



# Facilitator's guide

## QCAR PROFESSIONAL DEVELOPMENT WORKSHOP

### WORKSHOP 6

# Using the *Essential Learnings* to plan units of work

#### Purpose

- To support teachers in using the *Essential Learnings* to develop units of work
- To align curriculum and assessment through unit planning

#### Focus

This workshop encourages participants to plan units of work with colleagues, and to carefully examine their current planning and programs to determine how the QCAR Framework can support current processes.

Participants should be asked to bring samples of their existing unit and lesson plans to the workshop, as well as their own copies of the *Essential Learnings* (facilitators should have spare documents for participants who don't bring their own).

#### Group size/configuration

There is no recommended group size for this workshop; it can be adapted for smaller and larger groups. However, the workshop is activity-based, and these activities suit individuals or small teams. Tables seating groups of five to six people will be most suitable for group discussions.

#### Potential audiences

- Heads of department/curriculum
- Teachers
- School teams

#### Time required

Allow at least 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. We recommend that they have participated in Workshop 1: Introducing the QCAR Framework, Workshop 3: Introducing the *Essential Learnings* and Workshop 4: Understanding the *Standards*.

#### Equipment and resources

- Data projector and laptop for PowerPoint presentation
- Whiteboard/flip-chart and marker pens
- Workshop 6 PowerPoint presentation and slide notes
- Handouts:
  1. Five key processes to support planning
  2. Unit planner template
  3. Unit planning checklist
- Butcher's paper or A3 sheets to record discussion.
- Note-taking materials (participants provide their own)



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## Background

This workshop is one in a series of workshops designed to introduce educators to the QCAR Framework. It builds on the information provided in Workshop 1: Introducing the QCAR Framework, Workshop 3: Introducing the *Essential Learnings* and Workshop 4: Understanding the *Standards*. This workshop focuses specifically on planning units of work using the *Essential Learnings*. Subsequent workshops will focus on continuing this alignment into assessing and reporting on students' achievement.

KEY












Show slides








Use handouts

## Workshop outline

<p><b>Workshop preparation</b></p>	<p><b>Preview and read resources</b></p> <ul style="list-style-type: none"> <li>• Read all the notes, handouts and resources included for this workshop.</li> <li>• Preview the PowerPoint presentation and slide notes.</li> <li>• Preview the activities and consider how they will be used with the specific workshop group. The activities require time for consideration, discussion and feedback.</li> </ul> <p><b>Prepare materials, equipment and venue</b></p> <ul style="list-style-type: none"> <li>• Photocopy the handouts for participants.</li> <li>• Load slide presentation so it is ready to use.</li> <li>• Organise materials needed for the activity (e.g. whiteboard or A3/butcher's paper for group responses, marker pens).</li> <li>• Check audiovisual equipment (e.g. data projector).</li> <li>• Check seating and housekeeping arrangements (e.g. break time, location of toilets).</li> </ul>
<p><b>On arrival</b></p>	<p> Slide 1. Display slide as participants arrive.</p>
<p><b>Welcome</b></p>	<p> Slide 2. Welcome participants to the workshop.</p>
<p><b>Workshop aims</b> (3 minutes)</p>	<p> Slide 3. Introduce the workshop aims as outlined in the slide notes.</p>
<p><b>Review of the QCAR framework</b> (5 minutes)</p>	<p> Slides 4–5. Display slides and refer to the slide notes.</p>

