

Learning Place Unit Planning Template

Unit title/Outcome level	Time allocation	Teacher/Year level

Unit overview

Key learning areas							
<input type="checkbox"/> English	<input type="checkbox"/> Technology	<input type="checkbox"/> The Arts	<input type="checkbox"/> LOTE	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> SOSE	<input type="checkbox"/> HPE

Purpose	Real world links: via Learning Place project rooms (chats, forums, blogs) (eq.janison.com.au/EQ)
	Possible online guests and experts:

Key questions	Collaborative Online Projects: via RAPS, Virtual Field Trips, Travel Buddies or General Online Projects (www.learningplace.com.au/cop)
	Possible collaborative ideas or projects:

Learning outcome/s	Students know	Students do

Values of the lifelong learner

Knowledgeable person

My students will be knowledgeable when they...

.....
.....

As a teacher I will...

.....
.....

Effective communicator

My students will be effective communicators when they...

.....
.....

As a teacher I will...

.....
.....

Complex thinker

My students will be complex thinkers when they...

.....
.....

As a teacher I will...

.....
.....

Participant in an interdependent world

My students will be participants in an interdependent world when they...

.....
.....

As a teacher I will...

.....
.....

Creative person

My students will be creative when they...

.....
.....

As a teacher I will...

.....
.....

Reflective and self-directed learner

My students will be reflective and self-directed learners when they...

.....
.....

As a teacher I will...

.....
.....

Active investigator

My students will be active investigators when they...

.....
.....

As a teacher I will...

.....
.....

<p>Deep understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> purposeful, relevant, active involvement <input type="checkbox"/> connected to learners' lives and real world contexts <input type="checkbox"/> diversity acknowledged <input type="checkbox"/> construction of understanding; multiple pathways <input type="checkbox"/> making connections with important ideas and processes <input type="checkbox"/> transfer/application to many contexts <input type="checkbox"/> include assessment as an integral aspect of learning 	<p>Inquiry</p> <ul style="list-style-type: none"> <input type="checkbox"/> problem-based learning <input type="checkbox"/> questioning, investigating <input type="checkbox"/> skills of researching <input type="checkbox"/> rich topics, trans-disciplinary inquiry <input type="checkbox"/> risk-taking, learning from error 	<p>Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> integrate communication literacies <input type="checkbox"/> focus on substantive dialogue <input type="checkbox"/> use of language to empower learners <input type="checkbox"/> multiple ways of accessing/demonstrating learning <input type="checkbox"/> integrated use of multi-media and information technology <input type="checkbox"/> home-school communication
<p>Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> commitment to teamwork, common vision/purpose <input type="checkbox"/> shared responsibility and teamwork principles <input type="checkbox"/> social-ethical values <input type="checkbox"/> skills of working effectively with others <input type="checkbox"/> involvement of broader community 	<p>Self responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> honouring intrinsic motivation <input type="checkbox"/> learning how to learn <input type="checkbox"/> increasing responsibility for learning, <input type="checkbox"/> thinking and behaviour <input type="checkbox"/> skills of self-direction and self-management <input type="checkbox"/> focus on higher order thinking and reflection 	<p>Human development</p> <ul style="list-style-type: none"> <input type="checkbox"/> caring relationships <input type="checkbox"/> developing proactive personal qualities, attitudes, dispositions <input type="checkbox"/> principled, social-ethical values <input type="checkbox"/> leadership: creating preferred futures and the 'new' <input type="checkbox"/> fostering community: unity, diversity, and citizenship

