

PLANNING: FREQUENTLY ASKED QUESTIONS

1. Where do I start?

Know what you are planning – a programme, a unit, or a lesson.

2. What's the difference?

A programme, sometimes called a scheme of work or a syllabus, is usually a long-term plan (2–3 years). The programme is like a roadmap showing how and when you will cover all of the achievement objectives/whāinga paetae at a particular level of the curriculum/marautanga.

The programme can also detail summative and formative assessments and any large areas of knowledge or skill that need to be covered. These might be outlined in your localised school-based curriculum. An interactive template for programme plans for Te Reo Māori (NZC), Te Reo Māori (Te Marautanga o Aotearoa) and Pūtaiao (Te Marautanga o Aotearoa) is available on the Ako Panuku website.

A programme plan is then broken down into units of work. Units of work are based on a small number of achievement objectives, and are usually based on a context/theme of interest to students. The unit of work will include specific achievement objectives/whāinga paetae and areas of learning to be covered within a particular period e.g. 4–6 weeks, along with the type of formative and summative assessments that will be carried out. Units of work may focus on key inquiry questions to be explored through the unit.

A unit of work will then be broken down further into a series of lesson plans which detail what will be taught and how it will be taught each lesson. A lesson plan might include a recap of the previous lesson, specific vocabulary, teaching strategies, new ideas to be introduced and the resources needed to support the new learning etc.

3. What do I need?

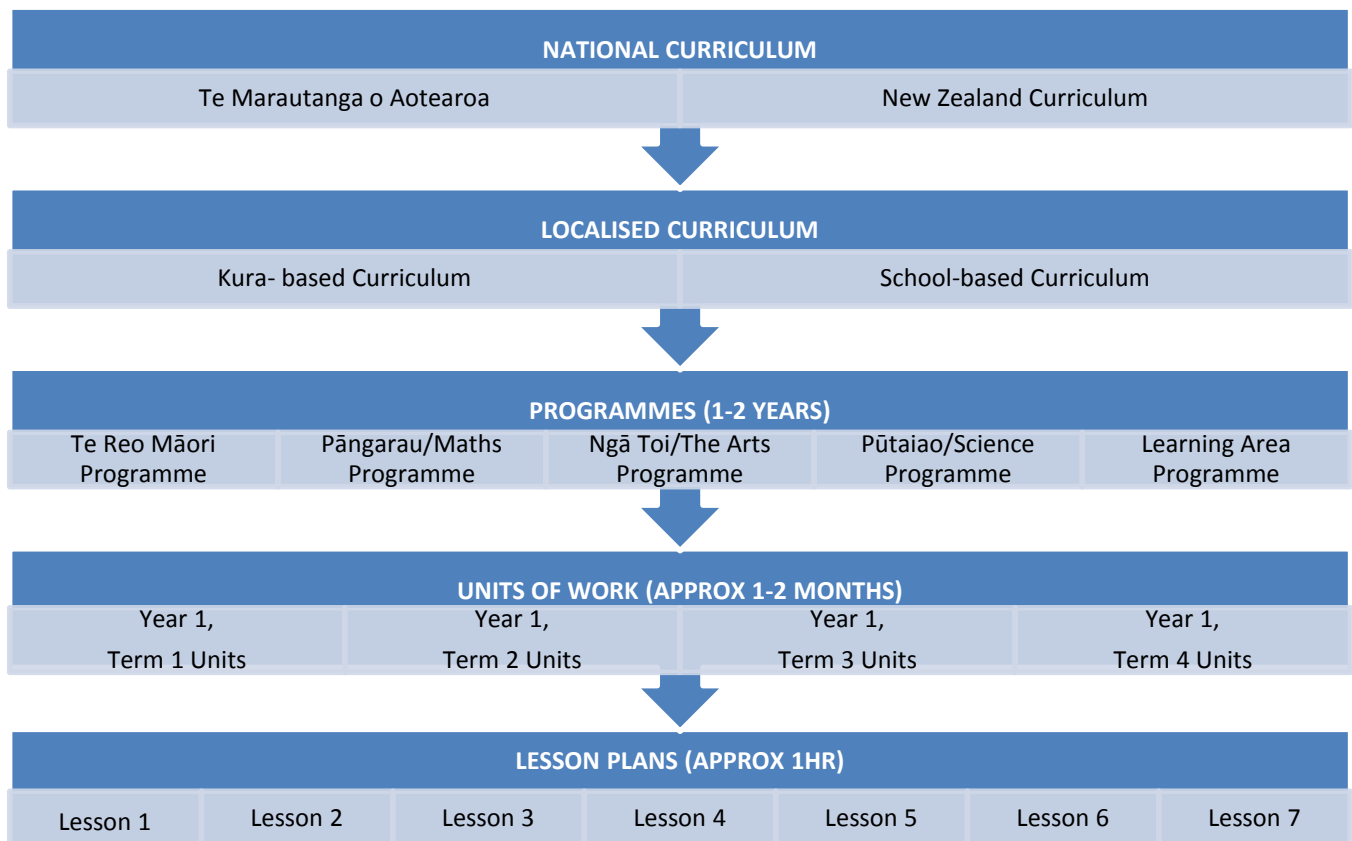
You will need:

