

Tips to Remember while Planning the National Curriculum

- You are always building learning – sometimes it is intentional but mostly its unconscious
- The design of the brain is to take habitual conscious actions and practices and make them unconscious to save energy (forms their mental model or representation of the world)
- What this points to is that whatever you systematically ritualise – you embed deeply.



- Learning is about developing a mental model within your students that represents the thinking, and thus the actions, of someone who has mastery of that domain (e.g. A Historian, Scientist, etc)
 - Active learning generates deeper learning as it allows students to provoke and develop their mental models and thus more closely represent the thinking required.
 - As teachers we have a range of unconscious habits and practices that may not be building what we want to ritually build in our students.
- Student Centred Learning is about the teacher moving from the context of driving the learning to that where they set the destination (skills and understandings) and having the students drive.
 - Authentic Student Centred Learning develops students to be performance oriented as it addresses:
 - WHAT they are to do
 - HOW they are to do it
 - Gives them a real context as to WHY they do it
 - Allows them to confront OBSTACLES and develop strategies to overcome them in a safe and mistake-making environment
 - Planning National Curriculum units begins with identifying the skills and understandings you wish to develop in the students through the unit. The skills are identified in the Achievement Standards, General Capabilities section, and the skills section of the Year Level Subject Description. The key understandings are what you design based on what you want your students to explore and understand through covering the content.
 - The BIGGEST pitfall teachers constantly fall into is going straight to the content and trying to work out “how are they going to fit it all in?” The content is the vehicle to achieve the Achievement Standards and develop the skills.
 - A culminating event is created where students can be assessed on their skills and understandings. It is broad enough to allow for differing learning styles and encourages student experimentation.
 - A checklist is then created to articulate a step by step approach to successfully deliver at the culminating event. This checklist gives certainty to the teacher, student, and allows for a clear flow of learning across the entire unit.