English Stage [X] (Year [X]) – teaching and learning program

[Name of program]

This resource is a sample teaching and learning program for Year [X], Term [X]. In this program, students will [copy and paste the information from the scope and sequence for the program].

[Note: all text within square brackets is to be replaced with text specific to the program. To assist you, the open bracket/first word and end bracket are highlighted. Square brackets are also to be removed.]

Table 1 provides a cover page for the teacher and class. Update the table based on the class details and contextual details.

Table 1 – class details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher | Class | Term and duration | Start date | Finish date |
| [Teacher name] | [Class name and code] | [Specify hours and make note of known interruptions to timetabled classes] | [Date, Week and Term] | [Date, Week and Term] |

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**Updating the table of contents**

Want to update the table? Have you added content to the document and noticed the page numbers have changed? As you add content to this report, you can update the table of contents to accurately reflect the page numbers within the resource. To update the table:

* Right click on the table and select ‘Update table of contents’ (in the browser version) or ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table.
* In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

# About this resource

This teaching and learning program template has been developed to assist teachers in NSW Department of Education schools to create learning experiences that are contextualised to their students’ needs, interests and abilities for the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022). It provides an example of one way to structure teaching and learning programs. This template follows the Phases approach to programming and guides the development of conceptual understanding.

## Target audience

This sample is intended to support teachers and curriculum leaders as they develop contextually appropriate teaching and learning resources for the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022).

## When and how to use

This teaching and learning program template has been designed for teachers and curriculum leaders. The program template and the outcomes tracker can be used as a basis for the teacher’s own programming, outcome mapping, assessment planning and scope and sequence design. It provides one example of how the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022) can be enacted. The program template is not intended to be taught exactly as is presented in its current format. Teachers using this program template and the associated materials should adapt these to suit their students’ needs, interests, abilities and the texts selected. The [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage provides a suite of sample teaching and learning programs that demonstrate the diverse ways this template can be used. To complement the use of this template, you may choose to use the **Sample scope and sequence template for Years 7–10** on the [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage.

## The organisation of this teaching and learning program into phases

This teaching and learning program template is organised according to the principles of the Secondary English curriculum team’s ‘[Phases approach to conceptual programming’](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10/phases-approach-to-conceptual-programming). The term ‘phase’ helps to organise planning by identifying the specific purpose of each section within a teaching program. Each phase focuses teacher and student attention onto matching learning intentions. These are aligned with appropriate and effective strategies, particularly for the development of deep student conceptual engagement. The Phases project aims to support the sequencing and progression of learning based on the pedagogical principles of:

* clear learning intentions and success criteria
* specific process verbs linked to outcome content
* the organisation of interactions in the learning environment that extend from teacher-directed, through to collaboration and independent practice.

# [Name of program]

The overview provides an outline of key information about the teaching and learning program, assessment, the syllabus and the core texts.

## Overview

Students will [use the overview from the scope and sequence]. This teaching and learning program supports students to [outline what the program intends to do. This should expand on the information provided in the scope and sequence; it should align to and elaborate on the outcomes and content but it does not need to be long].

**Teacher note:** the overview establishes the learning goals, identifies what is going to be achieved and the reasons for the content and structure of the program. It should align with the syllabus outcomes and reflects the requirements of the syllabus planning tool, the scope and sequence and the assessment schedule. The value of the learning beyond the classroom should be established along with a connection to the wider world and the relevance to students’ futures.

**Duration:** this program of lesson sequences is designed to be completed over a period of approximately [X] weeks.

## Guiding questions

The guiding questions below outline the direction of the learning for the program. They are developed in relation to the syllabus aim and rationale, the relevant syllabus outcomes and the evidence base. They can support class discussion and help students monitor their learning.

* [Copy and paste these from the scope and sequence].

### Conceptual programming questions

The conceptual programming questions should be carefully aligned to outcome content points, and act as a guide for the teaching and learning. These provide the teacher and students with further opportunities to consider the conceptual direction of learning.

