**Teaching and Learning Program for the Elements**

This pro-forma is a blank teaching and learning program that was developed for the Elements of Learning and Achievement, and incorporates all aspects relevant to current policy and syllabus documentation.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School Logo** | **Teaching and Learning Program** | | | | | | | | | | | | | | | | | | | | |
| **Title/Type of Unit:**  **Program Risk Level:** | | | | | | | | | | | | | | **Duration:**  **By** | | | | | | |
| **Syllabus Outcomes**  **Stage** | *A student:*  Copy and paste outcomes from the NSW K-10 Syllabuses (BOSTES, 2015)  A full list of new K-10 outcomes can be found at:<http://syllabus.bos.nsw.edu.au/> | | | | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**  List **skills** that students learn to do during this program  Discuss any prior knowledge students need for this unit or background information about the topic that will be needed to participate in this unit of work.  Also include the goals and main concepts found in this teaching and learning program  If applicable, include any research used to support the teaching and learning plan | | | | | | | | | | **Students learn about:**  List **content** that students learn about*.*  Circle or highlight the applicable critical aspects | | | | | | | | | | |
| **Background and Key Ideas** |  | | | | | | | | | | | | | | | | | | | | |
| **Literacy Continuum**  Circle or highlight the applicable key concepts | Reading Texts | | Comprehension | | | Vocabulary Knowledge | | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | | Phonemic Awareness | | | Concepts About Print |
| Clusters: (individual or range)  Explain what clusters this program is aimed at and describe the link between the teaching and learning activities and the continuum  Activities linked to program to increase learning: | | | | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | | Counting as Problem Solving | | | Pattern and Number Structure | | | Place Value | | | | Multiplication and Division | | | | | Fraction Units | | Length, Area and Volume |
| Elements: (individual or range)  Explain what elements of the numeracy continuum this program supports and describe the link between the teaching and learning activities and the continuum  Activities linked to program to increase learning: | | | | | | | | | | | | | | | | | | | | |
| **Quality Teaching**  Highlight applicable points | | | | | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | | **Quality Learning Environment** | | | | | | | | **Significance** | | | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | In this section, outline:   * What you are teaching (content) * Lesson structure and sequence * How you will be teaching the lesson(s) – introduction, main learning activities, conclusion   These are the Aboriginal 8 Ways of Learning  (Yunkaporta, 2009).  Keep applicable ones, delete the rest.  Use the Elements symbols in this column by placing them next to the relevant content.  Delete any not used. | | | | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Links | |
| **Special Needs Adjustments** | | | | | | | | | **School to Work** | | | | | | | | | | | | |
| What are you doing to support the individual needs of your students? (e.g. changing the size of your text, providing subtitles for film, 1:1 support where required)  A range of possible adjustments can be found at: <http://web1.modelfarms-h.schools.nsw.edu.au/>  *(Model Farms High School, 2014)* | | | | | | | | | How do the skills in this program support the students transition plans?(e.g. improving expressive/receptive language, confidence, filling specific gaps in learning) | | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | | | |
| How will you know if your students have learnt what you were aiming to teach them? (e.g. post-test, observation, discussion, work samples) | | | | | | | | | | | | | | | | | | | | | |
| **Roles and Responsibilities** | | | | | | | | | | | | | | | | | | | | | |
| **Teacher** | | | | | **SLSO** | | | | | | | | **Student** | | | | | | | | |
| What is the teacher’s role in this program?  How is the teacher facilitating teaching and learning in this program?  What is the teacher contributing to this program? | | | | | What is the SLSO’s role in this program?  How can the SLSO support and facilitated teaching and learning in this program?  What is the SLSO contributing to this program? | | | | | | | | What are the students’ roles in this program?  What are student expectations?  What can the students contribute to this program? | | | | | | | | |
| **Risk Assessment – Dorchester ETU only** | | | | | | | | | | | | | | | | | | | | | |
| **Resources** | | **Safety Strategies** | | | | | | **Identified Hazards** | | | | | | | | | **Control Strategies** | | | | |
| What do you need to teach this lesson? | | What strategies will you put in place to ensure safety for staff and students? | | | | | | What are potential risks for this lesson? | | | | | | | | | What are you doing to limit these risks? | | | | |

|  |  |
| --- | --- |
| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  Reflect on and evaluate the lessons.  The questions are a guide, you do not need to answer them all.  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |