

Making connections across the Australian Curriculum

Queensland Studies Authority Mini-Conference
Australian Curriculum: Aligning learning areas
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Designed and facilitated by

Dr Jennifer Nayler



Jenny Nayler – learning aJeNcy
jenny@learningagency.com.au

WANTED

People:

- who have some knowledge of Yr 5 or 6 Australian Curriculum
 - who like lemon tart.
- See Jenny at the front of the room.

Welcome

Acknowledgement of the
Traditional Owners

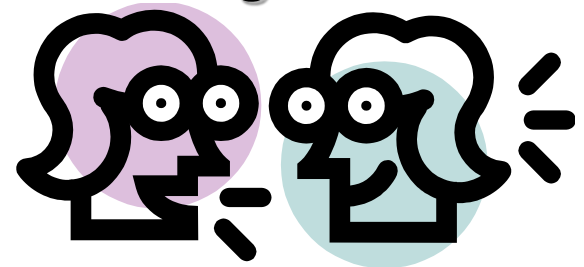


Context...

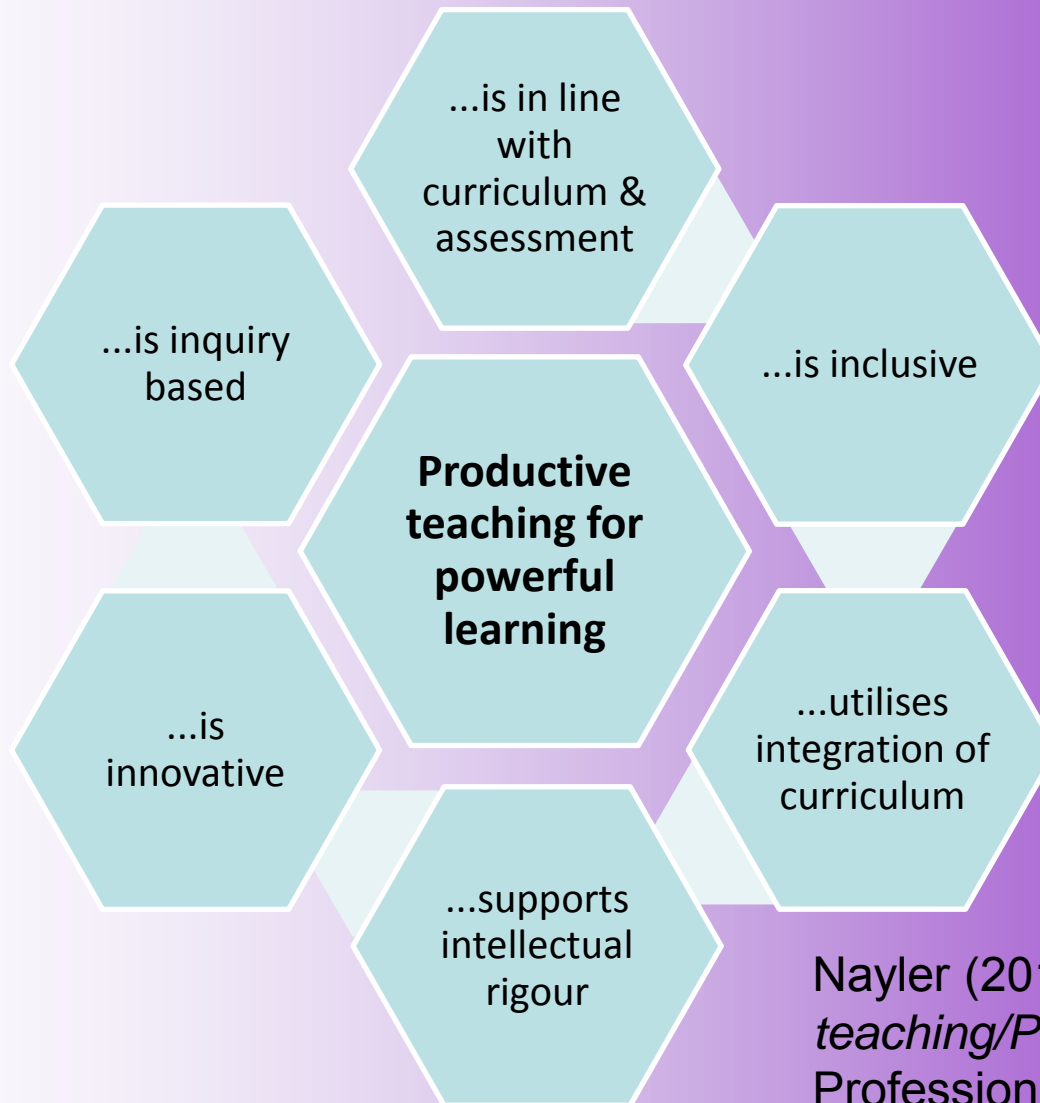
- QSA commissioned the paper, 'Enacting Australian Curriculum: Making connections for purposeful learning' (Nayler, 2014).
- The purpose of the paper is to support schools to deliver high quality curriculum—within the context of student entitlement to engage with the range of learning areas/subjects of the Australian Curriculum.
- A 'purposefully connected curriculum' approach is suggested, along with a 'single curriculum' approach.
- A review of the Australian Curriculum is occurring.