Table 2 – overview of the 6 phases and accompanying conceptual programming questions

|  |
| --- |
| **Phase 1 – engaging with the unit and the learning community** |
| * [This is a short phase and the 1–2 conceptual programming questions should be achievable in 2–3 lessons]. * [Teachers should aim for 2–3 lessons for students to engage with the unit and connect the learning to their goals as a learning community]. |
| **Phase 2 – unpacking and engaging with the conceptual focus** |
| * [This is a short phase and the 1–2 conceptual programming questions should be achievable in 3–5 lessons]. * [Teachers should aim for 3–5 lessons to introduce conceptual understanding and the assessment]. |
| **Phase 3 – discovering and engaging analytically with the core text** |
| * [This is a longer more in-depth phase as students discover and connect with the core text(s). Aim for 2–3 conceptual programming questions]. * [This phase builds on Phase 2 and may be repeated if other texts are introduced]. |
| **Phase 4 – deepening connections between texts and concepts** |
| * [This phase is about applying learning from Phase 3 and expanding on thinking to the world beyond the text. Aim for 1–3 conceptual programming questions]. |
| **Phase 5 – engaging critically and creatively with model texts** |
| * [This phase is about experimentation in relation to model texts and is often integrated with other phases. Aim for 1–2 conceptual programming questions]. * [Features of this phase include experimenting with language forms and features of model texts, and core formative tasks]. |
| **Phase 6 – preparing the assessment task** |
| * [This phase builds on itself from program to program showing how students’ assessment practices have consolidated throughout the year. This phase may not change significantly from program to program because of this focus. Aim for 2–3 conceptual programming questions]. * [Activities in this phase may be mentioned and integrated throughout the program but should still be provided as a sequence in their own table]. |

## Assessment overview

**Teacher note:** provide a concise overview of the formal assessment aligned with this program and an outline of the formative assessment practices.

**Formal assessment:** [this must align with the scope and sequence and the assessment document].

**Formative assessment:** [this must align with any core formative tasks planned, build toward the formal assessment, and align with the scope and sequence and the assessment document].

### Outcomes and content groups

A student: [this must align with the scope and sequence and the assessment document. List the outcome codes, outcomes and content groups].

* [**Outcome code** outcome text]
* [content point]

## Core texts and text requirements

The text(s) identified in the table below have been used as ‘core texts’ in this program. [In this section, identify the text(s) used in the program. The prompts in the table below are a guide to assist in structuring information and ensuring alignment to text requirements. Add additional rows to the table as required].

Table 3 – core texts and their alignment to the text requirements

|  |  |  |
| --- | --- | --- |
| Text | Text requirement | Annotation and overview |
| [Author] [(Year)] [Title], [Publisher]. | The [text] helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022) [state aspect(s) of the text requirements addressed by the text. Where relevant, also include outcome and content point].  This [text] contains a range of markers which align to the [text complexity] level of the Text Complexity scale as per the [National Literacy Learning Progression (NLLP) (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/). It provides students opportunities to engage with a text with [features of text complexity]. | [Brief overview of text].  A study of this text will allow for students to explore [issues, topics, text types or genres]. It will allow for the development of [skills and knowledge]. |

## Prior and future learning

**Teacher note:**. This overview highlights the important learning that should have come before and provides an indication of what this learning can lead to in future. This helps students make connections and transfer knowledge while reducing cognitive load.

[In the section, provide a brief outline of prior and future learning relevant to your context].

Some suggested areas of focus to activate prior knowledge could include:

* [see the published teaching and learning programs on the English K–12 [Planning, programming and assessing 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage for examples of what could be included in this section]
* [XXX]
* [XXX].

Some potential future links to other programs in the English Stage [X] course could include:

* [make connections to planned future learning as outlined in the scope and sequence document]
* [XXX]
* [XXX].

## Pre-reading for teachers

[In this section, provide a brief outline of no more than 3–4 relevant pre-reading materials. Include the relevance of the reading to the teaching and learning program or assessment and how this will support teacher practice].

The following texts and resources may be useful when preparing to teach this program. All are included in the reference list at the conclusion of this document.

