A SIMPLE PROGRAMMING PROCESS FOR
INCORPORATING THE ESSENTIAL LEARNINGS

1. Consider the learners - their needs, interests, topics of significance to them at this
time. You may negotiate this with them.

2. Choose a topic - ideally this will be a BIG picture topic which is inclusive of all eg
“Celebrations” rather than “Easter”. You could also choose a concept or a critical
question as a topic eg “The Australian Identity” or “Diverse and Changing Lifestyles”
or “Is our school environmentally friendly?”

3. If it is a BIG ideas topic you and the learners will now need to discuss which
aspects you will focus on and strategies you will need to employ to develop the
learning.

4. Consider the deep learning and understandings that can be developed through this
topic and through the strategies you employ. Both of which are about the Essential
Learnings. Refer to the Detailed Essential Learnings. (Do not choose too many
Essential Learning dot points as it becomes too hard to monitor).

5. Which learning area/s will richly develop this topic? Refer to the SACSA charts.
Record key ideas and outcomes from the charts. (Please note you may wish to reverse
the order here and consider no. 5 before considering the deep understandings referred
to in no. 4)

6. Think about strategies/methodologies again. Include assessment strategies which
support the learning of all and which are NOT separate from the learning itself.

7. How will you monitor the in depth understandings of the Essential Learning dot points
you have chosen to develop?

   Just a few suggestions here -

   * Sometimes a product such as an argument text may indicate the development of
   understandings,
   * response to critical questions with reference to the understanding asked by the
   educator may be an indicator,
   * the student’s own reflections,
   * actions taken spontaneously by learners,
   * children, if they are reasonably familiar with the Essential learnings can monitor their
development of deep understanding themselves.

8. Review your program for:

   * literacy, numeracy and ICT opportunities
   * methodologies which develop enterprise attributes ie learning to learn
   * opportunities to advance equity understandings