<p><b>Activity 1: The focus of planning</b> (10 minutes)</p>	 Slide 6
<p><b>Presentation: Five processes to support planning</b> (5 minutes)</p>	 Slide 7  Handout 1: Five processes that guide planning <ul style="list-style-type: none"> <li>• Refer to Handout 1 and the slide notes to explain the five processes that should be considered when planning units using the <i>Essential Learnings</i>.</li> <li>• Note: This workshop looks at the processes of “Identify curriculum” and “Sequence learning”. Workshop 7: Developing quality school-based assessments will expand on the other processes.</li> </ul>
<p><b>Activity 2: Unit planner template</b> (10 minutes)</p>	 Slide 8  Handout 2: Unit planner template Handout 3: Unit planning checklist <ul style="list-style-type: none"> <li>• Display slide.</li> <li>• Distribute handouts. Both will be used for the remainder of the workshop.</li> <li>• Refer to the slide notes. Explain that the unit planner can be used as a template to help with school-based planning for units of work. Schools and teachers may have other examples of planning tools relevant in their current form, or that can be modified to reflect the <i>Essential Learnings</i>.</li> <li>• It is important to use the template in this activity as a way of incorporating appropriate use of the <i>Essential Learnings</i> in modelling unit planning processes that align curriculum and assessment.</li> </ul>

<p><b>Activity 3: Essential Learnings and planning</b> (20 minutes)</p>	 Slide 9
<p><b>Presentation: Identify learning and Sequence learning</b> (15 minutes)</p>	 Slides 10–12  Display slides and refer to the slide notes. Ask participants to consider the relevant section on the unit planner template.
<p><b>Activity 4: Discussion</b> (5 minutes)</p>	<p>Discussion can be generated with the group by asking participants to consider:</p> <ul style="list-style-type: none"> <li>• How can the interests of students, including issues of personal or social concern, be included?</li> <li>• How can links be made to students' prior learning?</li> </ul>
<p><b>Presentation: Planning an integrated unit of work</b> (5 minutes)</p>	 Slide 13. Display slide and refer to the slide notes.
<p><b>Activity 4: Using the unit planner template</b> (30 minutes)</p>	 Slide 14. Display slide.  This final activity will give participants the opportunity to experiment with the unit planner template in a structured way and to reflect on the process in small and whole group settings. <ol style="list-style-type: none"> <li>1. Organise participants into pairs or groups of three and refer to handouts.</li> <li>2. Ask pairs/groups to decide together the context for a unit of work and to complete the Context of the unit section on the unit planner template. Participants need to consider:               <ul style="list-style-type: none"> <li>• What learning will students be engaged in?</li> <li>• Is there an opportunity to integrate key learning areas (KLAs)?</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Which KLAs would be appropriate to integrate?</li> <li>• Which <i>Essential Learnings</i> will be the focus of the unit of work?</li> <li>• What is the most appropriate context for the unit of work?</li> </ul> <p>3. Ask participants to identify the Ways of working that provide opportunities for students to demonstrate understanding and application of their knowledge. Participants need to consider:</p> <ul style="list-style-type: none"> <li>• Will students have opportunities to demonstrate a number of Ways of working?</li> <li>• Would some Ways of working processes from another KLA also be appropriate for inclusion in this unit?</li> </ul> <p>Direct participants to complete the Ways of working section of the unit planner template.</p> <p>4. Ask the participants to identify the Knowledge and understanding that students would have opportunities to develop and demonstrate in the unit of work. Participants need to consider:</p> <ul style="list-style-type: none"> <li>• Will students have opportunities to develop and demonstrate a depth and breadth of concepts, facts and procedures?</li> <li>• Will the unit draw from more than one KLA?</li> </ul> <p>Direct participants to complete the Knowledge and understanding section of the sample unit planner template.</p> <p>5. Ask the group to refer to their planning diagram and discuss the following questions:</p> <ul style="list-style-type: none"> <li>• What learning and teaching activities would support specific parts of the learning and teaching sequence?</li> <li>• What sequence of learning and teaching will assist students in completing the assessment(s) within the unit?</li> <li>• Is there a relationship between the targeted Essential Learnings, learning and teaching, and the assessment(s)? (Alignment)</li> </ul> <p>6. Indicate to participants that it is important that they take some key messages from this process back to their schools and continue their planning. If time allows participants could discuss what these key messages might be.</p>
<p><b>Workshop close</b> (5 minutes)</p>	<div style="display: flex; align-items: center;">  <p>Slide 15</p> </div> <ul style="list-style-type: none"> <li>• Display slide and refer to slide notes.</li> <li>• Provide information to participants about how to access the QSA website.</li> </ul>