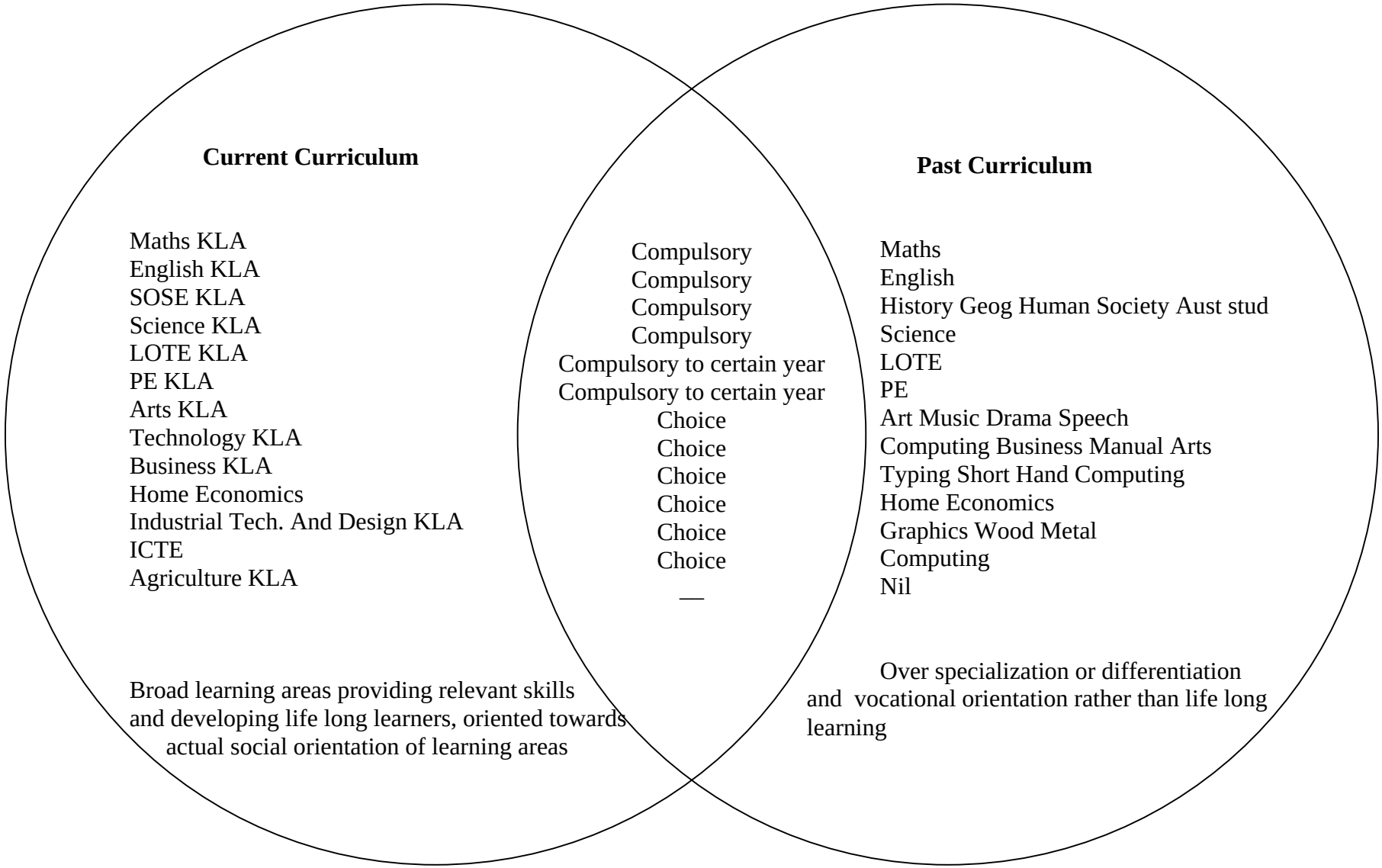
Elements	Personal definition	Curriculum example
Higher order thinking	Are students thinking about the concepts in a 'deep' way (not just the facts)	Practical examples where students can demonstrate understanding
Deep knowledge	Specifics and details rather than basic facts	Making recommendations for improvements based on knowledge
Deep understanding	The ability of students to utilize the information, concepts and ideas	Detailed project based on singular concept
Substantive conversation	Topic relevant conversation between students and between student and teacher	Role playing activities
Knowledge as problematic	Students recognize bias in material and actively critique it	Response to stimulus activities
Metalangauge	Students understand language and the use of it for particular purposes	Response to stimulus activities
Connectedness to the world	Class provides competencies relevant to the real world	Role play activity or response to real world event
Problem-based curriculum	Real world problems are addressed in class	Role play activity or response to real world event
Background knowledge	The class utilizes students existing knowledge and builds upon it	Students produce recommendations based on home setting
Knowledge integration	Material from a number of different areas is integrated in to the teaching	Environmental management example using science and SOSE elements
Student direction	Students are involved in determining direction of lesson	Students engaged in determining content and assessment
Self regulation	Students responsible for behaviour management	Students determine own code of conduct
Social support	Respectful constructive class atmosphere	Students determine own code of conduct
Academic engagement	Students are engaged by the lesson	Students study popular culture
Explicit quality performance criteria	Students are aware of how they are being assessed	Role play where specific roles and outcomes are assigned
Inclusivity	No student is disadvantaged by inherent weaknesses. Students are actively included	Discussion about disadvantaged groups
Cultural knowledge	Cultural differences are recognized and valued	Discussion about different cultural groups
Narrative	The use of story telling rather than exposition to deal with subject matter	Students address material from own life experiences
Active Citizenship	Students are engaged as if citizens of the classroom	Students determine classroom constitution
Group identity	Groups which students belong are recognized and used	Discussion about groups in class