- the curriculum document (Te Marautanga o Aotearoa or the New Zealand Curriculum).
- Your local kura/school-based curriculum if your kura has one.
- Formative assessment data.
- Any other evaluation information which tells you about your learners – their interests, knowledge, skills, attitudes.
- Your school's student achievement targets.
- If you already have a long-term programme plan, you will need that too.

4. How do I use the curriculum to plan?

The curriculum sets out the direction for student learning. It provides guidance to schools about the design of their school-based curriculum. It looks at the experiences and knowledge that students should gain at a particular level. It does not provide pre-determined contexts for planning – schools can decide which contexts best meet the needs of their students. The curriculum document does tell us what is important in each learning area, the strands within the learning area and the achievement objectives within each strand.

Planning units of work directly from the curriculum is difficult because the curriculum is intended as a guide for planning programmes/schemes of work, rather than units of work or lesson plans. There is a type of whakapapa that applies to planning which looks something like this:



5. What are the basics to planning?

- Understanding the curriculum is a good place to start. Know the important knowledge, skills and attitudes that need to be covered at the level you are teaching. These should be drawn out into a programme plan that will ensure you cover all achievement objectives within the time expected (the guide is 2 years/level at levels 1–5; 1 year/level for Levels 6–8).
- Knowing your students is also an important starting point. Gather together information from your formative assessments which should tell you what they already know. That becomes the basis for what they need to learn. Formative assessment data should tell you where your students are at – what they already know and any gaps in their learning.
- From there, refer to the Achievement Objectives (AOs)/Whāinga Paetae (WPs) at the desired curriculum level. If you are developing a unit of work, the AOs or WPs will be outlined in your programme plan.
- Decide on a context that will best meet the needs of your students (motivation/prior knowledge/ etc).

- Using the context, break each AO into clear statements of learning expectations to ensure that progress can be measured. This also helps with lesson planning in a systematic way so that knowledge is built upon to work towards meeting the learning goals. Also think about assessment at this time.
- Design stimulating lessons that meet the learning progressions (lesson objectives) and allow the students to engage in shared activities. Think about pedagogy here. How best can you meet the needs of the students? What will you do to present the lesson? Allow the students to discover things on their own during this time as well. This is where good planning comes in.

6. What's available to help me?

Other teachers, school schemes of work, purchased resources/books etc. The curriculum document, TKI, books on effective pedagogy etc. If you are using Te Marautanga o Aotearoa, refer to the support materials for each learning area e.g., *Hei Korowai Tuatahi mō te Marautanga Reo Māori*.

7. What steps do I go through?

The teachers' inquiry cycle states that you need to:

- i. Ask what is important and worth spending time on, knowing first where the students are at. This provides a baseline and direction.
- ii. Decide which teaching and learning strategies will best help students to learn.
- iii. Assess and reflect on what has taken place and decide where to now.

8. I plan units of work based around kura-wide themes. Is that all I need to do?

Units of work provide the broad outline of 'what' should be occurring but do not necessarily the 'how'. Individual lesson planning, including learning outcomes for that lesson and success criteria, provide the detail of what needs to occur in a systematic way.

Some teachers work without a programme plan, planning only units of work. The risk here is that you may not know if you have covered everything in the curriculum. That is why it is important to have a programme plan which will ensure that you cover everything required. It is also very difficult to take an Achievement Objective/Whāinga Paetae and unpack it directly into a unit of work.