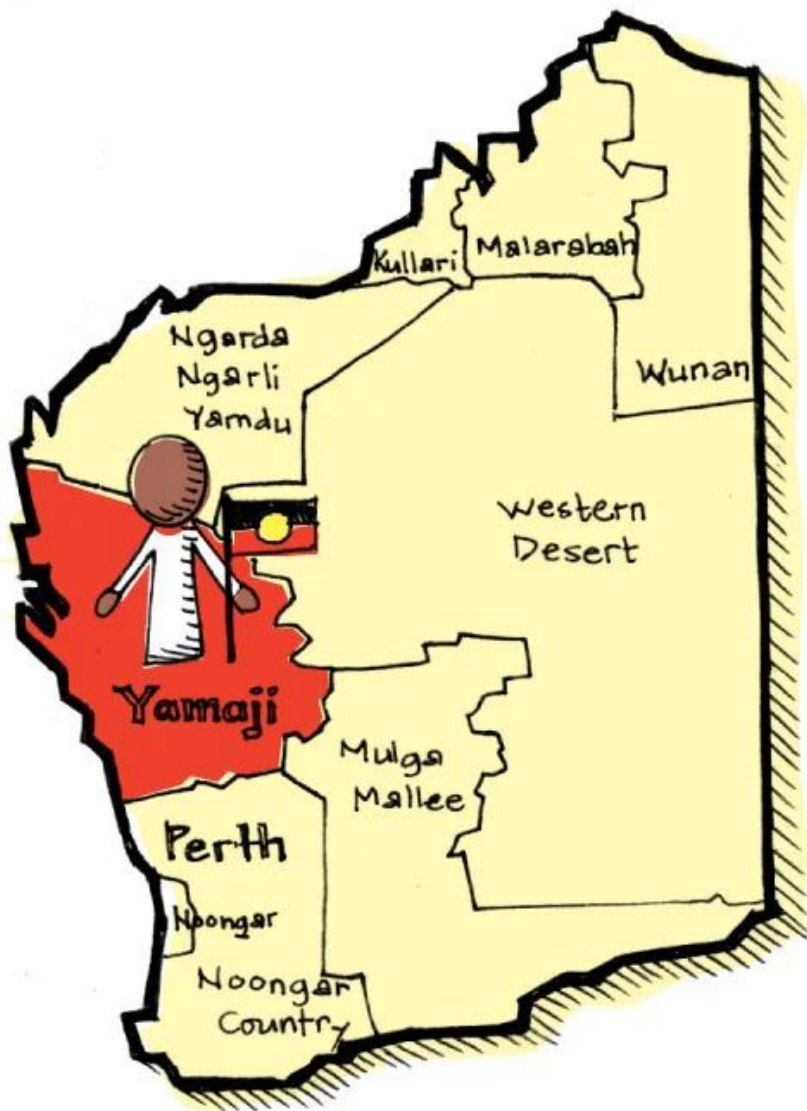




Secondary Teacher Leaders Program

Wednesday 14th September 2022

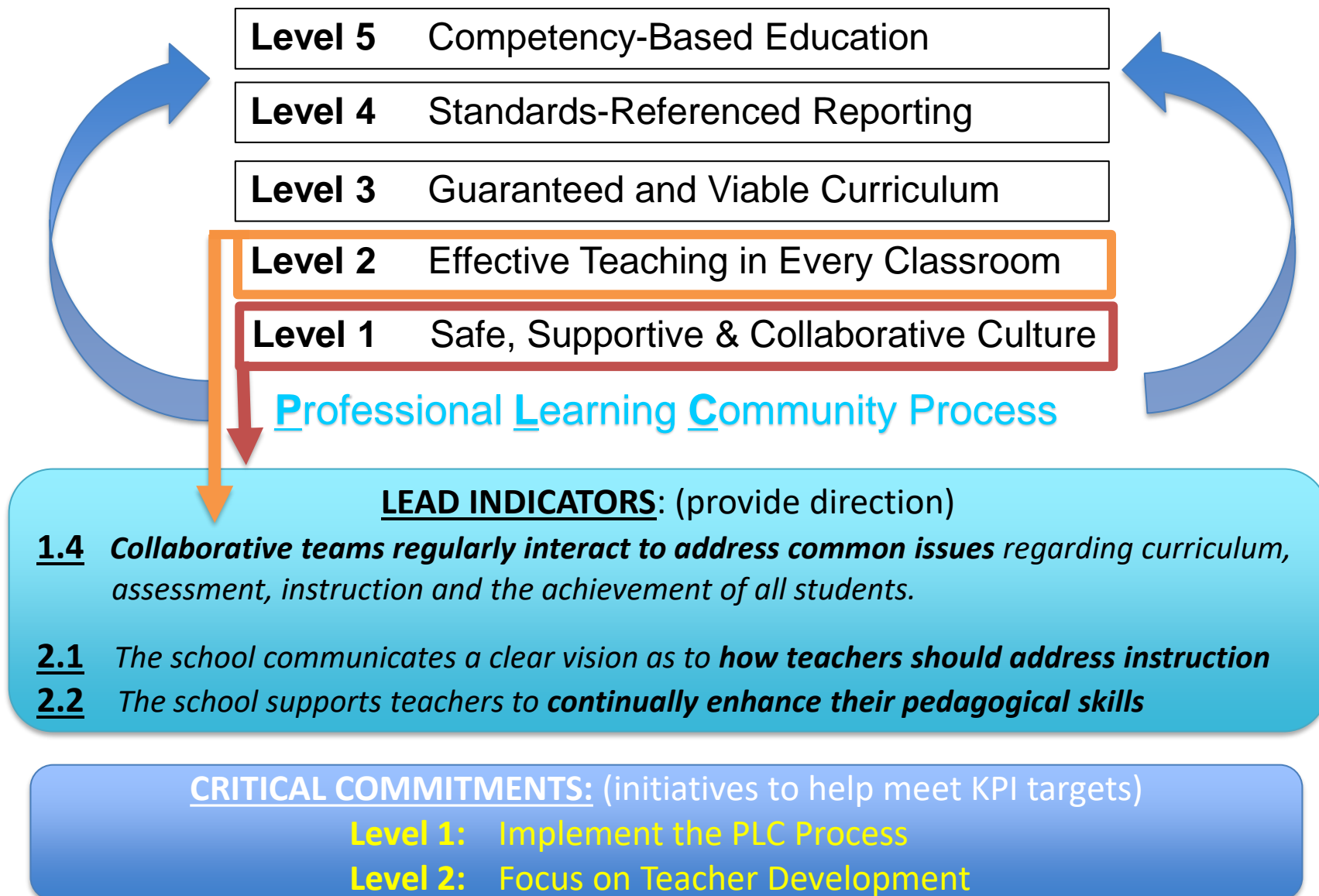


I would like to respectfully acknowledge the Yamatji Peoples who are the Traditional Owners and First People of the land on which we stand. The Nhanhagardi, Wilunyu, Naaguja.

I would like to pay my respect to the Elders past, present and future as they hold the memories, traditions, culture and hopes of the Yamatji Peoples.

By the end of the day, participants will:

- Consider the interaction between **curriculum and instruction** and its importance in improving student outcomes
- Develop an understanding of the research-based framework for a **guaranteed and viable curriculum**, and its place in the process of school improvement
- Understand the importance of the **4 ‘crucial resources’** that support schools to overcome the ‘Matthew Effect’
- Begin work to undertake a **curriculum audit** for Year 7
- Participate in a structure and **process for identifying critical content**
- Understand and apply a structure and process for curriculum mapping (through the use of fine-grained examples in Maths and English for Year 7)
- Engage in collaborative disciplined dialogue & discussion relating to the implications for curriculum scope and sequence documents in their own schools
- Understand the process for the final deliverable – **“story of impact”**





“Pedagogy trumps curriculum every time.”

1. How does Dylan William describe curriculum?
2. Discuss the relationship between pedagogy and curriculum
3. What are your views on Dylan William’s statement?



What we teach (curriculum) **and how we teach**
(highly effective / explicit / high impact instruction) **both matter!**

1

HOW DO STUDENTS UNDERSTAND NEW IDEAS?



COGNITIVE PRINCIPLES

Students learn new ideas by reference to ideas they already know.¹



PRACTICAL IMPLICATIONS FOR THE CLASSROOM

- A well-sequenced curriculum is important to ensure that students have the prior knowledge they need to master new ideas.²
- Teachers use analogies because they map a new idea onto one that students already know. But analogies are effective only if teachers elaborate on them, and direct student attention to the crucial similarities between existing knowledge and what is to be learned.³

2

HOW DO STUDENTS LEARN AND RETAIN NEW INFORMATION?

Practice is essential to learning new facts, but not all practice is equivalent.¹³

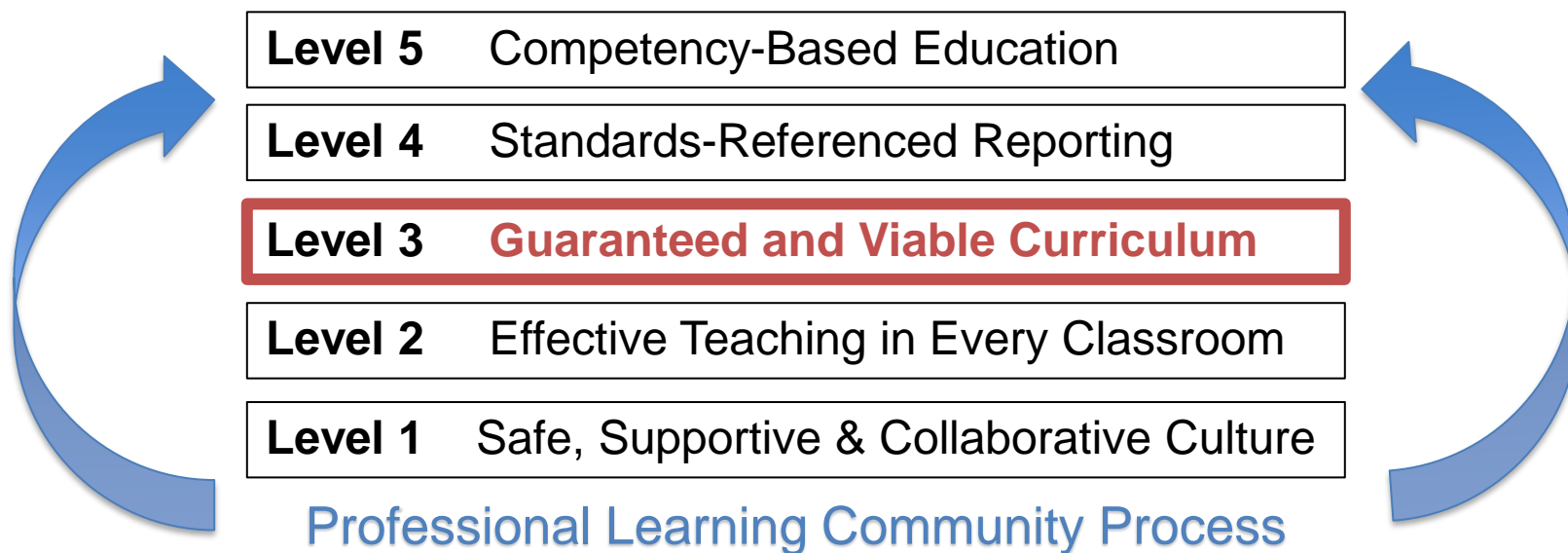
- Teachers can space practice over time, with content being reviewed across weeks or months, to help students remember that content over the long-term.¹⁴

