Purpose
This intentional conversation is designed to support participants to understand the curriculum
decision-making process and elements.

Key messages
• Teachers commonly use five curriculum decision-making processes.
• As teachers engage in these decision-making processes, they consider a number of key elements.
• Informed curriculum decision making reflects the principles in the QKLG and contributes to quality learning and teaching.

Resources
You will need:
• PowerPoint: Informed curriculum decision making
• a copy of the QKLG for reference
• a copy of the following for each participant:
  − Informed decision making (recording sheet)
  − Figure 2: Informed decision making (QKLG p. 18)
  − Exploring decision-making practice (QKLG pp. 7–8).

Conversation process

Introduction
Use the PowerPoint Informed curriculum decision making to guide the conversation process.
• Briefly explain the purpose of the conversation using Slide 2
• Show Slide 3 and read the key messages
• Show Slide 4 and talk participants through the process they will use for the conversation.
The conversation

Ask participants to form groups of five and engage in the intentional conversation.

Step one

Ask participants to skim the recording sheet *Informed decision making* (a version of Figure 2, QKLG p. 18, containing only headings). Confirm that they use these five decision-making processes on a daily basis, both when making formal decisions and when making informal, moment-to-moment decisions.

Step two

Tell participants that they are going to share examples of their decision-making practices. Ask them to each take a different component of the diagram within their group and jot down on the sheet an example of what they currently do in terms of that component. For example, the person thinking about ‘monitoring and documenting learning’ would write an example of how they:

- monitor learning day-to-day
- monitor learning over time
- selectively document learning.

Step three

Ask participants to briefly explain their examples to the group.

Step four

Ask participants to read Figure 2: *Informed decision making* and mentally compare what they are reading with their current practices. Remind participants that these decision-making processes are not linear; they are used in different orders on different occasions.

Step five

Invite discussion, comment and questions from the whole group. For example, ask:

- How similar are the suggestions to your current practice?
- What practices suggested in the diagram are new to you or not part of your current practice? (Ask participants who do use that practice to give examples of what they do.)
- Is there anything in the diagram that you would like explained? If so, what?
- What decision-making processes would you like to investigate further?

This discussion could provide suggestions for additional conversations or lead into Conversation 3, which focuses on assessing learning within a quality program.

Step six

Draw participants’ attention to the reflective questions in the centre of Figure 2. Note that when considering these questions, it would be helpful to refer to information from the decision-making elements section of the QKLG. The elements are listed in Figure 2 below the reflective questions, under the heading ‘planning and organising for learning’.
Invite participants to give examples when considering the questions. For example, you might say something like this:

*In response to the question 'What is happening to promote this child’s learning?' you could think about:*

- your responsiveness to the child and your interactions with them
- the way you build partnerships with their family and community
- resources, use of time and ways to organise the environment that might be helpful
- your and the child’s involvement in play, real-life engagements and routines and transitions
- significant learning in the learning and development areas
- intentional teaching strategies you might use.

**Conclusion**

Briefly discuss how the elements and processes interweave in good decision-making practice, using the weaving diagram on Slide 5 and in *Exploring decision-making practice*.

**More information**

If you would like more information, please visit the QKLG professional development material on the QCAA website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au).