Q: How many learning areas/subjects will Yr 3/4 teachers need to program given current arrangements?

Q: ...Yr 5/6 teachers...?



Productive teaching for powerful learning



‘Purposefully integrated’ curriculum described elsewhere as ‘integrated’ curriculum.

Nayler (2014) *Productive teaching/Powerful learning*. Professional learning materials.

Protocols for working together

- Be present.
- Be kind to yourself and to others.
- **Remember: 'Learning is the work.'**
(Fullan, 2008)
- Challenge ideas, not people.
- **Remember: 'Talk doesn't cook rice!'**
(Traditional Chinese saying)

Session process + learning intentions and success criteria



Process

...with cSpaces (collaborative spaces)



Learning intentions and success criteria

Q: What are your learning intentions for this session?

Q: What are your success criteria?



The 'curriculum pie'

Q: What can the Year 5/6 curriculum leaders share in relation to how they could make purposeful connections across the curriculum?

Share with the group using the 'three-storey intellect'*:

Level 1: **Gathering**

Can you describe the pie?

Level 2: **Processing**

How does this compare with what you know already?

Level 3: **Applying**

What judgments would you make in relation to how best to 'enact' the Australian Curriculum?

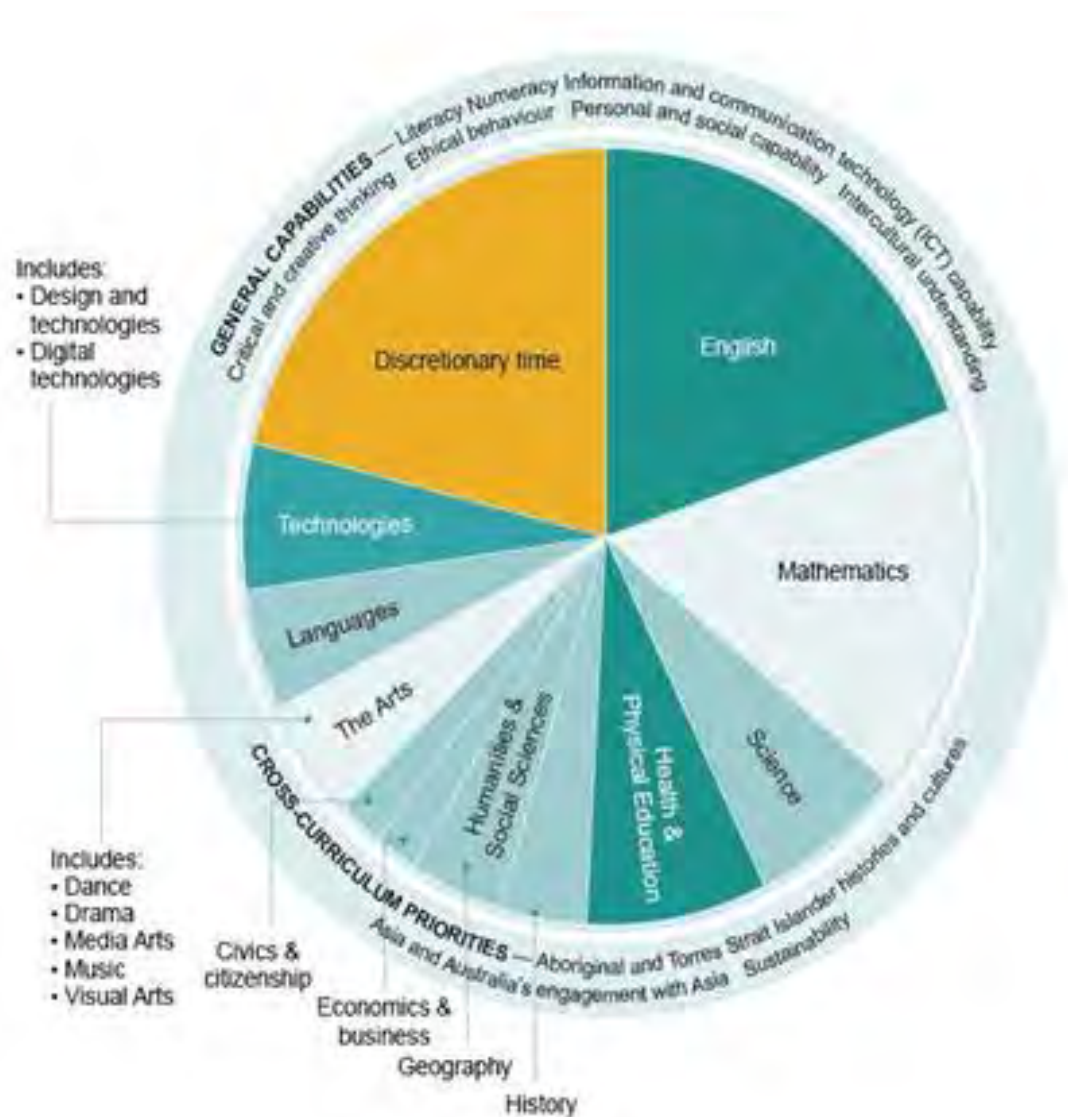


*Bellanca & Fogarty (1991)

Having your 'curriculum pie' and integrating it too!

The 'curriculum pie'

Time allocations and entitlement at Years 5 and 6 (QSA, 2014) (Draft figure)



Having your 'curriculum pie' and integrating it too!

Why 'purposefully connected curriculum'?

Philosophical reasons	Pragmatic reasons