ELEMENTS OF EXPLICIT INSTRUCTION

- Element 1:** Focus instruction on critical content
- Element 2:** Sequence skills logically
- Element 3:** Break down complex skills and strategies into smaller instructional units
- Element 4:** Design organized and focused lessons
- Element 5:** Begin lessons with a clear statement of the lesson's goals
- Element 6:** Review prior skills and knowledge before beginning instruction
- Element 7:** Provide step-by-step demonstrations
- Element 8:** Use clear and concise language
- Element 9:** Provide an adequate range of examples and non-examples
- Element 10:** Provide guided and supported practice
- Element 11:** Require frequent responses
- Element 12:** Monitor student performance closely
- Element 13:** Provide immediate affirmative and corrective feedback
- Element 14:** Deliver the lesson at a brisk pace
- Element 15:** Help students organize knowledge
- Element 16:** Provide distributed and cumulative practice

Archer, A. & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*.
New York, NY: The Guilford Press.

- High-performing schools in WA share **fine-grained, low-variation curriculums** in common – also known as school-based scope and sequence plans
(Louden, 2015)
- Evidence suggests fine-grained low variation curriculums are equally effective and important in secondary schools
(Kambrya College case study)



Guaranteed Curriculum:

All students have the opportunity to learn the **critical content** of the curriculum

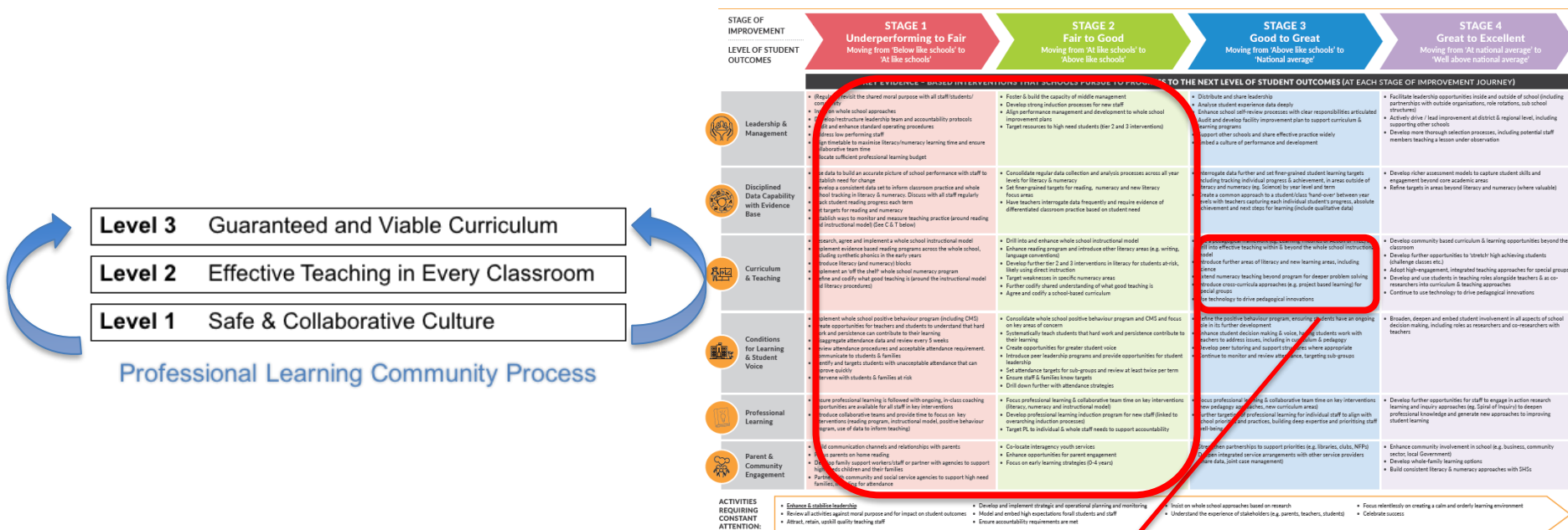
Viable Curriculum:

The curriculum is focused enough that teachers can adequately address it in the **time** they have available

Why should we ensure students' have access to a guaranteed and viable curriculum?

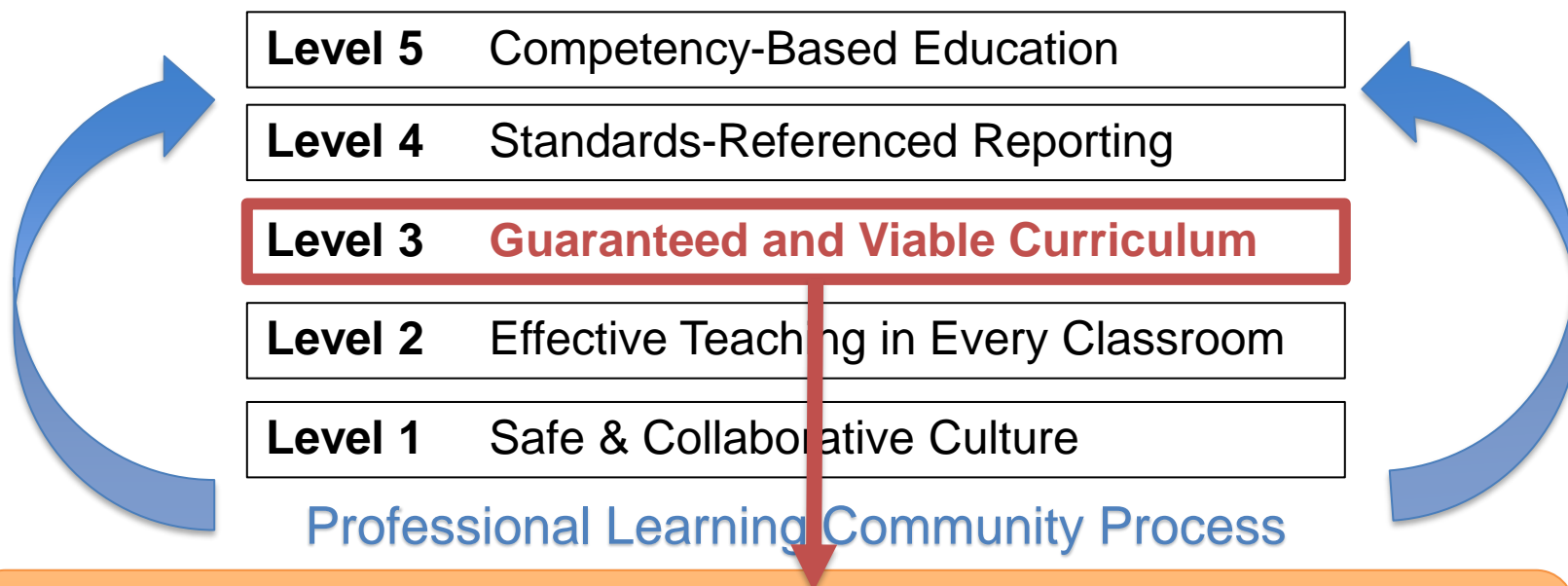
- Identify 3 – 4 key points that resonated with you after reading the article
- Explain these to your group!





- Identify and align 'critical' curriculum content across the school in each learning area, incorporating the WA curriculum and key principles
- Develop a guaranteed and viable curriculum through a '**fine-grained**' scope and sequence to reflect the 'critical' content and whole-school instructional model





LEAD INDICATORS: (provide direction)

- 3.2** The school curriculum is focused enough that teachers can adequately address it in the time they have available
- 3.3** All students have the opportunity to learn the critical content of the curriculum

Level 3 - CRITICAL COMMITMENTS: (initiatives to help meet KPI targets)

- Continually monitor the viability of the curriculum
- Create a comprehensive vocabulary program
- Use direct instruction for knowledge application and metacognitive skills

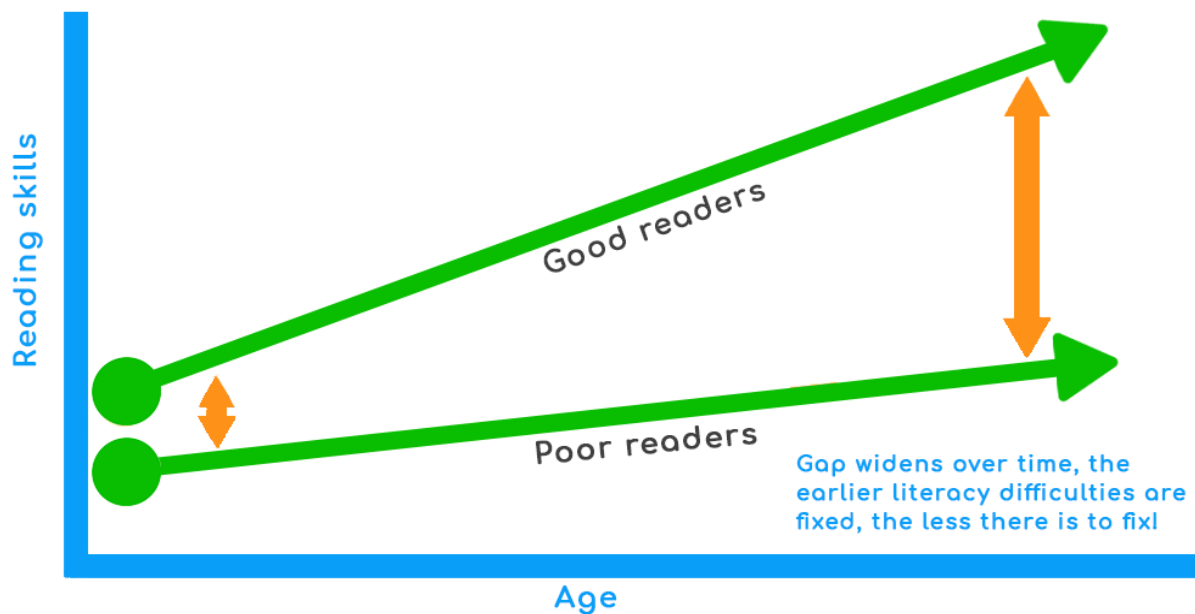
3.2 The curriculum is focused enough that teachers can adequately address it in the time they have available (viable)