* [see the published teaching and learning programs on the English K–12 [Planning, programming and assessing 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage for examples of what could be included in this section]
* [XXX]
* **[XXX].**

# Phase 1 – engaging with the unit and the learning community

**Generic phase statement – use this to guide the development of the program-specific statement. The approver removes this section on final review.**

The ‘engaging with the unit and the learning community’ phase is a brief and stimulating introduction and is intended to build the field for students. This phase contains the opening few lessons and is designed to pique interest in the program. To encourage a meaningful connection, activities in this phase focus on the learning process of engaging personally. This helps students establish learning dispositions, activate prior learning, make predictions and spark wonder and curiosity regarding the core ideas of the texts and program.

In the ‘engaging with the unit and the learning community’ phase, [use the generic statement above to guide the development of a program-specific statement. Explore the teaching and learning programs on the English K–12 [Planning, programming and assessing 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage for a model of what could be written here].

**Expected duration:** this phase should take approximately [X to X] lessons.

**Conceptual programming question(s)** – (sub-questions that drive the choice of strategies in this phase):

* [These must match the questions in the ‘Conceptual programming questions’ in Table 2. They should be explored within the phase and may be explicitly referenced at key points. There should be a clear alignment between the questions and the phase content and outcomes]?
* [XXX]?

Table 4 – engaging with the unit and the learning community

|  |  |  |
| --- | --- | --- |
| Outcome and content | Teaching and learning sequence | Evidence of learning and evaluation |
| [Provide the Outcome code, the content group and the content point – example of formatting provided in following row] | [This is where the learning intentions (LI) and the activities that support the delivery of this intention are outlined. Visit the Explicit teaching webpage for support and guidance in [Sharing learning intentions](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-learning-intentions).  Learning intentions are written for students. They are the ‘what we are learning’ rather than ‘what we are doing’. They let the students answer, ‘Where am I going?’.  Decontextualise the learning intention(s) from the content and focus on the skill, knowledge or understanding:   * Knowledge – about, how, why, causes * Skill – ‘to be able to’ recount, solve, work as a team, identify, experiment * Understand – the causes of, the effects of, how, why x causes y   There should be a clear connection between the syllabus outcome content, the learning intention(s) and the activities and resources guiding students through the development of particular knowledge, understanding and skills.] | [This is where suggested success criteria and the evidence of learning used to enable students to demonstrate their knowledge, understanding or skills can be outlined. Differentiation can occur in the success criteria and may be co-constructed with students. Visit the Explicit teaching webpage for support and guidance in [Sharing success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria).  Differentiation can be supported by making contextual modifications to the success criteria and the resources]. |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]**  Note: bold highlighted outcome content is not addressed in this sequence. [There will be times when all elements of a content point will not be addressed. Bold and highlight in yellow to track this.] | **Phase [X], sequence [X] – [sequence name]**  **Learning intention[s]**  By the end of this learning sequence, students will:   * **[state what the expected learning is by the end of this sequence – what will students know, understand and be able to do – the success criteria then elaborates on this and makes clear how students will show this to the teacher]** * [knowledge focus – understand/ know that / know why /develop preliminary knowledge about / deepen their knowledge of why …] * [skills focus – develop/assess/be able to .../present an argument …/able to work effectively with …] * [understanding focus – understand why/understand how/understand the cause] * [draw on the explicit teaching strategy of [Sharing learning intentions](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-learning-intentions) as needed].   **[See the published teaching and learning programs on the English K–12** [**Planning, programming and assessing 7–10**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) **webpage for examples of how to structure teaching and learning sequences].**   * [Each learning activity should have a separate bullet point. Consider starting each bullet point with a bold instruction that contains a clear sense of purpose, what the teacher/students will do in order to achieve a specific purpose. This helps keep learning narrow/deep and carefully aligned to the outcomes.] * **[Each sequence should conclude with a** [checking for understanding](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/checking-for-understanding) **opportunity that provides the teacher and students with a succinct way to assess whether the intended learning has been achieved. This could be connected to the explicit reading/writing/conceptual focus that is embedded within the teaching and learning activities].** | **Success criteria**  To demonstrate their learning, students can:   * [write/craft/ represent clear and appropriate … that shows …] * [identify/explain/ describe the … including …/ compare and contrast …] * [conduct an appropriate discussion sharing …] * [outline reasons/ define X methods/plans/ structures/ evidence] * [construct the … using … /describe X using Y …] * [draw on the explicit teaching strategy of [Sharing success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria) as needed].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note:**  **[Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [if there is more than one learning intention] * [the heading Learning intentions will be plural]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |

# Phase 2 – unpacking and engaging with the conceptual focus

**Generic phase statement – use this to guide the development of the program-specific statement. The approver removes this section on final review.**

The ‘unpacking and engaging with the conceptual focus’ phase establishes the driving textual concepts which are the focus of the program. This foundation is near the start of the program and all phases continue to elaborate and refine the conceptual focus established during this phase. Students are supported to develop their understanding of how and why composers shape audience responses to their texts.

