Aldinga Payinthi College.

Our college pillars: Inspire, Connect and Belong, shape our Way of Being and highlight how we relate to each other and our environment, respond to the aspirations of our community and design our learning. Our Curriculum Documentation and Reporting Expectations Guidelines reflect this context.

SCOPE
These guidelines apply to all educators b-12.

BACKGROUND
All educators at Aldinga Payinthi College (APC) have responsibility for accelerating learning for **all** learners by working collaboratively to design engaging, challenging, authentic and inclusive learning experiences, and to gather a range of evidence to provide accurate reporting against curriculum expectations.

Collective responsibility for learners' outcomes is enhanced through collaborative learning design, the co-teaching cycle, joint data analysis, assessment, moderation of learning, and shared reporting.

Cloud-based platforms are utilised for all planning to facilitate effective collaboration between multiple users and to enable efficient connections with teaching and learning resources.

PLANNING PROCESS
The following documents must be consulted:
- APC Pedagogical framework and accompanying documents; AND
- Early Years Learning Framework OR
- Australian Curriculum.

Pedagogical approaches		A key characteristic of curriculum at APC is its integrative nature, complemented by inclusive pedagogies and a rigorous co-teaching cycle. Our pedagogical framework has been purposefully designed to reflect the needs, aspirations and learning styles of our community.

Kumangka	Kumangka Tarnta Taamanti nurlurni Pilyapilya Puntuntu	Learning areas are not taught in isolation, but rather integrated in kumangka (Kaurna: together as one), whilst planning is based on broad concepts rather than themes or topics. All secondary learning takes place in kumangka format whilst primary learners may have one main inquiry integrating multiple learning areas at any one time.

DOCUMENTATION

Teachers are allocated a co-teaching / kumangka group and are expected to collaboratively design unit plans, session plans, weekly overviews and assessment tasks using the templates and guidelines provided. These are living documents which are to be revisited, reviewed, reflected on, and amended in the process of teaching and learning.

Annotated planning templates provide guidance regarding what needs to be included in each section of the planning document and which documents can be consulted for more detailed information. Educators may adapt to meet their requirements, but all components must be represented.

Teachers of preschool learners use the *Preschool Planning Template* to design learning.
Whilst other planning templates included in this document do not specifically apply to the preschool context, teachers may modify them to suit their purposes.

Year overview	YEAR OVERVIEW table template	**Level 0 – organisational context** Teachers complete the year overview collaboratively to ensure coverage of all learning areas within kumangka.

Term overview		**Level 1 – process map** Teachers ensure the term overview provides further guidance for preparation and oversight of potential impacts to teaching and learning program i.e., college events and to map curriculum coverage in greater detail.
Unit plan		**Level 2 – process model** Teachers use the *unit plan* to collaboratively design integrative learning centred around authentic issues or ideas. Units are planned with "the end in mind." The outcomes (understandings, knowledge, and skills that learners will develop and strengthen) are identified first so they guide learning experiences.
Weekly overview		**Level 3 – task overview** Teachers use the *Weekly overview* template to create a point of reference for teaching and learning each week. When separate session plan templates are used, teachers hyperlink them to their weekly overview. Learning intentions are listed in each session of the weekly overview as a quick guide.