- The **intended curriculum** (WA Curriculum) becomes the **implemented curriculum** (*scope and sequence of critical concepts, knowledge & skills mapped over time available*)
- The **implemented curriculum** is aligned to an **instructional model** which ensures that the **attained curriculum** allows opportunities for students to learn the concepts, knowledge & skills (includes key vocabulary)
- Requires **leaders to drive and monitor this process**, and needs to engage teachers in an **ongoing reflective practice** to ensure the key concepts, knowledge & skills do in fact establish a viable curriculum -
Review curriculum collaboratively **through the PLC process**

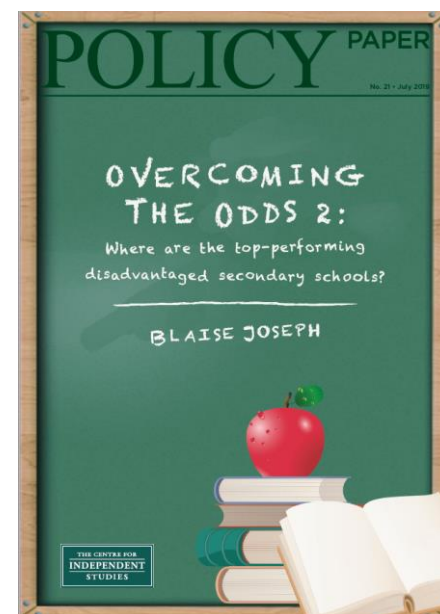
3.3 All students have the opportunity to learn the critical content of the curriculum (guaranteed)

- **Grade level content** must be the same for all students (links back to 3.2 Scope & Sequence)
- Establish a **comprehensive vocabulary program** to align with grade level content scope & sequence (vertical progression in Learning Areas – via collaborative PLC Process)
- Provide **explicit/direct instruction** of cognitive (concepts) & metacognitive (thinking) skills

“The ‘Matthew Effect’ states that differences in student achievement in the early years of school tend to grow into larger differences by the end of secondary school, unless rectified in early schooling” – Joseph (2019) p. 4



Stanovich (1986)



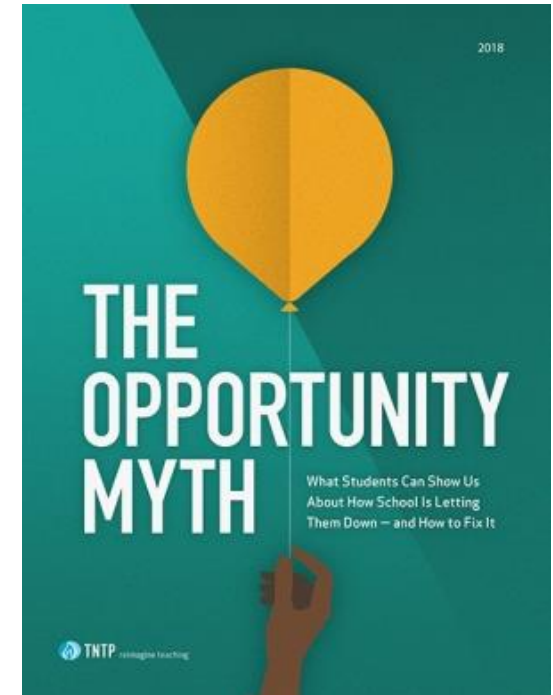
- 2016 Grattan Institute research found the spread of student achievement in NAPLAN ***more than doubled*** between Years 3 and 9
 - *With low-achieving students, students of parents with low education and students from low SES backgrounds all declining in performance relative to the rest of the national cohort*
- 2018 Grattan Institute research found that ***prior achievement explained much of the variance in student progress measured by NAPLAN***
 - *(with ICSEA scores explaining more of the variance)*
- A 2017 meta-analysis of effect sizes on student achievement found that ***prior ability (0.98) and achievement (0.58) influence student performance***
- Another study found that ***prior achievement is the best longitudinal predictor*** of Maths scores for 15 year-old students on PISA tests

“Most students who are below benchmark in a range of subjects in Year 8 do not catch up by the end of high school, and students who are below benchmarks in Year 4 do not catch up in Year 8, especially for students in low SES areas – Joseph (2019), p. 5

The Opportunity Myth – What Students Can Show Us About How School Is Letting Them Down – and How to Fix It

TNTP reimagine teaching

- Followed nearly 4,000 students in five diverse school systems in the US
- Most students—and especially students from low SES backgrounds, spent the vast majority of their school days missing out on four crucial resources:
 1. grade-appropriate assignments;
 2. strong instruction;
 3. deep engagement; and
 4. teachers with high expectations.



Students spent more than 500 hours per school year on assignments that weren't appropriate for their grade and with instruction that didn't ask enough of them—the equivalent of six months of wasted class time in each core subject.

FIGURE 3 | DIFFERENCE IN ACHIEVEMENT GROWTH BETWEEN BEST (TOP HALF) AND WORST (BOTTOM HALF) CLASSROOMS AMONG CLASSROOMS WHERE AVERAGE STUDENT IS SUBSTANTIALLY BEHIND GRADE LEVEL

...but particularly students who started the year substantially behind their peers.



Activity – What gains would you expect for students that start the year below grade level? Fill in the blanks.

- Expectations
- Instruction
- Assignments
- Engagement

Activity: Pair-share – What was most surprising about this and why?

The Opportunity Myth, 2019 *TNTP reimagine teaching*

Greater access to the four resources can and does improve student achievement—particularly for students who start the school year behind.

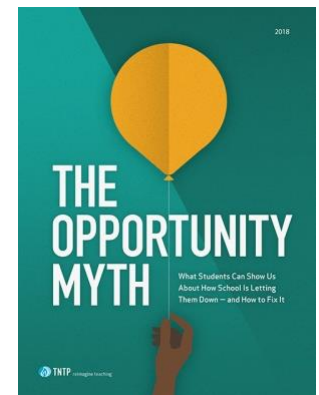
In classrooms where students had:

- greater access to grade-appropriate assignments = **7.3 months** of additional learning
- teachers that held higher expectations = **nearly 8 months** of additional learning
- higher levels of engagement = about **0.9 months** of additional learning
- Stronger instruction = more than **6 months** of additional learning

When students who started the year behind grade level had access to stronger instruction they closed gaps with their peers by six months; in classrooms with more grade-appropriate assignments, **those gaps closed by more than seven months.**

*“In the classrooms where we saw the most growth, students worked on grade-appropriate assignments **just 52 percent of the time** (compared to 26 percent across all classrooms). Even raising the floor by a reasonable amount can make a meaningful difference.*

*...any curriculum, program, or model that does not allow students **consistent opportunities to engage with grade-appropriate assignments**, to do the thinking in their lessons, and to engage deeply with what they are learning is effectively perpetuating the opportunity myth.”*

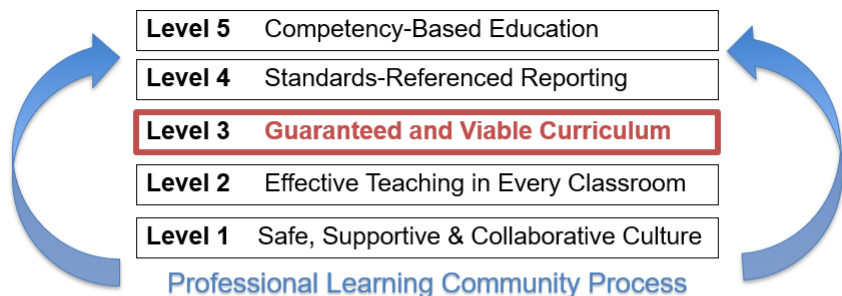


The Opportunity Myth, 2019 TNTP reimagine teaching

1. How does this research resonate with you and your experience in low SES schools?
2. Is it possible to raise the bar in terms of grade-level content and assignments?



How do we achieve a Guaranteed and Viable Curriculum: It's a collaborative effort



Guaranteed Curriculum:

All students have the opportunity to learn the critical content of the curriculum

Viable Curriculum:

The curriculum is focused enough that teachers can adequately address it in the **time** they have available (viable)

Influence	Effect Size
Collective Teacher Efficacy	1.57
Prior achievement	0.65
Socioeconomic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29
<small>Note: Effect sizes are based on Cohen's d. The average effect size is d=0.40. This average summarizes the typical effect of all possible influences on education.</small>	

Six Critical questions for PLCs:

1. What is it we want our students to learn? (**curriculum**)
2. How will we know if students are learning? (**assessment**)
3. How will we respond if students don't learn? (**instruction**)
4. How will we extend learning for students who are highly proficient? (**instruction**)
5. **How will we increase our instructional competence?** (**teacher development**)
6. **How will we coordinate our efforts?** (**leadership**)

“The only way the curriculum in a school can truly be guaranteed is if the teachers themselves, those who are called upon to deliver the curriculum, **have worked collaboratively** to do the following:

- Study the intended curriculum
- Agree on priorities within the curriculum
- Clarify how the curriculum translates into student knowledge and skills
- Establish general pacing guidelines for delivering the curriculum
- Commit to one another that they will, in fact, teach the agreed upon curriculum”

(DuFour & Marzano, 2011, p. 91)

SCSA advice to schools

‘Notional Time Allocation Guidelines: Pre-Primary to Year 10’:

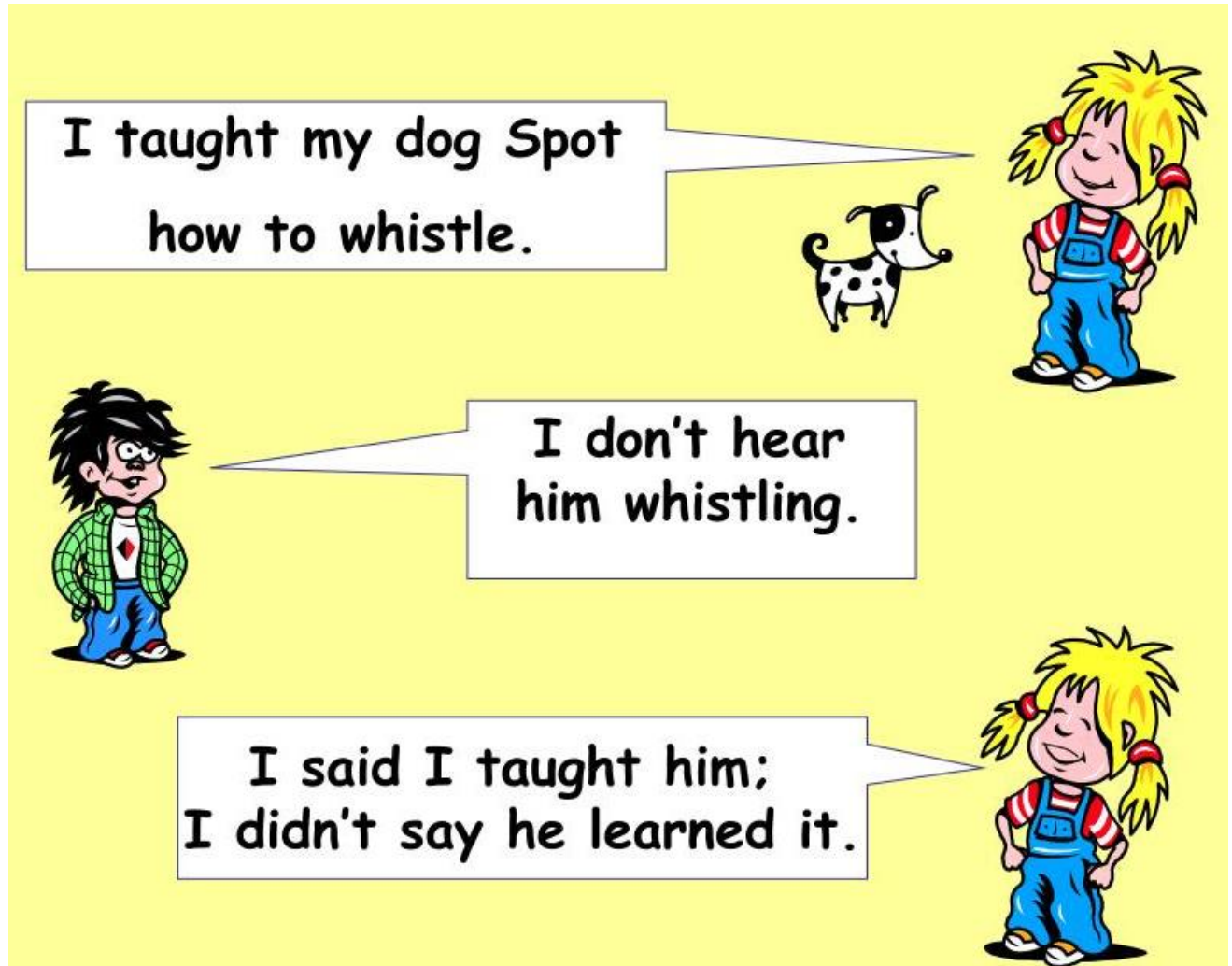
- Decisions about the organisation and **delivery** of curriculum, including opportunities for integration, are best made at the school level.
- Teachers are best placed to make professional judgements about the **time** taken for individual students to learn a body of knowledge, understandings and skills.

SCSA advice is

“It is essential therefore to ensure that teachers, when developing a program for their students, should consider:

- the timing and sequencing of the year level syllabus content*
- the range of learning experiences through which students can apply the knowledge, skills and concepts from the syllabus content*
- the selection of resources to support teaching and learning experiences*
- the implementation of the principles of teaching and learning as articulated in the ‘Ways of teaching’ in the Overview of the syllabus*
- authentic assessments which reflect the year level curriculum content and provide opportunities for students to demonstrate achievement against their year level achievement standard.”*

We try so hard
to fit teaching
everything in
the curriculum
with a limited
amount of class
time



What You Will Need

Wk	WA Content and Skills Curriculum links <small>*consider any elaborations – if any</small>	Daily Review <small>*numbered to match lesson</small>	Lesson Content <small>*all content and skills taught explicitly</small>	Suggested Resources
8	<p>The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)</p> <p>The influence of accessibility to services and facilities on the liveability of places (ACHGK044)</p>	<p>1. Sketch maps</p> <p>2. Vocab: liveability, scarcity, climate, weather</p> <p>3. Vocab: demographics, space, place</p> <p>4. Vocab: liveability, amenities, sketch maps</p>	<p>1. Liveability – what is it and what does it mean? What makes a place liveable?</p> <p><i>I can define and explain 'liveability'</i></p> <p>2. Factors influencing perceptions of liveability (demographics: age, gender, income, work, education, etc)</p> <p><i>I can define and explain demographics and how they relate to liveability</i></p> <p>3. Liveability activity: students see a series of comparison pictures and have to explain why one place is more liveable (amenities), why, and to whom (demographics)</p> <p><i>I can explain why one place is more liveable than another</i></p> <p>4. Mapping activity: sketch a neighbourhood and identify physical and cultural features on a map</p> <p><i>I can explain the components of a sketch map</i></p>	Assessment 4: Liveability Field Trip Booklet
9	<p>The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)</p> <p>The influence of environmental quality on the liveability of places (ACHGK045)</p>	<p>1. Field trip – no daily review</p> <p>2. Vocab: physical and cultural features of a map</p> <p>3. Vocab: demographics, amenities</p> <p>4. Mapping (BOLTSS)</p>	<p>1. Field Trip: Walk in area, sketch a map, pinpoint cultural and physical features that make it more/less liveable</p> <p><i>I can explain the physical and cultural features of an area, and an area's amenities</i></p> <p>2. Field Trip booklet (physical and cultural features and how they are connected)</p> <p><i>I understand how physical and cultural features are connected</i></p> <p>3. Field Trip Booklet (amenities and demographics)</p> <p><i>I can explain why some people may perceive an area to be more liveable than others</i></p> <p>4. Field Trip Booklet (sketch map)</p> <p><i>I understand how to draw a sketch map of an area</i></p>	Assessment 4: Liveability Field Trip Booklet
10	<p>The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK046)</p>	<p>1. Area and grid references, scale</p> <p>2. Vocab: renewable/non-renewable resources, sketch maps</p>	<p>1. Liveability (compare the liveability of one Perth suburb to another for young people).</p> <p><i>I can discuss the strategies different councils have used to enhance liveability for young people</i></p>	<p>Perth map</p> <p>Liveability Strategies PowerPoint and photos (Scarborough and our school suburb)</p>

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence 7-10

	Year 7	Year 8	Year 9	Year 10
Geography	<p>Water in the world</p> <p>The classification of environmental resources (renewable and non-renewable)</p> <p>The quantity and variability of Australia's water resources compared with those in other continents</p> <p>Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption) including studies drawn from Australia, and one from West Asia or North Africa</p> <p>Place and liveability</p> <p>The factors that influence the decisions people make about where to live and their perceptions of the liveability of places</p> <p>The influence of accessibility to services and facilities on the liveability of places</p> <p>The influence of environmental quality on the liveability of places</p> <p>The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe</p>	<p>Landforms and landscapes</p> <p>The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst)</p> <p>The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples</p> <p>The geographical processes that produce landforms, including a case study of one type of landform, such as mountains, volcanoes, riverine or coastal landforms</p> <p>The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche)</p> <p>How the effects caused by geomorphic hazards are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard)</p> <p>How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards</p> <p>Changing nations</p> <p>The causes and consequences of urbanisation in Australia and one other country from the Asia region</p> <p>The reasons for, and effects of, internal migration in Australia</p> <p>The reasons for, and effects of, international migration in Australia</p>	<p>Biomes and food security</p> <p>The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity</p> <p>The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation)</p> <p>The environmental, economic and technological factors that influence crop yields in Australia and across the world (e.g. climate, soils, landforms, water resources, irrigation, accessibility, labour supply, agricultural technologies)</p> <p>The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world</p> <p>The effects of anticipated future population growth on global food production and security; the capacity for Australia and the world to achieve food security; the implications for agriculture, agricultural innovation and environmental sustainability responses to the change being investigated</p> <p>Geographies of interconnections</p> <p>The perceptions people have of place, and how this influences their connections to different places</p> <p>The way transportation, and information and communication technologies are used to connect people to services, information and people in other places</p>	<p>Environmental change and management</p> <p>The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments)</p> <p>The environmental worldviews of people and their implications for environmental management</p> <p>Select one of the following types of environments as the context for a comparative study of an environmental change for Australia and one other country:</p> <ul style="list-style-type: none"> land inland water coast marine urban <p>The causes and likely consequences of the environmental change being investigated</p> <p>The strategies to manage the environmental change being investigated</p> <p>The application of environmental, economic and social criteria in evaluating management responses to the change being investigated</p> <p>Geographies of human wellbeing</p> <p>The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places</p> <p>The reasons for spatial variations between countries in selected indicators of human wellbeing</p>