<ul style="list-style-type: none">• teaching and learning for deep and connected knowledge and understandings• building connectedness to students' lives and the world	<ul style="list-style-type: none">• a practical solution to the programming of the range of curricular areas that make up the Australian Curriculum
Integration 'movements' have come from...	
Student-centred approaches e.g. Beane's 'integrative model'	Subject-centred approaches Hayes-Jacob's curriculum mapping

Having your 'curriculum pie' and integrating it too!

BIG questions that can drive purposefully connected curriculum

Who owns Australia?	History	English
Should criminals who commit crimes be given a second chance?	History	English
How can we represent our community's history through art?	History	Visual Arts
How can we convince people to take action on the environmental issue of ...?	Science	English
Was family life great during the Industrial Revolution?	History	HPE
Does it matter where my lamb comes from?	Science	Geography

Having your 'curriculum pie' and integrating it too!

Purposefully connected curriculum maintains the integrity of the curricular area

For each learning area/subject that is connected with another, it's about ensuring that the...

- **rationale** is enacted at the classroom level
- **aims** are brought to life in the classroom
- three dimensions of the AC—**content**; **general capabilities** and **cross-curriculum priorities**—are utilised and, in particular, that:
 - learning area key **concepts** are evident in teaching and learning
 - year level learning area/subject **achievement standards** are used for assessment purposes with assessment information collected using the '**valued features**' of the **QSA 'standard elaborations'**.