A Range of Syllabi



Assessment and evaluation across a range of syllabi

Who

Assessment is for the benefit of more than just the students in the class. The assessment of students performance is relevant for the teacher in gauging their effectiveness. That information is also utilized by the head of department and principal in reviewing the effectiveness of the materials in achieving positive learning outcomes and the teacher in delivering them. At higher levels, moderators also need assessment details to ensure an fair approach to assessment across schools. Parents, who should be actively involved in the learning process have a right to review the performance of their children and to assess the performance of the teacher and the school in achieving their goals.

What

Assessment can be broken down into three categories. First, basic student academic performance is measured against a strict set of guidelines (assessment criteria). Assessment now extends beyond this traditional view. The students place within the classroom environment can also be monitored. To what degree can active citizenship, or other social interaction indicators be measured. Finally, and to some, most importantly is measuring the outcomes. Is the student equipped with the 'tools' to continue learning throughout their lives, or at least to progress to the next logical step.

Why

Why is assessment important or why is it undertaken? In part this is answered under 'who'. Assessment is undertaken because the various parties to the education of a child have an inherent or required interest in these indicators. Parents need to see that their children are progressing, as too do teachers and departmental officers. Indications of poor performance in any of the factors being measured will allow for intervention and restorative action being taken. Assessment is essential for the planning process and hence in the allocation of resources to where they are needed. As we saw above, assessment allows for moderation and hence an equitable assessment of outcomes across the board. Teacher reflection is also facilitated through the observation of student performance.

Assessment can also be a positive and reassuring experience for the student, rather than one associated with punishment or accountability. Assessment can focus on what the student can do, rather than what cant do. It can be vital in building confidence and self esteem, especially where activities are broken up into steps, where there is personal help, or non-threatening assessment methods

When

Assessment can and should be carried out at any time. At the start of the year students can be assessed to determine base level of knowledge and ability. There are also legislative requirements that determine when assessment has to occur. The unit of work may inherently be a determinative factor in the allocation of assessment throughout the course of that unit.

Where

Assessment is usually consider to be something done wholly within the school environment. Work is marked and return, teachers fill out report cards and parents attend staff/parent evenings. However, assessment is a continuous process whereby every party to the child's development can be aware of changes in that child or be responsible for monitoring there capabilities or knowledge. Most significantly parents are often the best equipped to monitor the social or academic development of their child.

How

Assessment can be carried out in the classroom, through written or spoken, or observational media and recorded electronically, on report cards or communicated orally to those effected. In can take traditional or non-traditional forms.

Topic: Critical/Minimum Elements of Unit Planning

Ranking (1-5)	Compliance with Syllabus	Compliance with Work Program	Utilising 'Teaching Best Practice'	'Relevancy and Currency' of Material	Access to Resources	Articulates with subsequent material and courses	Total
Science	Must be compliant with syllabus but the structured nature of higher level subject material allows less scope to vary content	Must be compliant with work program	The unit should be developed to provide the best opportunities to apply modern thinking and practices within that unit (New Basics, Productive Pedagogies etc)	Material should be relevant and current but there is less scope to 'run with' a current issue as greater emphasis should be placed on 'foundations building'	Resources must be available and accessible to staff and students	Must provide foundations for subsequent study	
	5	**5**	**5**	**4**	**5**	**5**	**29**
SOSE	Must be compliant with syllabus but there is some scope to vary the material and outcomes to suit the location and environment	Must be compliant with work program, but more scope exists to vary that program	The unit should be developed to provide the best opportunities to apply modern thinking and practices within that unit (New Basics, Productive Pedagogies etc)	Material should be relevant and current , and there is significant opportunity to make the material relevant and current	Resources must be available and accessible to staff and students	Provides background knowledge and skills but less need for articulation	
	3	**5**	**5**	**5**	**5**	**3**	**26**

Science curriculum is more restrictive (higher score) requiring more compliance in satisfying minimum elements.