Curriculum Plan/Unit Outline/Program
from your school

SCSA Learning Area Scope and Sequence

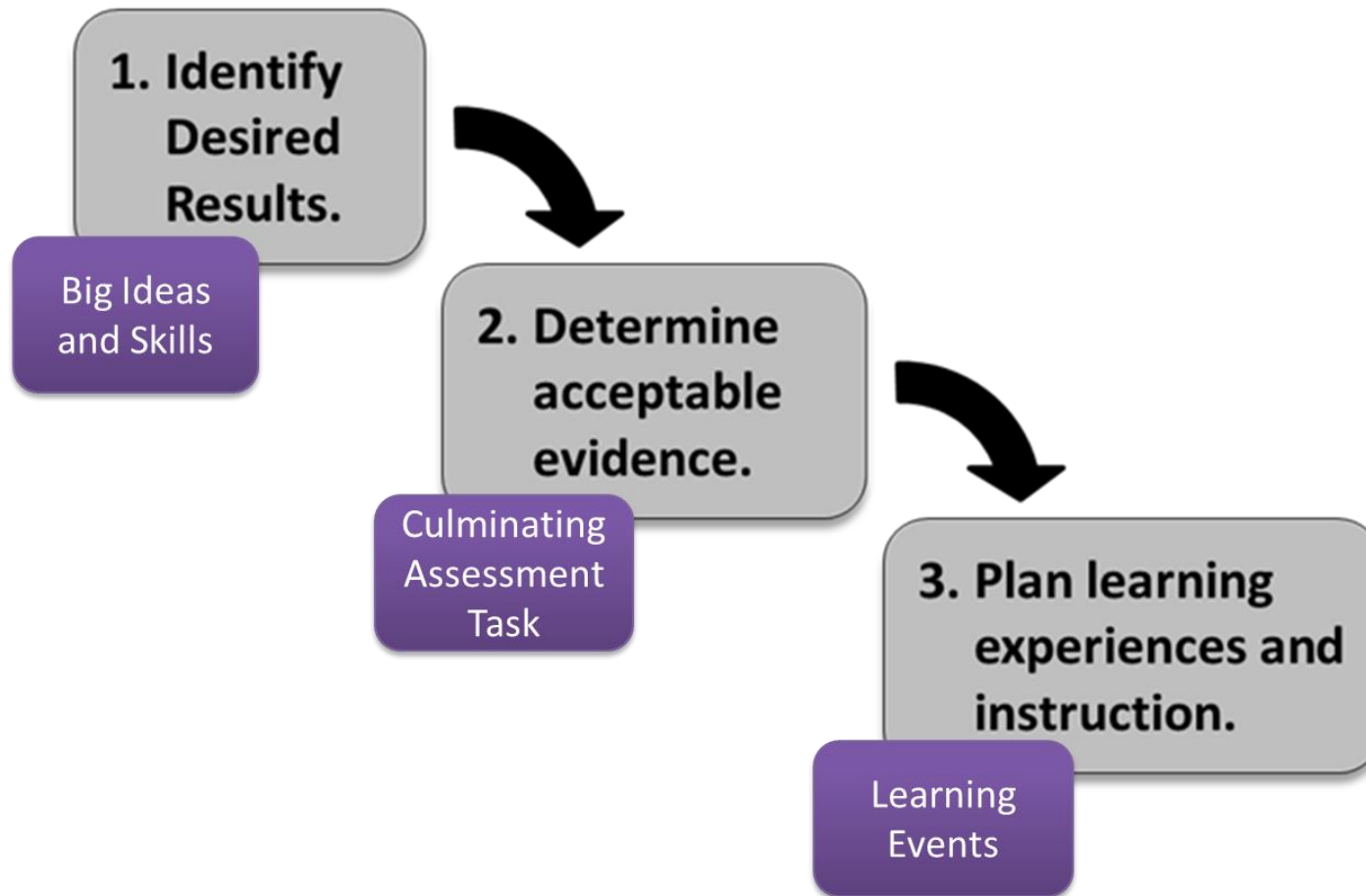
W	WA Content and Skills Curriculum links *consider any elaborations – if any	Daily Review numbered to match lesson	Lesson Content *all content and skills taught explicitly
8	The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043) The influence of accessibility to services and facilities on the liveability of places (ACHGK044)	Sketch maps Vocab: liveability, scarcity, climate, Vocab: space, place, Vocab: sketch map	1. Liveability – what is it and what does it mean? What makes a place liveable? <i>I can define and explain 'liveability'</i> 2. Factors influencing perceptions of liveability
HUMANITIES AND SOCIAL SCIENCES – Scope and sequence 7–10			
		Year 7	Year 8
9	The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043) The influence of environmental quality on the liveability of places (ACHGK045)	Field t Vocab: features Vocab: merit Mappi	Landforms and landscapes The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst) The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples The geographical processes that produce landforms, including a case study of one type (landform, such as mountains, volcanoes, riverine or coastal landforms) The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche) The effects caused by geomorphic hazards and how they are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard) The application of principles of prevention, mitigation and preparedness to minimise the harmful effects of geomorphic hazards Changing nations The causes and consequences of urbanisation in Australia and one other country from the Asia region The reasons for, and effects of, internal migration in Australia The reasons for, and effects of, international migration in Australia
10	The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK046)	Area a scale Vocab: renewable maps	

Conduct an audit on your curriculum documents against the SCSA content descriptors and identify:

- Are there any content descriptors/content that you are teaching that is **NOT** in the SCSA scope and sequence?



Backward Design



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

1. Identify Desired Results.

Big Ideas
and Skills

1. Focus on long-term desired results (learning outcomes): in this stage, it is important to consider the following questions:
 - What enduring understandings are desired?
 - What should students know, understand, and be able to do?
 - What is the ultimate transfer we seek by the end of this unit?
 - What essential questions will be explored in-depth and provide focus to all learning?

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.



The SCSA Syllabus

HUMANITIES AND SOCIAL SCIENCES – Scope and Sequence

	Year 7
Geography	Water in the world The classification of environmental resources (renewable and non-renewable)
	The quantity and variability of Australia's water resources compared with those in other continents
	Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption) including studies drawn from Australia, and one from West Asia or North Africa
	Place and liveability The factors that influence the decisions people make about where to live and their perceptions of the liveability of places
	The influence of accessibility to services and facilities on the liveability of places The influence of environmental quality on the liveability of places The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe

HUMANITIES AND SOCIAL SCIENCES – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Geography	<p>Water in the world The classification of environmental resources (renewable and non-renewable)</p> <p>The quantity and variability of Australia's water resources compared with those in other continents</p> <p>Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption) including studies drawn from Australia, and one from West Asia or North Africa</p> <p>Place and liveability The factors that influence the decisions people make about where to live and their perceptions of the liveability of places</p> <p>The influence of accessibility to services and facilities on the liveability of places</p> <p>The influence of environmental quality on the liveability of places</p> <p>The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe</p>	<p>Landforms and landscapes The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst)</p> <p>The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples</p> <p>The geographical processes that produce landforms, including a case study of one type of landform, such as mountains, volcanoes, riverine or coastal landforms</p> <p>The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche)</p> <p>How the effects caused by geomorphic hazards are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard)</p> <p>How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards</p> <p>Changing nations The causes and consequences of urbanisation in Australia and one other country from the Asia region</p> <p>The reasons for, and effects of, internal migration in Australia</p> <p>The reasons for, and effects of, international migration in Australia</p>	<p>Biomes and food security The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity</p> <p>The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation)</p> <p>The environmental, economic and technological factors that influence crop yields in Australia and across the world (e.g. climate, soils, landforms, water resources, irrigation, accessibility, labour supply, agricultural technologies)</p> <p>The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world</p> <p>The effects of anticipated future population growth on global food production and security; the capacity for Australia and the world to achieve food security; the implications for agriculture, agricultural innovation and environmental sustainability</p> <p>Geographies of interconnections The perceptions people have of place, and how this influences their connections to different places</p> <p>The way transportation, and information and communication technologies are used to connect people to services, information and people in other places</p>	<p>Environmental change and management The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments)</p> <p>The environmental worldviews of people and their implications for environmental management</p> <p>Select one of the following types of environments as the context for a comparative study of an environmental change for Australia and one other country:</p> <ul style="list-style-type: none"> land inland water coast marine urban <p>The causes and likely consequences of the environmental change being investigated</p> <p>The strategies to manage the environmental change being investigated</p> <p>The application of environmental, economic and social criteria in evaluating management responses to the change being investigated</p> <p>Geographies of human wellbeing The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places</p> <p>The reasons for spatial variations between countries in selected indicators of human wellbeing</p>



How would you lead identifying critical content in the curriculum at your school?

Spend some time now identifying critical content for Year 7 in your learning area



School Curriculum
and Standards
Authority

JUDGING STANDARDS IN YEAR 7

MATHEMATICS

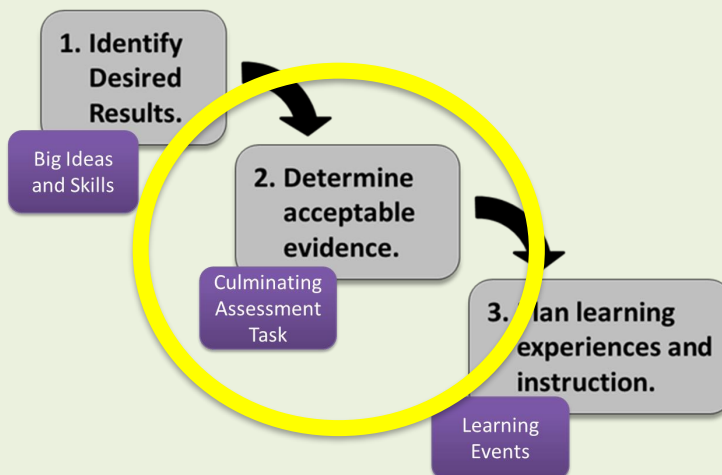
Assessment pointers validate teachers' professional judgement when reporting against a five-point scale. The pointers:

- are examples of evidence in relation to the achievement standard
- should be used with the annotated student work samples
- exemplify what *students may demonstrate* rather than a checklist of *everything they should do*.

YEAR 7 MATHEMATICS ACHIEVEMENT STANDARD

	A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement	E Very low achievement
Measurement and Geometry					
Using units of measurement	<p>Explains and uses the formulas of area and perimeter of rectangles, triangles and parallelograms to solve problems in context.</p> <p>Identifies and accounts for specific or changed conditions when solving problems in measurement contexts.</p> <p>Calculates, compares and justifies the volume of rectangular prisms, including those with dimensions in different and part units, using concrete material and diagrams.</p>	<p>Explains and uses the formulas of area and perimeter of rectangles, right triangles and parallelograms related to rectangles to solve problems in authentic situations, including composite shapes involving rectangles.</p> <p>Identifies and accounts for some specific or changed conditions when solving problems in measurement contexts.</p> <p>Calculates and justifies the volume of a rectangular prism, including those with dimensions in different and part units, using concrete materials and diagrams. Uses correct units for the context.</p>	<p>Explains of area and perimeter of rectangles, right triangles and parallelograms related to rectangles to solve problems in authentic situations, including composite shapes involving rectangles.</p> <p>Identifies and accounts for some specific or changed conditions when solving problems in measurement contexts.</p> <p>Calculates and justifies the volume of a rectangular prism, including those with dimensions in different and part units, using concrete materials and diagrams. Uses correct units for the context.</p>		

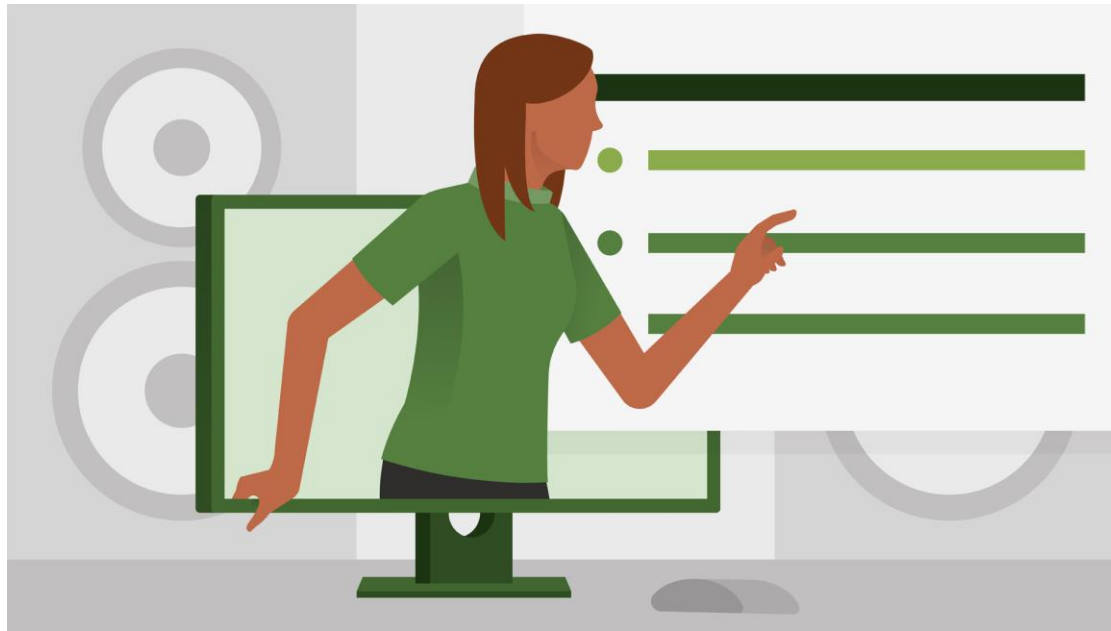
Backward Design



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

Mathematics Scope and Sequence

What really constitutes a fine-grained curriculum that is guaranteed and viable?



