

## Learning area explorer

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The intent of this workshop is to explore the Australian Curriculum to find where the essence of each learning area is most strongly emphasised. We will do this using the understandings we gained through the Wordle explorer process and build on these using the Learning area explorer.

In this workshop participants examine the components of the Australian Curriculum to determine where the essence is most strongly emphasised, using essence statements developed in workshop 1.

These documents are not on the Australian Curriculum website, but have been constructed for this resource. As the Australian Curriculum is provided as an online document, the components describing the purpose, content and expectations of each learning area at each year level are provided on different web pages. In order to facilitate teachers finding the essence of each learning area, these components have been drawn together. These documents therefore provide a summary for each learning area at each year level which includes:

- rationale, aims and organisation, all of which remain constant across the year levels
- achievement standards, year level descriptions and content descriptions by strand, which differ across the year levels.

The intent of this workshop is to promote rich discussion that elicits and values different points of view rather than finding the 'right' answer.

This learning process is designed to create opportunities for challenging and engaging discussion which ultimately, will develop and consolidate our thinking.

## Workshop agenda

Description	Time
<b>1   Before we begin - commitment to action from workshop 2</b> <ul style="list-style-type: none"> <li>• Form groups of three.</li> <li>• Each participant to share for one minute how the essence of a learning area is enacted in their classroom.</li> </ul>	8 minutes
<b>2   Introduction</b> <p>In this workshop revisit the learning from <i>Workshop 2 Wordle explorer</i>. A similar learning process is adopted in this workshop using the Learning area explorer documents to highlight where the essence is most strongly emphasised in the Australian Curriculum.</p>	5 minutes
<b>3   Engagement process</b> <p>The facilitator will introduce the Learning area explorers constructed from the Australian Curriculum. These are made from the different components in each of the learning areas (rationale, aim, content strands, achievement standards etc).</p>	5 minutes
<b>4   Learning process</b> <p><b>a</b> In a small group look through the Learning area explorer documents.</p> <p><b>b</b> Highlight key words that match with the group's essence statement.</p> <p><b>c</b> Take note of the components of the curriculum that have the most highlighted words.</p> <p><b>d</b> Compare what your group has discovered about where the essence is most strongly emphasised.</p>	20 minutes
<b>5   Commitment to action</b> <p>Before the next workshop we will think of one strategy we could try to enact the essence of a learning area in our classrooms. We will share this strategy at the next workshop.</p>	2 minutes
<b>6   Summary of learning</b> <p>Make a note of the components of the Australian Curriculum that support us to enact the essence? How did using two different processes help us to identify the components that most strongly emphasise the essence? How might you use a similar process in your teaching practice?</p>	5 minutes



## Organisation

### Time allocation

45 minutes

### Materials required

- Highlighter pens (one per participant)
- Essence statements for each learning area from workshop 1

### Resources required

- *Learning area explorer workshop agenda* (one per table)
- *Learning area explorer documents* (one A3 document per year level)
  - English
  - history
  - mathematics
  - science

### Workshop checklist

- Print out copies of *Learning area explorer agenda* (one per table)
- Print out copies of *Learning area explorer documents* relevant to participants
- Consider how you will structure the workshop – all participants focus on all learning areas or groups focus on one learning area each
- Display the essence statements from workshop 1



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## Facilitation notes

Description	Time
<p><b>1   Before we begin – commitment to action from workshop 2</b></p> <p>Invite participants to work in groups of three (sharing for one minute each) how the essence of a learning area is enacted in their classroom. Ask one person from each group to record these for collation and sharing.</p>	8 minutes
<p><b>2   Introduction</b></p> <ul style="list-style-type: none"> <li>Hand out Learning area explorer workshop agenda (one per table).</li> <li>Revisit the learning from the previous workshop.</li> </ul> <p><b>Opening statement</b></p> <p>Last workshop we found where the essence is most strongly emphasised in the learning area using a Wordle explorer process. The intention of this workshop is to reinforce and build on this learning through another process using a print version of the Australian Curriculum. Although this may seem to be a similar process, exploring the curriculum in these ways shows the strong emphasis of the essence in the learning areas in very different ways. It provides us with multiple representations to develop understanding.</p>	5 minutes
<p><b>3   Engagement process</b></p> <p><b>Supporting statement</b></p> <p>The Learning area explorers come from the Australian Curriculum learning area components (rationale, aim, content strands, achievement standards etc). They have been constructed for ease of viewing.</p> <ul style="list-style-type: none"> <li>Ask participants to form small groups of two or three.</li> <li>Hand out one copy of a <i>Learning Area Explorer</i> to each group.</li> </ul>	5 minutes
<p><b>4   Learning process</b></p> <p><b>a</b> Small group: invite participants to look through the Learning area explorer to find the components where the essence statements from workshop 1 are most strongly emphasised.</p> <p>Point out that often we expect the essence to appear in the rationale, but it may be more strongly emphasised in another component, or across the components of that learning area.</p> <p><b>b</b> Highlight key words: ask participants to highlight words in the Learning area explorer document that match with the group's essence statement.</p> <p>Point out that it is not necessary to read every word, but instead to get a sense of the content in each component of the curriculum.</p> <p><b>c</b> Ask participants to take note of the components of the curriculum that have the most highlighted words.</p> <p><b>d</b> Group discussion: ask participants to compare findings. Documents could be displayed on the wall for easy comparison or use large tables.</p> <p><b>Prompt questions</b></p> <ul style="list-style-type: none"> <li>What do you notice about the different learning areas?</li> <li>In which components of the learning area is the essence most strongly emphasised?</li> <li>Is this surprising? Is this where you thought it would be?</li> <li>When year levels within learning areas are compared, are there any patterns?</li> <li>How do these findings compare to your findings from the Wordle explorer process?</li> </ul>	20 minutes
<p><b>4   Commitment to action</b></p> <p>Ask participants to think of one new strategy they could try to enact the essence of a learning area in their classroom. Let them know they will be sharing this strategy at the next workshop.</p>	2 minutes
<p><b>5   Summary of learning</b></p> <p>Make a note of the components of the Australian Curriculum that support us to enact the essence?          How did using two different processes help us to identify the components that most strongly emphasise the essence?          How might you use a similar process in your teaching practice?</p>	5 minutes