Secondary curriculum Lecture C - Planning considerations SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

Strengths

- Considering all the critical elements for lesson plan in teaching

- Must be in plan – rationale, global aims/objects, topic selection, lesson grid, use of model – orientating, synthesizing and enhancing learning experience, resources, assessment

Weaknesses

- Prior knowledge, safety, introduction, evaluation, reflection, literacy, numeracy, O.S.E, timing, content, physical layout
- Not been able to deal with students who have mental/verbal problems

- Biggest problem – timing
- Self evaluation

Opportunities

- When taking into account all the aspects of planning, there are many factors which need consideration. One method is CAF – Consider All Factors unit planning and lesson planning.
- Other opportunities include: Human factors – learning style, emotional development, interaction, motivation and engagement, pacing, student needs – abilities, physical and emotional, mental ability, prior knowledge, kinesthetic, visual and auditory needs
- What can you do in the last 10 minutes of a lesson - Celebratory head, checking home work, pop quiz with rewards, cross word, puzzles, silent reading, group discussion, scrambled word, slide show/short video, freeze frames
- Consider all the factors, which may have an effect on planning. The following is a table of the physical, human and other factors that may have a possible influence on the ability to plan.

Table of the Factors could effect Lesson and Planning considerations

Physical	Human	Other
Lighting Resources Students Equipment Layout Safety Space Physical contact Temperature Accessibility ICT access Visual atmosphere Storage Blackboard plan Room etiquette	Learning styles Teaching styles Behaviour management Human resources, support, teacher aids, lab technician Cross disciplinary/ teacher Knowledge/content Special needs Social events Group work- how would you group students Evaluate data	When the lesson is – morning/afternoon Timing Content Demographic Gender Code of conduct Adaptability/flexible Context Syllabus Outcomes QLD Ed Mentor teacher

Threats

- Not been able to successfully complete teach a lesson, due to lack of flexibility in teaching style
- Developing poor planning skills from not taking opportunities to self reflect and self evaluate
- Constant changing in Queensland Education guidelines for teaching
- Reconciliation of goals/priorities e.g. mentor teacher, syllabus
- Risk taking, last and first 10 minutes of each lesson, most important part of teaching lesson

Action

- Use knowledge from having conducted a SWOT analysis to plan a work program, unit of work and lessons.

Consistency for Teacher Judgment

Looks Like – consistency for teacher judgment
Types of assessment I as a teacher would like to see in high schools - Research assignment, debate, or presentation, power point/multi-media, essay, role play, freeze frames, peer assessment, short answer, multiple choice, physical construction, poster, exhibition, course skills test, practical, open book test, take home exam, sources exam You should plan your assessment before you write your unit of work
Intercommunication for students, consistency of teacher Judgments Teachers faced with issues when creating and marking assessment
CONSISTANCY!
Consider how would you choose the assessment, how would you compare your assessment to other schools, states, countries

Sounds Like – reporting
Pass/fail grades, questions, responses, linking, core learning outcomes, supp exams, criteria, demonstrate knowledge, moderate, competency, subjective, scores, stress, negotiated assessment, audience

Developing consistency (action plan)
thinking → doing → reflecting → back to thinking
Learner achievement → reflecting, planning, assessment, recording and reporting, teaching and learning

REFLECTING - Feedback from students, get all kids to pass, open-minded, plan effectively/continuous
Collaborate with other teachers

Feels Like - A consistent judgment is the coherent application of a common standard that judgment that hold true over the individual and standards

For learners, so learners can link everything they have learnt, fairness, future pathways
For teachers, equality of learning, practicality of work program
For parents, true indicator of child's progress, kids ability
For the individual school – competitive, collaboration
For school systems – policy, standards

Secondary Curriculum – Preparing students for the Real World: School Levers

Extent Barometer – How can teachers provide students the skills they need for when they leave school

The first consideration needs to be – What skills you want your students to leave with?