Fine-grained

Fine-grained scope and sequence provides a unit outline that is broken down into weeks, and then smaller instructional units, such as lessons. This does not mean the curriculum is either guaranteed or viable.

A curriculum can be fine-grained without being able to be achieved in the instructional time teachers have or students being exposed to grade-level content.

Guaranteed and Viable

A guaranteed and viable curriculum is where the fine-grained curriculum can be achieved in the instructional time given and where students are exposed to grade-level content.

This usually occurs hand in hand with implementing and embedding a whole-school instructional model.

Ultimately, what you want is a fine-grained scope and sequence that is guaranteed and viable!

Year 7 Geography Teaching and Learning Outline

Week	Syllabus content	Lesson content
	those in other continents	those in other continents Skills: • analysing • evaluating Concepts: • place • space • environment • interconnection • sustainability
2–4	Water scarcity and what causes it, why it is a problem and ways of overcoming water scarcity (e.g. recycling, stormwater harvesting and reuse, desalination, inter-regional transfer of water, reducing water consumption), including studies drawn from Australia, and one from West Asia or North Africa	Teach water scarcity in Australia in terms of: • what causes it • why it is a problem • ways of overcoming water scarcity Research country from West As or North Africa following the model of Australia which has been taught Skills: • questioning and research • analysing • evaluating • communicating and reflectin Concepts: • place • space • environment • interconnection • sustainability
5–8	Place and liveability The factors that influence the decisions people make about where to live and their perceptions of the liveability of places The influence of accessibility to services and facilities on the liveability of places The influence of environmental quality on the liveability of places	Discuss the various factors that influence where Australians live and why? Is it the same for all Australians, or is it influenced by various factors? Would those factors vary in oth countries/continents? Why/why not? Meaning of liveability/how is it measured? The accessibility of services and facilities: make a comparison between the local community and another type of community in Australia Is either place more liveable than the other?

Year 7 Geography Assessment Exemplar

Lessons 1–4

Teacher

- Organise access to a computer and the internet, either for student for the teacher to model with the class.
- Introduce the topic of what are resources and differentiate between non-renewable resources.
- Provide students with the links to the two online activities (see the below).
- The teacher notes for both activities, including the answers, are for
 - Woodside Australian science project. (n.d). *What are resource* August, 2020, from <https://www.wasp.edu.au/mod/resource/>
 - Woodside Australian science project. (n.d). *Timescale For Ren* Retrieved August, 2020, from <https://www.wasp.edu.au/mod/>
- Allow students 30 minutes to find the answers and complete both student below).
- Lead a whole class discussion on differentiating between renewable resources.
- Observe student understandings.

Students

- Complete the following two online activities:
 - Woodside Australian science project. (n.d). *What are resource* August, 2020, from <https://www.wasp.edu.au/mod/resource/>
 - Woodside Australian science project. (n.d). *Timescale For Ren* Retrieved August, 2020, from <https://www.wasp.edu.au/mod/>
- Participate in a whole class discussion relating to the questions and the online activities.

Teacher

- Define and discuss key terms and concepts associated with the topic:
 - Water resources
 - Water quantity
 - Water variability
 - Water scarcity
 - Spatial distribution
 - Patterns
 - Trends
 - Sustainability
 - Interconnection
 - Scale

Draft | Humanities and Social Sciences | Geography | Year 7 | Teaching, Learning and Assessment Exemplar

[Geography/
http://www.victoriawalks.org.au/
Assets/Files/Walkability%20Proje
ct%20Yr7.pdf](http://www.victoriawalks.org.au/Assets/Files/Walkability%20Project%20Yr7.pdf)

Lesson 5

Teacher

- Use the PQE method to interpret and analyse a range of maps and/or data to identify and explain spatial distributions patterns and trends, and infer relationships about water resources. The PQE method refers to three steps in analysing data particularly in maps:
 - Pattern – describe the pattern referring to specific places
 - Quantify – quantify, that is provide specific data for countries and places to support a description of the pattern
 - Exceptions – identify any exceptions to the pattern described.
- Show students the YouTube video
 - PQE Method <https://www.youtube.com/watch?v=5NJMtZA6Ai8>
- Provide students with the following table and map.
 - Link to the *World's water resources and usage* map <https://www.mapsofworld.com/images/world-fresh-water-resources-map.jpg>
 - Link to the *Global comparison of water resources and use* table on page 3 of https://www.publish.csiro.au/ebook/chapter/9780643103283_Chapter_1
- Support students to identify patterns, trends and draw conclusions about the *World's water resources and usage* and the *Global comparison of water resources and use*, using the PQE method.
- Once students have completed analysing both sources as a class, share what students have identified. Take care to observe which students need additional support in using the PQE method.

Students

- Use the PQE method to analyse the data in the table (see link *Global comparison of water resources* above) and map to identify patterns, trends and draw conclusions about each source.

Year 7 Geography Assessment Exemplar

Timeline	Western Australian Curriculum Content	Texts/Resources/Text Types	Assessment (Mode)
Term 1 Weeks 1–4	Literacy <ul style="list-style-type: none"> Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722) Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) Literature <ul style="list-style-type: none"> Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620) Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622) Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) 	Non-fiction autobiographical texts Extracts by Anne Frank, Sally Morgan, Bill Bryson, etc. Task booklet	Task 2: Writing Personal recount Using the task booklet and knowledge of narrative features studied, students will choose an important event that has happened at school, at home, or on the holidays, and write an extended narrative or recount, telling their reader what happened and how they felt about it. The students will plan, draft, edit and submit their autobiographical narratives (personal recounts).
Term 1 Weeks 5–8	Language <ul style="list-style-type: none"> Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529) Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531) Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764) 	Film study and review Film with a sustainability focus, for example: <i>WALL-E</i> (2008) <i>Landfill Harmonic</i> (2015) <i>Isle of Dogs</i> (2018) <i>The Lorax</i> (2012) <i>Free Willy</i> (1993) Film Conventions Booklet Task Booklet Print and online film reviews (various)	Task 6: Viewing, Writing Film review Using the task preparation and film conventions booklets, students are to build on what they have learnt about summarising and note making and will further develop these skills while viewing a film chosen by the teacher. They will then write a film review from their own notes and research. The students will draft and edit their film review and submit the final copy of their review with all plans, notes and draft for assessment.

Example or non-Example?
Why or why not?
Pair-Share with a partner

Term 1		
Week	Lesson Content	SCSA Content
1	Transition activities, Assessment	
2	BIMDAS Adding and subtracting integers	Compare, order, add and subtract integers (<u>ACMNA280</u>) Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (<u>ACMNA177</u>)

Example or non-Example?
Why or why not?
Pair-Share with a partner

- For graduate teachers, it provides a clear structure and guidance as to exactly what needs to be taught in each lesson – reduces stress and burnout of creating everything from scratch/reinventing the wheel
- It reduces planning time for teachers – rather they can focus on creating a positive classroom culture, instruction and activities within lessons
- Reduces the variability in what is being taught, which allows for more consistent results and comparisons in common assessments
- Creates a more collaborative professional culture as teachers are teaching exactly the same concepts/skills in each lesson, so they can share resources with one another
- Provides an accurate ability to perform moderation activities
- Ease of observation – know what the teacher should be teaching
- Ease of accountability structures
- Easily developed by those with strong pedagogical knowledge in a particular area

1. **Step 1:** Download / Export the SCSA WA Curriculum Syllabus /Scope and Sequence to identify the critical content
2. **Step 2:** 'Break down' the 'critical content' Content Descriptors into smaller instructional units (ie write individual lesson objectives). The Elaborations provide additional guidance here, but you will need to be even more fine-grained for the larger elaborations.
3. **Step 3:** Sequence the lesson objectives logically
4. **Step 4:** List basic facts/knowledge/sub-skills that you want (or would expect) students to just know. This will become your Automaticity concepts/facts
5. **Step 5:** Plan for distributed and cumulative practice (daily review) of taught concepts and automaticity concepts/facts. Interleave the practice

Steps 1 & 2: Break down content descriptors into small units

Step 1: Download/Export the SCSA WA Curriculum (content descriptors and elaborations)

Step 2: 'Break down' content descriptors into smaller instructional units (ie write individual lesson objectives)

Curriculum Subject	Number and Algebra
Content Descriptor	Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177)
Lessons	<p>I can use order of operations to solve equations that include multiplication and addition.</p> <p>I can use order of operations to solve equations that include multiplication, addition and subtraction.</p> <p>I can use order of operations to solve equations that include multiplication, addition, subtraction and division.</p> <p>I can use order of operations to solve equations that include the four operations and indices.</p> <p>I can use order of operation to solve equations that include brackets, indices and the four operations.</p>
Curriculum Subject	Number and Algebra
Content Descriptor	Compare, order, add and subtract integers (ACMNA280)
Lessons	<p>I can construct a number line from -10 to 10 and use it to compare and order integers.</p> <p>I can subtract a positive integers from positive integers where the result is a negative integer.</p> <p>I can add positive integers to negative integers.</p> <p>I can add negative integers to positive and negative integers.</p>
Curriculum Subject	Measurement and Geometry
Content Descriptor	Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving (ACMMG159)
Lessons	<p>I can calculate the area of rectangles.</p> <p>I can explain how two triangles can be used to make a rectangle (i.e. a triangle is 1/2 a rectangle)</p> <p>I can calculate the area of triangles.</p> <p>I can explain how a parallelogram can be used to make a rectangle.</p> <p>I can calculate the area of parallelograms.</p> <p>I can calculate the area of composite shapes made up of rectangles, triangles and parallelograms.</p> <p>I can calculate the perimeter of triangles, rectangles and parallelograms.</p>

“Practice problems are interleaved if the problems are arranged so that consecutive problems cannot be solved by the same strategy.

For example, if one problem is solved by finding the area of a circle, the next problem is an inequality.”

<https://www.retrieva>

Pair – Share

How would you describe interleaving practice to your staff?

What do you see as the benefits of interleaved practice?

Educational Impact

Every school day, mathematics practice problems can be solved with the same strategy. In an alternative approach known as interleaved practice, practice problems are arranged so that no two consecutive problems can be solved by the same strategy, and this approach forces students to choose an appropriate strategy for each problem on the basis of the problem itself. We conducted a large randomized classroom study and found that a greater emphasis on interleaved practice dramatically improved test scores.

