**Team Planning Checklist** – below are several starting points to engage with the new English syllabus as you team plans, programs, assesses and evaluates by using the processes of ‘Starting with Assessment’ and Backward Mapping’.

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| **As a team have we;** | Yes | No | Begun |
| Collated and analysed outcomes based assessment strategies (from semester 1) to establish;   * What students know * Can do and * Need to learn next in relation to appropriate syllabus outcomes.   It might be helpful to focus the conversation on a particular area of the syllabus (in the new syllabus these are referred to as modes – the various processes of communication: listening, speaking, reading, viewing, and representing. In the syllabus you’ll see them written as the following subheadings; speaking and listening, writing and representing, handwriting and using technology, reading and viewing, spelling, grammar, punctuation and vocabulary). In reference to the Learning Continuum (and in Monica C’s and Gaby’s words – the mode is the thread, the outcome is the skill and the content is the marker) |  |  |  |
| Investigated what students ‘need to know next’ in terms of the relevant syllabus outcomes. It might be helpful to relate the learning that has taken place in Semester 1 to the objectives, outcomes and content of the new syllabus (then move to discussing this in terms of new learning for term 3 or project to term 4) |  |  |  |
| Identified opportunities for assessment through observation, interaction and student work within the context of everyday teaching and learning *\*\*Begin to think about how could these opportunities become ‘part and parcel’ of the learning which will take place in the integrated unit for the term/semester?* |  |  |  |
| Designed a range of assessments or a ‘rich assessment task’ (Refer to the description of a rich assessment task)   * Prioritised and selected criteria (outcomes and content indicators) ensuring achievement is attainable by the broad spectrum of learners. * Developed criteria using the language and content of the syllabus (for use as professionals and in language to share with the students) * Confidently describe expected achievement of the criteria to ensure consistent and comparable judgements. * Use the criteria to determine what needs to be taught in order for the expected learning to occur. |  |  |  |
| Used the syllabus-based set criteria to design appropriate teaching and learning experiences and \*\**identified (confirmed) the experiences that would be most effective for assessment purposes.* These opportunities could occur during modelled, guided and independent experiences.  **NOTE:** the new syllabus now includes explicit teaching of contextual knowledge, comprehension, and thinking and reflecting skills and processes. |  |  |  |
| Incorporated modelled, guided and independent teaching strategies throughout the learning experiences and identified the explicit teaching that needs to occur to ensure student demonstration of the set criteria.  **NOTE:** This includes drawing on the content of the stage the students are in and integrating content of the previous and the following stage as required. |  |  |  |
| **As a team have we considered;** | | | |
| The general text requirements for students K-6 and does the integrated unit ensure that students experience a range of;  - Print, spoken, visual, digital and multimedia texts?  And whether the texts include experience of contexts such as;   * Intercultural experiences (cross-curriculum priority) * Aboriginal histories and cultures (cross-curriculum priority) * Asian perspectives (cross-curriculum priority) * Environmental sustainability (cross-curriculum priority)? |  |  |  |
| Whether elements of the integrated topic that can be negotiated with the students? |  |  |  |
| How the learning is differentiated; through content, process, product, learning environment, student readiness, student interest and learning profile? |  |  |  |
| What’s the role of the teacher? Are there opportunities for the teacher to be a fellow learner, facilitator and sometimes expert? |  |  |  |
| Is the learning student centred? |  |  |  |
| Will students be actively engaged in their learning? Operatively, affectively and cognitively? |  |  |  |
| Do the students have opportunities to work alone and collaboratively? |  |  |  |
| Are students striving for their personal best against criteria and standards? Are the criteria, standards in language that the students can understand? |  |  |  |
| Are there opportunities or space for the learning experiences to be flexible and driven for students’ achievement, interests or need? |  |  |  |
| How the 21st century skills of;   * Creativity and innovation * Critical/ creative thinking (cross-curriculum priority) and problem solving * Communication and collaboration * Information and media literacy * ICT (Information Communication Technology) – applying technology effectively (General Capability)   Are embedded in the integrated unit? |  |  |  |
| How are the other General Capabilities and Other Learning Across the Curriculum Areas embedded?   * Ethical Understanding * Numeracy * Personal and social capability * Civics and citizenship * Difference and diversity * Work and enterprise |  |  |  |