Productive Pedagogies			education.qld.gov.au/public_media/reports/curriculum-framework/productive-pedagogies/		
Intellectual quality			Connectedness		
Higher Order Thinking	Students manipulate information and ideas to transform meanings and implications: synthesize, explain, conclude, hypothesize, solve problems, produce knowledge.	<input type="checkbox"/>	Knowledge integration	Sets of KLA knowledge are connected. No subject area boundaries are seen. Themes or problems are used to integrate knowledge.	<input type="checkbox"/>
Depths of knowledge	Teacher presents deep knowledge related to central ideas of a topic or discipline.	<input type="checkbox"/>	Background knowledge	Connection of what is being learnt to students' previous knowledge and background – cultural, community, local and personal experience, popular culture, media.	<input type="checkbox"/>
Depth of students' understanding	Students develop complex, systemic, integrated understanding of key concepts. Students reason and explain to demonstrate full and complex understanding.	<input type="checkbox"/>	Problem-based curriculum	Students are set a specific, practical, real or hypothetical problem or set of problems to solve. There is no correct solution. Knowledge is constructed.	<input type="checkbox"/>
Substantive conversation	Linked exchanges among students and between teachers & students leading to shared understanding rather than low level questions and short answers.	<input type="checkbox"/>	Connectedness to world beyond the classroom	Students' work on a topic, problem or issue that is seen as connected to their personal experiences or situations outside the classroom. They may seek to influence an audience beyond their classroom, create products of value or advocate solutions to social problems.	<input type="checkbox"/>
Problematic knowledge	Knowledge is presented as being constructed and hence subject to political, social and cultural influences. Multiple, contrasting and potentially conflicting forms of knowledge rather than knowledge as static facts and truths.	<input type="checkbox"/>			
Metalanguage	Teachers or students seize the moment to talk about language, about meanings, grammar, genre and discourses.	<input type="checkbox"/>			
Supportive environment			Recognition of difference		
Students' direction	Students responsible for learning activities and/ or how they complete them as opposed to the teacher explicitly determining what, how & why.	<input type="checkbox"/>	Cultural knowledges	Different cultures are equally valued - their beliefs, languages, practices and ways of knowing. Subgroup cultures valued – gender, race religion. Economic status, youth.	<input type="checkbox"/>
Social support	High expectations, challenging work, risk taking, mutual respect so all including less able can contribute & achieve constructive conflict resolution.	<input type="checkbox"/>	Inclusivity	Extent to which non-dominant social groups participate in the class.	<input type="checkbox"/>
Academic engagement	On task behaviour, student attentive, doing assigned work, enthusiastic, showing initiative, contributing to the group & helping others.	<input type="checkbox"/>	Narrative	Extent to which narrative is used: a sequence of events chained together: personal stories, biographies, historical accounts, literary texts, rather than expository, written non-fiction prose and scientific expression.	<input type="checkbox"/>
Explicit quality performance criteria	Frequent, detailed and specific statements about what is to be done and achieved: criteria for student performance focus on quality outcomes.	<input type="checkbox"/>	Group identities in learning communities	A strong sense of communities within the classroom, positive recognition of group identities, (e.g. Indigenous students), a supportive environment for the positive production of difference and group identities.	<input type="checkbox"/>
Student self regulation	Classroom behaviour is based on students' implicit self-control. The lesson proceeds with little interruption and teacher talk.	<input type="checkbox"/>	Active citizenship	Practices and relationships among students and between students & the teacher that demonstrate the right of the individuals and groups to participate and the responsibility to ensure no individuals or groups are excluded.	<input type="checkbox"/>

Planning frameworks

Curriculum Exchange: Use the template provided or select a planning framework from the options below:

- **Integrated unit planning resources**
<http://education.qld.gov.au/tal/tips/ealthelp/ilt/resource.htm>
- **Planning form - drop down menus**
<http://education.qld.gov.au/tal/tips/ealthelp/ilt/docs/blt.doc>
- **Planning form - plain text**
<http://education.qld.gov.au/tal/tips/ealthelp/ilt/docs/bltnoform.doc>

Sequence of learning experiences: Orientating	Outcomes	Resources	Assessment

Sequence of learning experiences: Enhancing

Sequence of learning experiences: Synthesising

Resources

Print Material

Learning Place checklist: education.qld.gov.au/learningplace/

Curriculum Exchange resources: www.learningplace.eq.edu.au/cx/resources

- **Browse by collection:**

- **EduSites**

-
 -
 -

- **SDE learning objects**

-
 -
 -

- **TIPS**

-
 -
 -

- **TLF digital resources**

-
 -
 -

- **TLF learning objects**

-
 -
 -

	<ul style="list-style-type: none"> • Browse by Gateways • Browse by cross-curricular area ○ ICT integration • Search for TIPS 02246: <i>Practical Ideas for Teachers booklets</i>
--	--

Charts/Posters	Online learning checklist
	<ul style="list-style-type: none"> • Ready-to-go courses • Collaborative Online Projects (COPS) • Virtual Classroom

Multimedia	Online communication events
	<ul style="list-style-type: none"> • Chat rooms, blogs and forums • Online events
Websites	Collaborative Projects http://www.learningplace.com.au/cop
	<ul style="list-style-type: none"> • Professional Learning Communities resources • Student Projects (COP)

Unit evaluation

Author:

Date:

School/Organisation:

Which Thinking Framework has been used?																										
Multiple Intelligences: (See the Curriculum Exchange Hot topic - http://education.qld.gov.au/tal/tips/hot_topics/01594.htm)																										
Verbal Linguistic <input type="checkbox"/>			Logical Mathematical <input type="checkbox"/>			Visual Spatial <input type="checkbox"/>			Body Kinesthetic <input type="checkbox"/>			Musical Rhythmic <input type="checkbox"/>			Interpersonal <input type="checkbox"/>			Intrapersonal <input type="checkbox"/>			Naturalist <input type="checkbox"/>					
Six Thinking Hats																										
<input type="checkbox"/> White				<input type="checkbox"/> Red				<input type="checkbox"/> Yellow				<input type="checkbox"/> Black				<input type="checkbox"/> Green				<input type="checkbox"/> Blue						
Bloom's Taxonomy																										
<input type="checkbox"/> Knowledge				<input type="checkbox"/> Comprehension				<input type="checkbox"/> Application				<input type="checkbox"/> Analysis				<input type="checkbox"/> Synthesis				<input type="checkbox"/> Evaluation						
What Lifelong Learner Attributes will students display?																										
Knowledgeable person <input type="checkbox"/>			Complex thinker <input type="checkbox"/>			Creative person <input type="checkbox"/>			Active investigator <input type="checkbox"/>			Effective communicator <input type="checkbox"/>			Participant in an interdependent world <input type="checkbox"/>			Reflective and self-directed learner <input type="checkbox"/>								
Are all Literacy Learner Roles included?																										
<input type="checkbox"/> Code breaker						<input type="checkbox"/> Text participant						<input type="checkbox"/> Text user						<input type="checkbox"/> Text analyst								
Have all stages of the Information Process been planned for?																										
Defining <input type="checkbox"/>				Locating <input type="checkbox"/>				Selecting/Analysing <input type="checkbox"/>				Organising/Synthesising <input type="checkbox"/>				Creating/Presenting <input type="checkbox"/>				Evaluating <input type="checkbox"/>						
Which elements of the Productive Pedagogies are addressed?																										
Recognition of Difference					Intellectual Quality							Connectedness					Supportive Classroom Environment									
CK <input type="checkbox"/>	INC <input type="checkbox"/>	NAR <input type="checkbox"/>	GI <input type="checkbox"/>	AC <input type="checkbox"/>	HOT <input type="checkbox"/>	DK <input type="checkbox"/>	DU <input type="checkbox"/>	SC <input type="checkbox"/>	KP <input type="checkbox"/>	M <input type="checkbox"/>	KI <input type="checkbox"/>	BK <input type="checkbox"/>	CON <input type="checkbox"/>	PBC <input type="checkbox"/>	SD <input type="checkbox"/>	SS <input type="checkbox"/>	AE <input type="checkbox"/>	EPC <input type="checkbox"/>	SR <input type="checkbox"/>							
Have all Cross-curricular Priorities been addressed?																										
<input type="checkbox"/> Literacy				<input type="checkbox"/> Numeracy				<input type="checkbox"/> Life skills				<input type="checkbox"/> Futures Perspective				<input type="checkbox"/> ICTs										
Which Assessment Techniques and Instruments have been used?																										
Observation					Consultation					Focused Analysis							Peer/Self Assessment									
AR <input type="checkbox"/>	OP <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	O <input type="checkbox"/>	I <input type="checkbox"/>	C <input type="checkbox"/>	ID <input type="checkbox"/>	GD <input type="checkbox"/>	LL <input type="checkbox"/>	O <input type="checkbox"/>	A <input type="checkbox"/>	T <input type="checkbox"/>	C <input type="checkbox"/>	W <input type="checkbox"/>	P <input type="checkbox"/>	R <input type="checkbox"/>	DT <input type="checkbox"/>	O <input type="checkbox"/>	LL <input type="checkbox"/>	C <input type="checkbox"/>	R <input type="checkbox"/>	S <input type="checkbox"/>	P <input type="checkbox"/>	F <input type="checkbox"/>	J <input type="checkbox"/>	O <input type="checkbox"/>

