WORKSHOP 3

The Essential Learnings: An introduction

Purpose

- To develop an understanding of the *Essential Learnings* and their role within the QCAR Framework

Focus

This workshop aims to build awareness and understanding regarding the concepts underpinning the *Essential Learnings*.

The activities in this workshop focus on reading and analysing the *Essential Learnings* and providing time for participants to understand the role of the *Essential Learnings* within the QCAR Framework. Participants will gain awareness and understanding through the discussions associated with the activities; checking for understanding throughout the workshop is a crucial aspect of the facilitation focus.

Group size / configuration

There is no recommended group size for this workshop; it can be adapted for smaller or larger groups. However, the activities are best suited to small teams.

Tables of five to six people will work best for the activities and group discussions.

Potential audiences

All interested educators

Time required

Allow 90 minutes to undertake all of the suggested activities and provide participants with sufficient discussion time.

Participant prior knowledge

Participants need to have some knowledge of the QCAR Framework in order to participate effectively in this workshop. It is recommended that they have participated in Workshop 1: Introducing the QCAR Framework.

Equipment and resources

- Copies of the *Essential Learnings* will be used. Participants should be asked to bring their own copies of either a full KLA set (all 4 year junctures) or a full year juncture set (all KLAs for one year juncture) (see Activity 1). Have extra copies on hand for participants without copies
- Data projector and laptop for PowerPoint presentation
- Whiteboard/flip-chart and marker pens
- PowerPoint presentation and slide notes
- Handouts 1 and 2 — Capabilities and examples of *Essential Learnings*
- Note-taking materials (participants provide their own)

Background

This workshop is part of a series of workshops introducing educators to the QCAR Framework. This workshop considers how the *Essential Learnings* are an integral component of the Framework.

KEY		**Show slides**	**Use handouts**

Workshop outline

Workshop preparation	**Preview and read resources** • Read Workshop 1: Introducing the QCAR Framework, available from the QSA website. • Read all the notes, handouts and resources included for this workshop. • Preview the PowerPoint slides and slide notes for this workshop. • Preview the activities in this workshop and consider how they will be used with the specific workshop group. The activities in this workshop require time for consideration, discussion and feedback; the time allocated for each activity may vary depending on the group and their specific focus on the *Essential Learnings*. **Prepare materials, equipment and venue** • Photocopy handouts for participants. • Load slide presentation so it is ready to use. • Organise materials needed for the activity (e.g. A3 or butcher's paper for group responses, marker pens). • Check audiovisual equipment (e.g. data projector). • Check seating and housekeeping arrangements (e.g. break time, location of toilets).
On arrival	Slide 1. Display slide as participants arrive.
Welcome (2 minutes)	Slide 2. Welcome participants to the workshop.
Workshop purpose (5 minutes)	Slide 3. Introduce the purpose of the workshop as outlined in slide notes.
Presentation (10 minutes)	Slides 4–8. Refer to the slide notes.

Activity 1: Introducing the Essential Learnings (15 minutes)	Slide 9
	For this activity, participants will need copies of the *Essential Learnings*. The set chosen will depend on the group. For primary teachers who teach across KLAs, a full set of KLAs for one year juncture may be most appropriate. For secondary teachers who specialise in a KLA, a set that includes *Essential Learnings* for one KLA across all year-level junctures may be more suitable. • Ask participants to refer to their copies of the *Essential Learnings*. • Point out the three main parts of the *Essential Learnings* depicted on the slide. • Give participants 5 minutes to read individually. • Allow a further 5 minutes for questions from the whole group. Most questions will be answered by the information on the slides that follow this activity.
Presentation (10 minutes)	Slides 10–12. Refer to the slide notes. Ask participants to look through their copies of the *Essential Learnings* as you speak.
Activity 2: Capabilities (25 minutes)	Slide 13 Handouts 1 and 2 : Capabilities and *Essential Learnings*
	Included with this workshop are two sets of *Essential Learnings*: SOSE and English at the end of Year 5; and Science and HPE at the end of Year 9. Participants could examine one or both of these sets or facilitators can choose other examples from the QSA website. • Distribute handouts. • Ask participants (seated in groups at tables) to read through Handout 1. Allow a few minutes to discuss what they have read. (5 minutes) • Ask participants to look for the capabilities across the two sets of *Essential Learnings* and discuss in their groups what they have found. (5 minutes) • Using the information on the slides, ask participants to discuss, in their groups, the following questions: How is knowledge constructed? How is knowledge transformed? (10–15 minutes) • Depending on the size of the group and if there is time available, ask each group, to share one of the ideas from their discussion.
Workshop close (5 minutes)	Slide 14
	Provide information to participants about how to access the QCAR website. t may also be beneficial, depending on the group, to review the other components of the QCAR Framework and repeat some of the key points related to the role the *Essential Learnings* play in the Framework.