

# Implementing the Guideline for individual learning

## Part 2: Planning for teaching and learning

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### Implementing the workshop

This workshop was developed by the Queensland Curriculum and Assessment Authority (QCAA) and delivered face-to-face in Term 4 2015.

The workshop is designed for presentation in either of two formats:

- a series of three workshops, each approximately one-hour in length
- one half-day workshop that includes delivery of all three parts.

The workshop presenter decides how best to lead the workshop and its activities.

A package of resources has been developed to support delivery of the workshop in schools and is available at [www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia/teaching-learning](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia/teaching-learning). Resources include:

- slide presentation and speaker notes — supports delivery as a series of three one-hour workshops (Parts 1, 2 and 3)
- *Participant booklet* — includes all workshop activities and is intended to be used electronically on a laptop.
- responses to specific activities.

Text that appears on the slides and is repeated in the notes is set italic, so you don't find yourself reading out the slides without realising.

### Slide 1 — Implementing the GIL Part 2 [title slide]

Part 2 of the workshop series focuses on using the *Guideline for individual learning* (GIL) to develop QCIA curriculum plans and is designed to be delivered in a one-hour session.

### Slide 2 — Workshop goals

*The learning goals for Part 2: Planning for teaching and learning are:*

- *know and understand how to use students' QCIA curriculum plans to plan for teaching and learning experiences*
- *explore possible templates for planning teaching and learning experiences.*

### Slide 3 — Elements of effective planning

Planning for teaching, learning and assessment is guided by five independent elements of professional practice. These five elements can be used in any sequence but all should be considered:

- identify curriculum
- develop assessment

- sequence teaching and learning
- make judgments
- use feedback.

Part 1 of this workshop series focused on identifying curriculum by selecting relevant curriculum organisers, learning focuses and learning goals from the [Guideline for individual learning](#) (GIL).

Part 2 focuses on sequencing teaching and learning that supports student learning towards the selected learning goals in their QCIA curriculum plan.

## Slide 4 — What does planning for teaching and learning look like?

For each student eligible for the [QCIA](#), use the GIL to develop an individualised curriculum plan. This curriculum plan informs the teaching and learning experiences the student will be provided with across Years 11 and 12.

Your selection and sequence of learning experiences and teaching strategies should support student learning towards the selected learning goals and provide evidence of their achievement through assessment.

Typically, a sequence of teaching and learning experiences occur as part of a unit of work that is delivered to a group of students. When delivering a unit of work, teachers use students' learning goals to differentiate the teaching and learning experiences and ensure they cater for the individual needs of students.

The units of work students engage in across Years 11 and 12 form their learning program. The learning program should provide every student with opportunities to work towards the learning goals documented in their QCIA curriculum plan.

## Slide 5 — QCIA curriculum plan

The selected curriculum organisers, learning focuses and learning goals in the student's QCIA curriculum plan provide the basis for planning teaching and learning experiences across Years 11 and 12.

Let's take a look at an example.

Notice how the curriculum plan clearly describes the range of teaching and learning experiences that needs to be provided for this student across Years 11 and 12. Can you identify units of work or subjects in which the student might be provided with these opportunities?

## Slide 6 — Unit of work

The context of the unit of work describes a broad set of *circumstances that form the setting for teaching and learning*. The context should enable students to link their learning at school to life beyond school and may include a topic (subject or theme), situation (facts, conditions or events) or scenario (sequence of events that could possibly happen). For example, within the context of 'shopping for groceries' a topic could be using money, a situation could be at the checkout and a scenario could be paying for items at the checkout.

The context of a unit of work should provide students with opportunities to work towards some or all of their learning goals. For example, the context of 'making healthy eating choices' could provide opportunities for students to work towards the following learning goals:

- listen and respond to one- and two-step instructions (CT1.1)
- explore healthy mealtime options (PLD2.1)

- understand and demonstrate concepts of counting, quantity and measurement using everyday experiences, e.g. more and less, bigger and smaller, the same (PLD3.1)
- work safely in different environments, such as home, school, local community and work (VTA2.3).

## Slides 7–8 — Example: Unit overview

Here are some examples of unit overviews and learning goals from the GIL that may be addressed within the unit of work.