EXPLANATION OF CODES																										
Which Thinking Framework has been used?																										
Multiple Intelligences (Howard Gardner)																										
Verbal Linguistic reading, writing, speaking, and listening	Logical Mathematical mathematical, scientific and critical thinking ability	Visual Spatial viewing, imagining, drawing, painting, maps, diagrams	Body Kinaesthetic moving, acting out, touching, dancing, physical activity	Musical Rhythmic sing, play music, listen to music/ environmental sounds	Interpersonal group work, cooperating, interacting with others	Intrapersonal awareness of inner feelings, independence, self-confidence	Naturalist appreciate the natural world, environment, plants and animals																			
Six Thinking Hats (Dr Edward DeBono)																										
White Information: Questions. What information do we have? What information do we need to get?	Red Emotions: Intuition, feelings and hunches. No need to justify the feelings. How do I feel about this right now?	Yellow Good Points: Why is this worth doing? How will it help us? Why can it be done? Why will it work?	Black Bad Points: Caution. Judgment. Assessment. Is this true? Will it work? What are the weaknesses? What is wrong with it?	Green Creativity: Different ideas. New Ideas. Suggestions and proposals. What are some possible ways to work this out? What are some other ways to solve the problem?	Blue Organisation of Thinking: Thinking about thinking. What have we done so far? What do we do next?																					
Bloom's Taxonomy (Benjamin Bloom)																										
Knowledge read, absorb, specify	Comprehension restate, translate, interpret	Application use, illustrate, classify	Analysis investigate, explain, compare	Synthesis plan, create, invent	Evaluation judge, verify, recommend																					
Which Assessment Techniques and Instruments have been used?																										
Observation			Consultation				Focused Analysis							Peer/Self Assessment												
AR Observation – anecdotal record	OP Observation – oral presentation	C Observation – checklist	D Observation – demonstration	O Other	I Consultation – interview	C Consultation – conference	ID Consultation – individual discussion	GD Consultation – group discussion	LL Consultation – learning log	O Other	A Focused Analysis – assignment	T Focused Analysis – test	C Focused Analysis – criteria sheet	W Focused Analysis – work sample	P Focused Analysis – performance	R Focused Analysis – audio/visual recording	D Focused Analysis – diagnostic task	O Other	LL Peer/Self Assessment – learning log	C Peer/Self Assessment – checklist	R Peer/Self Assessment – reflection	S Peer/Self Assessment – survey	P Peer/Self Assessment – progress chart	F Peer/Self Assessment – feedback sheet	J Peer/Self Assessment – journal	O Other

The Learning Place is Education Queensland's e-learning environment
www.learningplace.eq.edu.au