or situations.

References

Print references supply the author's name, year of publication, item titles, and (if the material is printed) publishers’ names and places of publication, of materials consulted. For example: Murdoch, K. (1998). Classroom Connections: Strategies for Integrated Learning. Eleanor Curtain, Melbourne.

When citing a URL, you should include author's name, year of publication, title and subtitles, name of supplier, the web address and the date when you last accessed the site. For example: Doe, John. 2001. Fun Mathematics Puzzles for upper primary students. University of Tasmania. http://www.maths.utas.edu.au (accessed 1 January, 2004).
Resources
Resources should be varied and should include, where possible, websites, books, people (experts, experiences etc) and films or videos. Collaborative inquiry can also be extended through the use of email, online forums and appropriate ICT software. Resources should be selected because they are relevant to the inquiry, support students in the exploration or investigation, and are appropriate to the literacy skills of the users. The resources should also be readily available.

Standards
Outcomes and Standards have been written for each of the key elements of the five Essential Learnings. There are five standards for each Key Element.

Supporting Essentials
Supporting Essentials are those Essentials that are employed in undertaking the inquiry, without being the main focus. In most cases, they include some key elements from the Communicating and Thinking Essentials. Key Elements from some of the other Essentials will often be relevant to the inquiry.

Throughlines
Throughlines are the overarching goals incorporating the concepts, processes and skills that you most want students to understand during a course, term or year, or that are representative of one or more major whole-school priorities.

Each learning sequence contributes to the development of student understanding of the throughlines. They may not all be articulated in every learning sequence.

Throughlines may be worded as both statements (of what the students will understand) and questions (that focus students on the understandings).

Understanding goals
Understanding goals identify the concepts, processes and skills that we most want our students to understand. They need to be linked to the relevant standard as well as being achievable. There are usually three to four understanding goals in one learning sequence.

They should be in the form of statements for the teacher and open-ended questions to share with the students. The statements provide a basis for assessment. The questions help the teacher tune in to the inquiry mode and serve to ‘hook’ in the students.

Understanding goals guide the development of learning experiences and performances of understanding throughout the learning sequence.
7. Bibliography