## Slide 9 — Activity 4: Planning units of work

Turn to Activity 4 in the *Participant booklet*.

Complete the activity.

- Refer back to the curriculum plan you developed using the GIL in Activity 3 and consider the teaching and learning experiences that need to be provided for the student.
- Develop four unit overviews that would provide opportunities for the student to work towards their selected learning goals.

## Slide 10 — Ensuring coverage of learning goals

A unit of work will provide opportunities for you to gather evidence of a student's progress towards a selection of their learning goals.

Here is an example.

Notice that the context of the unit of work provides opportunities for the student to work towards learning goals from the Communication and technologies and Personal and living dimensions curriculum organisers. Future units of work need to provide opportunities to work towards the learning goals from the remainder of the curriculum organisers on the student's curriculum plan.

## Slide 11 — [no title]

It is important to provide students with sufficient opportunities to work towards all of their learning goals. Mapping the learning goals that will be addressed in each unit of work is one way of ensuring that students are provided with a range of teaching and learning experiences that supports them to work towards **all** of their learning goals.

Here is an example of checking the coverage of learning goals across a number of units of work. After completing this mapping exercise, you can see that all of the learning goals from the student's QCIA curriculum plan have been covered. However, it is important to consider whether the student has been provided with **enough** opportunities to work towards each learning goal, particularly those that are only covered in a single unit of work.

## Slide 12 — Activity 5: Coverage of learning goals

Turn to Activity 5 in the *Participant booklet*.

This is one template that may help you to check when students' learning goals will be addressed throughout Years 11 and 12. The template may be modified to suit your needs.

- Refer to the curriculum plan you developed in Activity 3 and copy the learning focuses and learning goals from the curriculum plan into the table.
- Refer to the unit overviews developed in Activity 4 and copy the unit overviews into the table.

- For each unit of work, indicate which of the student's learning goals are covered, by placing a tick (✓) in the appropriate column. Check that all of the learning goals are covered across the four units of work.
- Consider how you could modify this template to better suit your needs. Share your ideas with the group.

## Slide 13 — What resources could you use to support teaching and learning?

To be eligible for the QCIA, a student must be undertaking an individualised learning program. The learning program is based on the curriculum organisers, learning focuses and learning goals selected from the GIL. Resources which may be used to support delivery of the learning program include:

- *modified versions of existing Authority subjects or Subject Area Syllabuses*. The modified versions do not meet the objectives or standards needed to receive a level of achievement for the subject
- *school-developed programs of study*. This may include components of other curriculum such as the Australian Curriculum Foundation to Year 10, Australian Curriculum general capabilities (Literacy, Numeracy and Personal and social capability) or be tailored by the school to meet various aspects of the student's individualised learning program
- *external programs of study* other than components of Australian Skills Quality Authority (ASQA) Framework vocational education and training (VET) courses, e.g. Award Scheme Development and Accreditation Network (ASDAN).

## Slide 14 — Activity 6: Planning teaching and learning experiences

Turn to Activity 6 the *Participant booklet*.

1. *Select one unit of work from the four you developed in Activity 4.*
2. *Plan a sequence of age-appropriate teaching and learning experiences for your selected unit of work.*
3. *Record any extensions or adjustments you will make to the teaching and learning experiences in order to cater for the individual learning goals of each student.*

## Slide 15 — Review and reflect

*The learning goals for Part 2 of this workshop series were:*

- *know and understand how to use students' QCIA curriculum plans to plan for teaching and learning experiences*
- *explore possible templates for planning teaching and learning experiences.*

## Slide 16 — Reflection

Reflect on:

- anything new or interesting you have learned this session
- anything new you will try when planning for future teaching and learning experiences.

## Slide 17 — Contact details

*If you have any questions about the content of this workshop, or about the GIL, these are the best contacts:*

- *Information on the amendments to the GIL — [seniorcurriculum@qcaa.qld.edu.au](mailto:seniorcurriculum@qcaa.qld.edu.au)*
- *QCIA eligibility, curriculum plans, moderation or certification — [qcia@qcaa.qld.edu.au](mailto:qcia@qcaa.qld.edu.au).*