

Planning for connections across key learning areas

The eight Years 1 to 10 key learning area syllabuses provide a framework for planning for learning, teaching and assessment. This framework is expressed using a range of syllabus constructs — valued attributes of the lifelong learner, key learning area outcomes, level statements, and core and discretionary learning outcomes. The framework articulates the knowledge, practices and dispositions valued in each key learning area.

The continua of core learning outcomes in the strands of key learning area syllabuses are based on **key concepts, organising ideas or processes**. Table 1 shows at a glance the key concepts, organising ideas or processes used in the eight key learning areas. Knowledge of these organisers will enhance understandings of core learning outcomes and may assist teachers to see relationships or to associate outcomes within a key learning area or across key learning areas.

The sequencing of the outcomes is such that each level is 'nested' within the following level. The levels indicate progressions of increasing sophistication and complexity. Core learning outcomes for successive levels are conceptually related to each other forming learning continua rather than a number of discrete entities.

School communities should begin planning with a focus on the relationships that exist between various outcomes and/or strands, rather than discrete learning outcomes — for example, the 15 key concepts in Science, or the 11 topics in Mathematics. Information about these relationships is provided in the summary of the key learning areas in Table 2. This focus will help school communities make choices about how best to structure learning across the eight key learning areas for their students. When developing programs, school communities should consider how best to:

- help students progress with their learning
- provide opportunities for engagement with the key learning areas in sufficient depth
- provide opportunities to monitor students' learning.

When planning units of work, investigations or courses of study, the learning outcomes on which to focus could be selected from:

- within a strand of the key learning area for The Arts, HPE, LOTE, Mathematics, Science or SOSE
- across strands within a key learning area
- across levels within a key learning area
- across key learning areas.

Schools are encouraged to provide opportunities for teachers to develop shared understandings of the key messages of the syllabuses and the progressions of learning as described in the core learning outcomes.