The **guide to making judgments**/task-specific standards/**criteria sheet**/**rubric** needs to identify the:

- learning areas/subjects
- specific 'valued features' from these curricular areas.

Purposefully connected curriculum

builds on conceptual links

...where overlapping or common concepts exist

Processes

1. Become familiar with key concepts of the curricular areas...
2. Consider school and community context & demographics...
3. Identify **common or overlapping concepts** or big ideas from two or three curricular areas.
4. Develop a **conceptual link**...
5. Develop an overarching or '**BIG question**'... + sub- or focus questions...
6. Identify other content descriptions to support deep learning...
7. Complete unit planning...

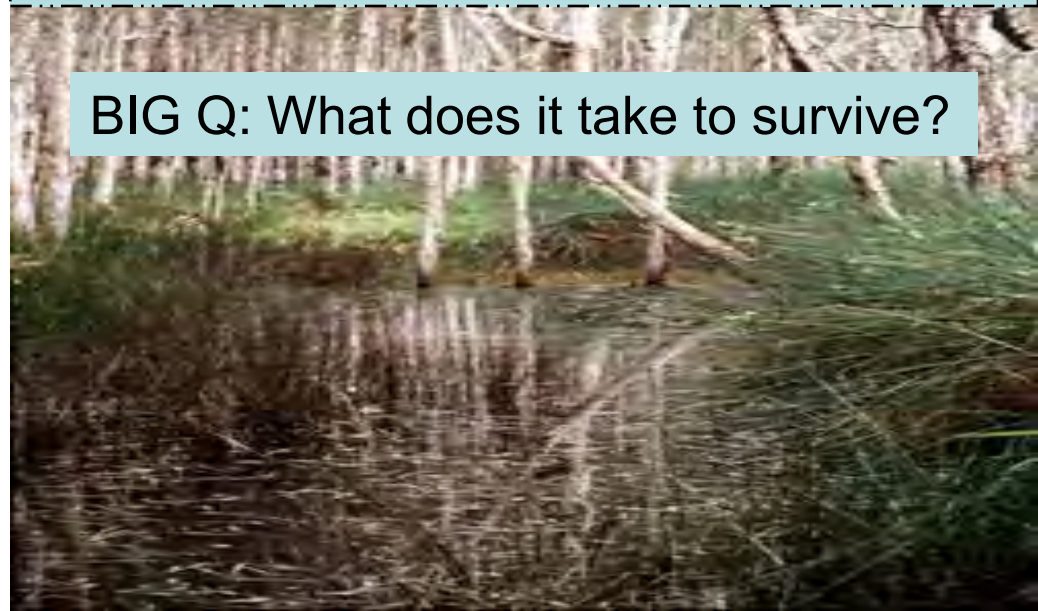
Yr 5: science concept—
living things have structural
features and adaptations
for survival

Yr 5 geography
concept—people
influence their
environments

Conceptual link

People, including Aboriginal and Torres Strait Islander peoples, have adapted to their environments.

BIG Q: What does it take to survive?



Purposefully connected curriculum **builds on conceptual links**

...where identified concepts are complementary in a particular learning context

Year 5 science concept—effect of geological changes on Earth's surface

Year 5 English concept—differences and similarities in various texts related to drought

*Sub-Q: What can the scientist tell us about the impacts of drought in Australia?

*Sub-Q: What can we learn from literature about the impact of drought in Australia?

Conceptual link

Drought is a phenomenon that impacts on people and other living things in various places.

What is the impact of drought?



'BIG question'
...it's conceptual &
connected**

*Sub-Qs scaffold
the inquiry with
focus on fulfilling
required
curriculum

**Nayler (2014) *Productive teaching/Powerful learning*.
Professional learning materials.

Reflecting & taking action

Talk doesn't cook rice!

(Traditional Chinese saying)

Did you achieve your learning intentions?

Consider *possible* actions at classroom, team or whole-school level.

Make a plan re:

- when you'll reconsider possible actions
- prioritise them and
- schedule action.





What are you nurturing in 2014?

Thanks for your participation in this session.

☺ Jenny