A Randomized Controlled Trial of Interleaved Mathematics Practice, Rohrer (2019)

Step 3: Sequence the lesson objectives logically

Term 1					
	Daily Review	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Week 1					
Week 2	Automaticity concepts: 1, 2, 4, 5, 17, 18, 26, 35, 36 Taught concepts: 1 to 4	1. I can use order of operations to solve equations that include multiplication and addition.	2. I can list all of the factors of different numbers.	3. I can write fractions and mixed numerals for shaded shapes and collections.	4. I can construct a number line from -10 to 10 and use it to compare and order integers.
Week 3	Automaticity concepts: 1, 2, 4, 5, 26, 36, 37, 38 Taught concepts: 1 to 7	5. I can define 'perfect square number' and 'square root' and calculate the square root of perfect square numbers.	6. I can define prime and composite and determine if numbers are prime or composite.	7. I can locate and represent positive and negative fractions and mixed numerals on a number line.	
Week 4	Automaticity concepts: 1, 2, 6, 26, 38, 39 Taught concepts: 5 to 11	8. I can use order of operations to solve equations that include multiplication, addition and subtraction.	9. I can determine the highest common factor for pairs of numbers.	10. I can find equivalent fractions using a fraction wall then multiplication.	11. I can subtract positive integers from positive integers where the result is a negative integer.
Week 5	Automaticity concepts: 1, 2, 10, 11, 12, 17, 19, 40, 41 Taught concepts: 8 to 14	12. I can describe the commutative law and use it to solve equations.	13. I can describe the associative law and use it to solve equations.	14. I can describe the distributive law and use it to solve equations.	
Week 6	Automaticity concepts: 1, 2, 10, 11, 12, 18, 19, 42, 43 Taught concepts: 12 to 15	15. I can use order of operations to solve equations that include multiplication, addition, subtraction and division.	16. I can calculate the perimeter of triangles, rectangles and parallelograms.	17. I can calculate the area of rectangles.	18. I can add positive integers to negative integers.
Week 7	Automaticity concepts: 1, 2, 17, 18, 23, 50 Taught concepts: 15 to 22	19. I can use factors to find square roots of perfect squares that are multiples of 100 and 10,000.	20. I can simplify fractions using the highest common factor method.	21. I can explain how two triangles can be used to make a rectangle (i.e. a triangle is $\frac{1}{2}$ a rectangle) 22. I can calculate the area of triangles.	
Week 8	Automaticity concepts: 1, 2, 17, 18, 23, 25, 50 Taught concepts: 19 to 27	23. I can use order of operations to solve equations that include the four operations and indices.	24. I can add and subtract fractions with the same denominators.	25. I can explain how a parallelogram can be used to make a rectangle. 26. I can calculate the area of parallelograms.	27. I can add negative integers to positive and negative integers.

Term 1

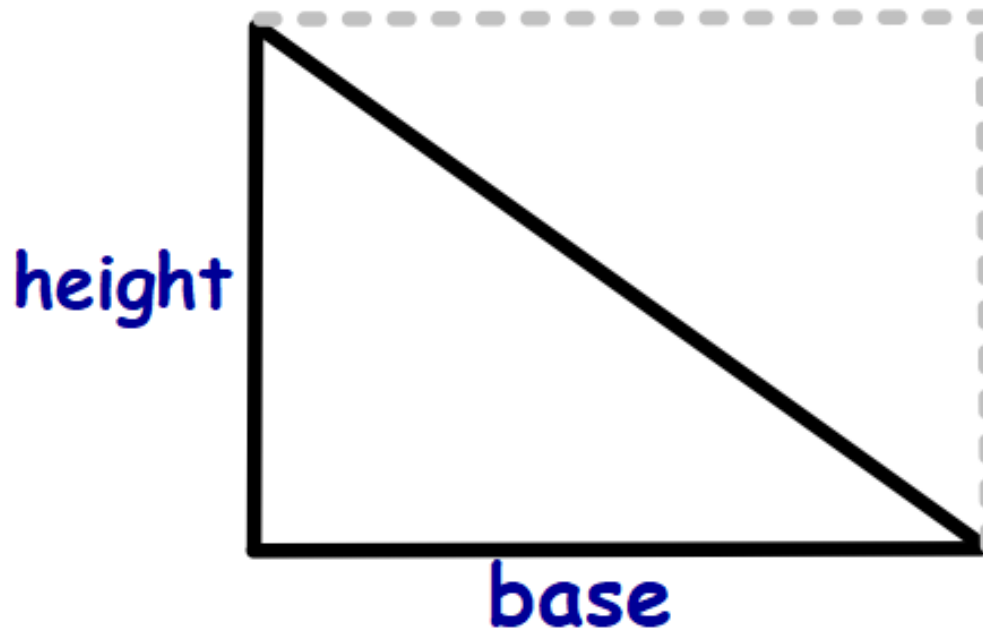
Week 1				
Week 2	I can use order of operations to solve equations that include multiplication and addition.	I can list all of the factors of different numbers.	I can write fractions and mixed numerals for shaded shapes and collections.	I can construct a number line from -10 to 10 and use it to compare and order integers.
Week 3	I can define 'perfect square number' and 'square root' and calculate the square root of perfect square numbers.	I can define prime and composite and determine if numbers are prime or composite.	I can locate and represent positive and negative fractions and mixed numerals on a number line.	
Week 4	I can use order of operations to solve equations that include multiplication, addition and subtraction.	I can determine the highest common factor for pairs of numbers.	I can find equivalent fractions using a fraction wall then multiplication.	I can subtract positive integers from positive integers where the result is a negative integer.
Week 5	I can describe the commutative law and use it to solve equations.	I can describe the associative law and use it to solve equations.	I can describe the distributive law and use it to solve equations.	
Week 6	I can use order of operations to solve equations that include multiplication, addition, subtraction and division.	I can calculate the perimeter of triangles, rectangles and parallelograms.	I can calculate the area of rectangles.	I can add positive integers to negative integers.
Week 7	I can use factors to find square roots of perfect squares that are multiples of 100 and 10,000.	I can simplify fractions using the highest common factor method.	I can explain how two triangles can be used to make a rectangle (i.e. a triangle is $\frac{1}{2}$ a rectangle)	
Week 8	I can use order of operations to solve equations that include the four operations and indices.	I can add and subtract fractions with the same denominators.	I can calculate the area of triangles. I can explain how a parallelogram can be used to make a rectangle. I can calculate the area of parallelograms.	I can add negative integers to positive and negative integers.
Week 9	I can write decimals to tenths as fractions and vice versa.	I can write decimals to hundredths as fractions and vice versa.	I can write decimals to thousandths as fractions and vice versa.	

Step 4: List basic skills/facts; and

Step 5: Create a Daily Review plan

	Daily Review
Number Facts	Week 1
1. Times Tables	
2. Division Facts	
3. Addition and subtraction of integers.	
4. Multiplying by powers of 10	
5. Dividing by powers of 10	
6. Doubling numbers 1-100	
7. Halving even and odd numbers to 100	
	Week 2
	Automaticity concepts: 1, 2, 4, 5, 17, 18, 26, 35, 36 Taught concepts: 1 to 4
	Week 3
	Automaticity concepts: 1, 2, 4, 5, 26, 36, 37, 38 Taught concepts: 1 to 7
	Week 4
	Automaticity concepts: 1, 2, 6, 26, 38, 39 Taught concepts: 5 to 11

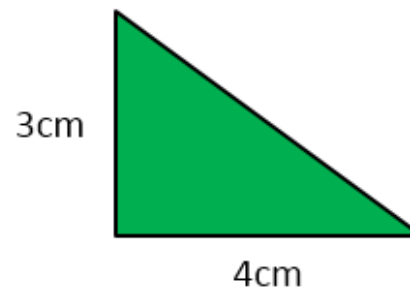
Area of a triangle = base \times height \div 2



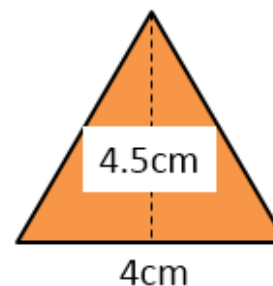
We divide by 2
because a triangle
is half of a
rectangle.

[Recalling formula]

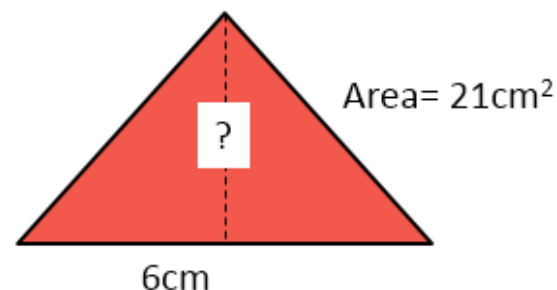
1. Calculate the area of this triangle.



2. Calculate the area of this triangle.



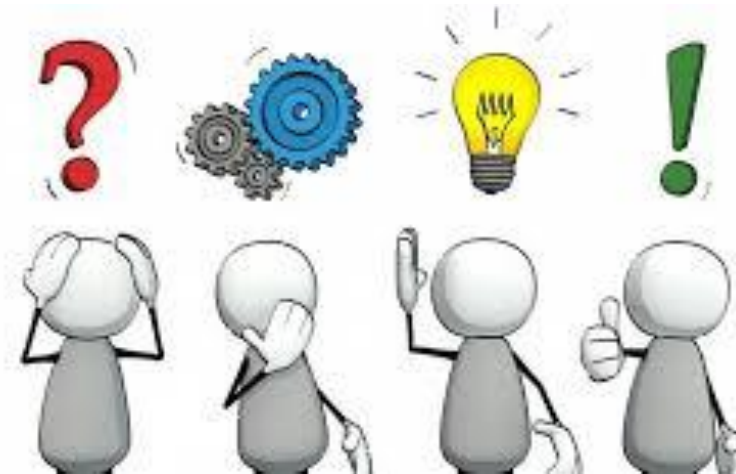
3. What is the height of this triangle?



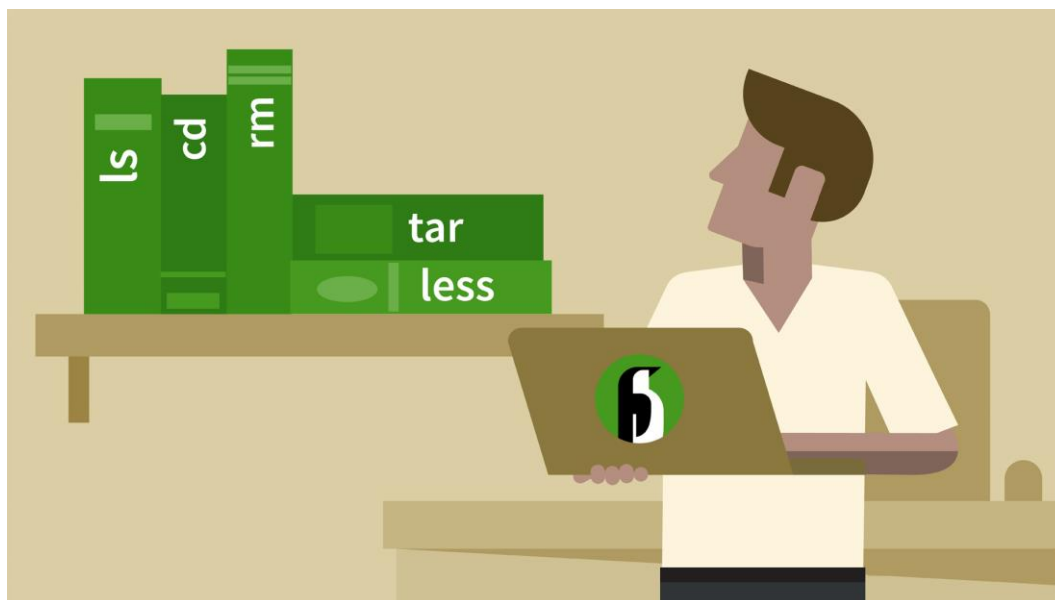
[Applying with differentiation]

Reflect / Discuss in your table groups....

1. How does this compare to your curriculum documents at school?
2. What initiatives/milestones might you add/adjust relating to curriculum?



English Scope and Sequence



ENGLISH – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LANGUAGE							
Language variation and change							
Language variation and change How English varies according to context and purpose, including cultural and historical context	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages	Understand that the pronunciation, spelling and meanings of words have histories and change over time	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
Language for interaction							
Language for interaction How language used for different formal and informal social interactions is influenced by the purpose and audience	Explore how language is used differently at home and school depending on the relationships between people	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others Understand that there are different ways of asking for information, making offers and giving commands	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase

English is more complex in terms of scoping and sequencing – so what guidance can we take from schools that have scoped and sequenced English with explicit instruction as their foundation?

- **Step 1:** Choose your concepts/skills (this is easier said than done in English!)
- **Step 2:** Break down the concept into skills that need to be taught
- **Step 3:** Know where to start – pre-test your students
- **Step 4:** Once you have mapped the skills you believe are required for successful completion of year 7, you need to check your skills required for year 12 and make sure there are no gaps
- **Step 5:** Consider what structures can help you teach the necessary skills

1. Students need explicit instruction in writing
2. Sentences are the building blocks of all writing
3. When embedded in the content of the curriculum, writing instruction is a powerful teaching tool
4. The content of the curriculum drives the rigour of the writing activities
5. Grammar is best taught in the context of student writing
6. The two most important phases of the writing process are planning and revising

(Hochman, The Writing Revolution, 2017)

Consider how iPads can be incorporated without being a detriment to writing skills.

Lesson 1-
I can recite the self-talk for a statement of position. I can write the first sentence of a persuasive text.

I DO

Chant SOP self-talk. Define purpose of persuasive texts. Define Purpose of first sentence.

Modelled writing first sentence. Students copy into workbooks.

Tell students that the 'Where What' sentence can actually be more than one sentence if you want to add detail. Call this an 'extended Where What'. Model writing extended where what. Highlight that it starts like a normal Where What but has more detail. Students copy into workbooks.

CONCLUSION

What is the self-talk for the statement of position? What two things does the first sentence of a statement of position include?

Lesson 2- I can write the first sentence of a persuasive text.

WE DO

Shared writing of first sentence of SOP (multiple examples including 'extended where what').

YOU DO

Students independently write own first sentence or copy shared writing example.

CONCLUSION

What two things does the first sentence of a statement of position include? Give me an example of a first sentence that we or you have written today.

Lesson 3- I can write the second sentence of a persuasive text.

I DO

Define Purpose of second sentence. Modelled writing of position sentence of SOP. Students copy into workbooks.

CONCLUSION

What two words does a position sentence always begin with? Name an example of a high modality verb. What was my opinion In the sentence I wrote?

Where What

In zoos all over the world, poor animals are being kept in cages.

Caged or Free – Should animals be kept in zoos?

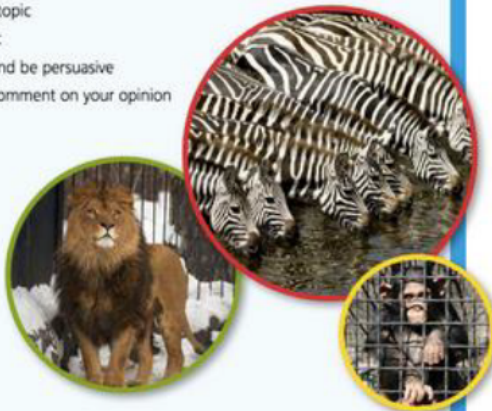
What do you think about this idea? Write to persuade a reader to agree with your point of view.

Think about:

- if you agree or disagree or if you can see both sides of the topic
- an introduction – clearly say what you think about the topic
- your opinions – give reasons or examples to explain them and be persuasive
- a conclusion – a summary of your main points and a final comment on your opinion

Remember to:

- plan your writing before you begin
- make your writing interesting to read
- write in sentences and stay on the topic
- check your spelling and punctuation
- use words that will persuade your reader
- start a new paragraph for each new idea
- check and edit your writing when you are finished



Paragraph 1: Statement of Position

Sentence 1: Where What

Sentence 2: You must

You must _____ that ...

certainly	agree
undoubtedly	believe
definitely	concur
undeniably	accept
absolutely	recognise

Sentence 3: Read on to discover.

Emotive Where What

In filthy zoos all over the world, helpless animals are starving in tiny, cramped enclosures.

In damp, dark dungeons, lonely creatures cower as cruel humans taunt them for their own sick pleasure.

Emotive Where What. **Juxtaposition** Where What.

In damp, dark dungeons, lonely creatures cower as cruel humans taunt them for their own sick pleasure. Meanwhile, in lush rainforests and sprawling savannahs, animals live natural and satisfying existences and roam without boundaries.

Paragraph 1: Statement of Position**Sentence 1: Where What****Sentence 2: You must****Paragraph 2: Argument 1****Sentence 1: Topic Sentence**

Time connective, you must ... / because / reason / FULL STOP

Sentence 2: Importance

Discuss in your teams:

What do you have in comparison to this persuasive writing structure?

How do you incorporate the content descriptors in English within your current scope and sequence?

Paragraph 5: Rebuttal**Sentence 1: Opposite argument**

Some naïve people argue that

Sentence 2: Prove them wrong!

Their logic is flawed because.....

Paragraph 6: Conclusion**Sentence 1: Restate Position**

Now you have heard the facts, you must...

Sentence 2: Recommend Action

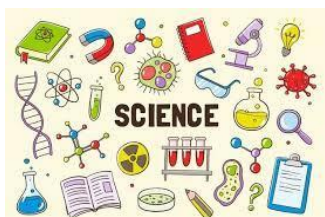
The clock is ticking; it's time for you to ...



In Learning Area groups:

PART A: (45 mins)

- You have identified some of the critical content in your Learning Area for Year 7. Break down these content descriptors into smaller instructional units (lessons)



physical education



PART B: (45 mins)

- Once you have broken down the critical content into smaller instructional units, consider how you would sequence these lessons logically:
 - Are there precursor skills that need to be taught first?
 - Start to create a lesson-by-lesson plan

You may wish to utilise the following:

- Research
- SCSA information & materials
- Existing school programs/unit outlines
- NAPLAN data



Individual review of your action plan (silent time!)

1. Establishing / consolidating safe, supportive & collaborative cultures to **maximise student engagement**
2. Building your team's knowledge and understanding of the evidence of **highly effective instruction and cognitive science**
3. Ensuring your Learning Area has a **guaranteed and viable curriculum**

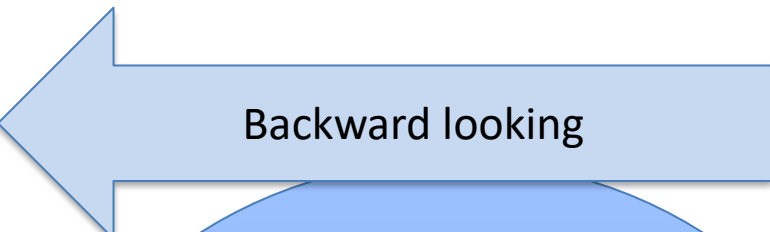
The “Story of Impact” is a deliverable that marks the completion of the STL Program and is due:

Term 2, Week 2: Friday 6th May 2022



- Your Story of Impact will include:
 1. Your aspiration for your learning area/department
 2. What was working well/areas for improvement when you first started the STL program (include data where possible)
 3. What you hope to achieve as part of your action plan (goals/targets)
 4. What strategies you used to improve your leadership practice and learning area/department
 5. What progress you have seen towards your goals (include data where possible)
 6. What you have learnt and how this has impacted your leadership
 7. How you will build upon this in the future

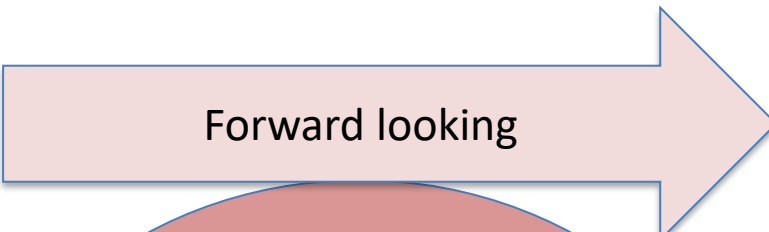
- All components of the graphic organiser should be addressed



Backward looking

Q2 – what was working well/needed improvement?
Q4 – what strategies did you use?
Q5 – what progress have you seen towards your goals?
Q6 – what have you learnt? What impact has this had?

Capturing progress



Forward looking

Q1 – your aspirations
Q2 – what did you hope to achieve (goals)
Q7 – how will you build upon your leadership and action plan in the future?

Capturing change process

In your future mentor session/s, your mentor will assist with the planning and development of your Story of Impact

Submit your Story of Impact to **Stacey Rowe** –
Stacey.Rowe@fogartyedvance.org.au by **Friday 24th March 2023**

Your 'Story of Impact' can be submitted as a written document using the template, a PPT presentation, a PPT presentation with audio annotations, or a video (using WeTransfer)



- Submit your Story of Impact by **Term 1, Week 8 – Friday 24th March 2023**
- Please complete your feedback forms:
 - Workshop 5 feedback form (hard copy)
 - End of program survey monkey (electronic)