Social Attitudes – how to deal with people, work individually, work in groups Curiosities open to new ideas, cultural understanding, and alternative, respectful

Competency Skills - research skills, ICT – computer literate, life skills, intrapersonal skills, open minded, resourcefulness, management of time

Employability – loyalty, commitment, honesty, enuthasim, relability, personal presentation, positive self esteem, sense of humor, balanced attitude to work and home life, ability to deal with pressure, motivation, adaptability

Teachers should be teaching skills for students to gain, the moment they enter the classroom; this becomes fundamental as the student reaches high school. Some student already leave school at 15 years of age, which is why it is critical to teach those skills. Considering how many hours a week students are at school, teachers not only have the responsibility to teach content, and work as a facilitator, but also be a mentor to show students the way to a world outside of school. Constant evaluation needs to be made when teaching, not only for oneself but also for the needs of the students. This way there is always awareness about teaching these skills to students

How can we teach that? The following are examples of possible ways of teaching these skills in the classroom:

Suggestions
Problem solving skills
Communication, team work, self-management, planning and organising, technology, initiative and enterprise, learning

Considering the Curriculum Documentation
Other considerations include asking yourself questions about the educational environment you work within. Consider asking the following questions when thinking about student needs:

- To what extent do you believe Outcomes Based Curriculum is responsible for meeting the needs of the students inside and outside of the classroom?
- To what extent is Board and SAS subjects adapting to change, to meet the needs of creating a more real life based education?
- To what extent does the Syllabus documents, provide an understanding for providing these skills to students as they learn?

- To what extent is Queensland Education providing teachers opportunities to teach these skills in the classroom?

When considering the opportunities to teach students real life skills in the classroom, teachers should be aware of all the subjects they could possibly teach in the classroom. From this point, teachers can use the knowledge of the subject, to create an environment for students where they are able to learn multiple skills, including those, which will help them when they leave school.

<u>All the subjects I could teach</u> – science including chemistry, physics, biology, multi-strand, agricultural, earth science
SOSE geography, history, home economics, art, junior science and math, marine science, women's studies

Secondary Curriculum – KWL (What I Know, What I Want to Find Out, What I Have Learnt) - State wide testing, Deconstructing assignment criteria

What I Know	What I Want to Find Out	What I Have Learnt
• Syllabus, work program, development of unit, lessons, assessment → school moderation	• How state wide testing works? • How to deconstruct criteria	• Moderation • Using problem solving skills and the knowledge of QAS and other teachers to deconstruct criteria
• Moderation - reporting, referencing	• What is the moderation process?	
• QCS – course skills test	• How do they assess the QCS?	• QCS – marked on five point system, a-e • 5 criteria for marking QCS test collect and comprehend structure and sequence, access and conduct, create and present, apply techniques and procedures Social enquiry process
• QCS – state wide testing, achievement test • QSC is a social enquiry process • Queensland intitatives • Criteria	• What is assessed? • Who is eligible for the QCS? • Why is QCS a social enquiry process? • Why have they been implemented? • What does it have to do with my students? • How do I think critically when developing criteria?	• Not IQ test • accessible to all year 12's, public/private school not an issue • Information literacy process, problem solving • Justification to link students and teachers together • Equal opportunities for students, having standards for curriculum frameworks. • Self-reflection/evaluation. Collaborating with other teachers. Consistency and structure.

Secondary Curriculum – Issues For Experienced and Beginning Teachers – PMI (Plus, Minus, Interesting)

Plus

Experienced teachers
- Planning is mainly mental and verbal
- Not need to use written lesson plans
- Know content very well
- Know how to deal with students, usually have good behaviour management
- Aware of Queensland Education system
- Flow of lessons
- Risk takers, can sometimes work in reverse

Beginning teachers
- Fresh ideas – open to suggestions
- Are not negative about the education system
- Are used to an education system that is constantly changing
- In some cases experience outside of a school, for example different career

Minus

Experienced teachers
- Lack of flexibility towards teaching and the education system
- Reconciliation of different goals and priorities
- Are not always suitable to be a teacher

Beginning teachers
- Effective closures
- Effective behaviour management
- Unrealistic expectations of time, need to time lessons better
- Student activities do not link to overall outcomes
- Lack of teacher reflective tools, ability to self-evaluate
- Breaking down of individual lesson
- Lack of potential problems, for example resources

Interesting

Experienced teachers
- Teachers that really want to be in the system, and come up with innovative ways of learning, also applies to beginning teachers
- Are able to break down a lesson and link it to outcomes, without written communicate
- How experienced teachers accept criticism both inside and outside the school environment

Beginning teachers

- How beginning teachers approach learning compared to more experienced teachers
- How beginning teachers are able work with more experienced teachers
- How they work out approaches to behavior management
- The reason for why they decided to become a teacher
- Rapport with students, both inside and outside the classroom