Session plan templates	**SESSION PLAN** *Please note: Whilst this plan can be used as is, teachers may choose to reframe it in a creative manner incorporating the required elements (identified in a deeper tone).* **Please save a copy of this in your co-teaching folder and collaboratively fill it out.** Term and week / Year level/s Nexus and learning areas / Teaching team Unit title / Concept Inquiry question/s **Learning intentions** / **Success criteria** *Hyperlink to relevant formative assessment accompanying doc* / *Hyperlink to relevant formative assessment accompanying doc* **Learning experiences** *Consider:* • *UDL principles* • *Dialogic teaching strategies* • *Opportunities for learners to collaborate* • *Gradual release of responsibility* • *Literacy demand of tasks and explicit teaching required (scaffolding)* • *Designing key questions that move learning forward* • *Selecting the co-teaching models* **Formative assessment** • *Determine learners' prior knowledge* • *Select check-in and act strategies* **Targeted support (differentiated approach)** *Consider:* • *planning for station teaching or alternative teaching, OR* • *responding to emerging needs (check-in strategies)* • *conferencing (individual or small groups)* **LCSO/s role** *Consider:* • *individual or small group intervention (multiple exposure/repeated rehearsal of content)* • *supervision of a group of learners in a different learning space* • *supporting the class whilst the teacher is providing intervention* • *responding to emerging social and emotional needs of learners* **Resources** *Consider:* • *Manipulatives, concrete materials, artefacts (object-oriented learning – Kaurna ways of teaching and learning)* • *Presenting information in multiple ways (e.g. audio, video, text, multimodal)* • *Community resources (human, environmental, physical)* **Debrief** *(teachers and LCSOs) – against co-teaching framework (hyperlink)* *This could be done at the end of the day/week.* *Engage in courageous conversations, constructive dialogue and critical analysis of teaching* *Draw on descriptive data and evidence to determine if the teaching enabled all students to achieve the learning intention.* What went well? / What could have been done better? / What are our next steps?	**Level 4 – task description** Session plan templates are used to document each 100 minutes of learning and to support a thorough learning design process. After becoming familiar with the annotated session plan, teachers may choose to document session plans within their weekly overview instead. When this approach is chosen, each session within a weekly overview plan must include: learning intention/s success criteria learning experiences formative assessment strategies differentiated approach LCSO/s role resources.

ASSESSMENT, MODERATION AND REPORTING

Learners are to be provided with multiple forms of assessment, both formative and summative, and are inspired and supported to co-construct their own tasks within the parameters of the assessment scope.

Assessment tasks are designed collaboratively by teams of teachers, and learners' work is assessed and moderated for consistency with grading and feedback. Feedback on learners' achievement and their next steps may also be constructed collaboratively. Grades are only reported on twice a year within the mandatory reporting cycle. At all other times, **learners receive feedback only.** Assessment is designed within the planning cycle.
Further information is available in [Curriculum, Pedagogy, Assessment and Reporting: Preschool to Year 12 Policy](#)

Kumangka assessment task sheet
Teacher's co-construct assessment tasks in collaboration with learners to provide for higher engagement and personalisation. On occasion, teachers may design assessment tasks however learners must be able to negotiate how their knowledge, understanding and skills will be demonstrated. Each assessment task must include opportunities for feedback (peer/teacher) and modification, prior to submission.

| Kumangka assessment task | **KUMANGKA ASSESSMENT TASK SHEET**

Please note: Whilst assessment tasks must be designed using this template (for planning purposes), they can be shared with learners either in this format or reframed in a creative manner incorporating the required elements (identified in a deeper tone).

<table><tr><td>Unit title</td><td></td><td>Year level/s</td><td></td></tr><tr><td>Nexus and Learning areas</td><td></td><td>Due date</td><td></td></tr><tr><td>Teaching team</td><td></td><td></td><td></td></tr><tr><td>Inquiry question</td><td colspan="3">From unit plan or learners' own (designed under the umbrella of the overarching inquiry question)</td></tr></table>
Learning intentions / **Success criteria**
Key learning intentions as identified in the Unit plan / Co-construct with learners

Task requirements
Include:
• *What learners are expected to do*
• *How they are demonstrating their learning? (Co-construct task with leaners and ensure there are multiple ways to demonstrate required knowledge, understanding and skills)*
• *Opportunities for learners to be able to design their own assessment*

AC Achievement standard — *Include only the relevant aspect/s of the standard/s*

General capabilities — *Whilst multiple general capabilities may be addressed in the task, identify only those which will be assessed* / **General capability/ies – assessment elaboration**
☐Literacy
☐Numeracy
☐ICT Capability
☐Critical and creative thinking
☐Personal and social capability
☐Ethical Understanding
☐Intercultural understanding
What specific aspect/s of the capability/ies is/are being assessed and how?

Learner reflection
Embed a guided reflection process. Include an element of self-reflection against the task specifically and elements of the learning process, what learners need to do next and how the teacher/s can support them. | **Level 5 – assessment**

Each kumangka assessment task sheet must include:
inquiry question
due date
learning intentions
success criteria
task requirements
learner reflection
Whilst assessment tasks must be designed using this template (for planning purposes), they can be shared with learners either in this format or reframed in a creative manner incorporating the required elements (identified in a deeper tone). |

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