To encourage a meaningful connection, activities in this phase focus on the learning processes of understanding, connecting and experimenting. A core formative task that establishes current knowledge, understanding and skills could be used in this phase.

Key terminology is introduced through strategies, and graphic organisers and other thinking routines can help make this phase engaging and relevant. The formal assessment is usually introduced during this phase and the processes and routines established are referred to at key junctures, such as the preparation of the assessment task or formal examinations.

In the ‘unpacking and engaging with the conceptual focus’ phase, students begin to explore the conceptual focus of the program. [Use the generic statement above to guide the development of a program-specific statement. Explore the teaching and learning programs on the English K–12 [Planning, programming and assessing 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage for a model of what could be written here].

**Expected duration:** this phase should take approximately [X to X] lessons.

**Conceptual programming question(s)** – (sub-questions that drive the choice of strategies in this phase):

* [These must match the questions in the ‘Conceptual programming questions’ in Table 2. They should be explored within the phase and may be explicitly referenced at key points. There should be a clear alignment between the questions and the phase content and outcomes]?
* [XXX]?

Table 5 – unpacking and engaging with the conceptual focus

|  |  |  |
| --- | --- | --- |
| Outcome and content | Teaching and learning sequence | Evidence of learning and evaluation |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intention**  By the end of this learning sequence, students will:   * [if there is only one learning intention the heading ‘Learning intention’ will be singular]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Core formative task [X] – [name of task]** [how these are embedded into sequences depends on the task. When planning core formative tasks think carefully about 'what is the actual task'. Pre-learning activities such as brainstorming or explicit teaching of a specific literacy feature are better as standalone tasks. In these cases, the core formative task may be the final bullet in a sequence (or second to last, followed by a reflection activity). For bigger core formative tasks, they could be their own sequence or integrated into a sequence with other activities.]  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note:**  **[Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – introducing the assessment task** [This phase is also an excellent place to introduce the assessment so students begin the recursive compositional process early in the program. Instructions here must align with the assessment notification and the resources. It usually makes connections to the support that is to be provided in Phase 6.]  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note:**  **[Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |

# Phase 3 – discovering and engaging analytically with the core text

**Generic phase statement – use this to guide the development of the program-specific statement. The approver removes this section on final review.**

The ‘discovering and engaging analytically with the core text’ phase facilitates a strong initial personal connection to the text. The ways in which students approach the core text will impact strongly on their enjoyment of the program, engagement with the learning and their potential for success.

The aim is to showcase the distinctive language forms and features of the text that make it unique and appealing to responders. Students begin investigating the ways language forms and features are used by composers for specific purposes and effects. Students are guided to respond analytically and experiment with the application of known and new knowledge and skills.

This is usually a longer phase and core formative tasks are a central focus. Connections will be made to Phase 5 and Phase 6. Teaching and learning activities progress from teacher-centred, through guided and collaborative, towards independent application. These deepen students’ conceptual understanding through the core text. Students demonstrate their knowledge and skills through a range of analytical compositions. Stimulating, student-centred and problem-focused, activities invite engagement and make connections to the students’ experiences and wider reading.

In the ‘discovering and engaging analytically with the core text’ phase, students will investigate [use the generic statement above to guide the development of a program-specific statement. Explore the teaching and learning programs on the English K–12 [Planning, programming and assessing 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage for a model of what could be written here].

**Expected duration:** this phase should take approximately [X to X] lessons.

**Conceptual programming question(s)** – (sub-questions that drive the choice of strategies in this phase):

* [These must match the questions in the ‘Conceptual programming questions’ in Table 2. They should be explored within the phase and may be explicitly referenced at key points. There should be a clear alignment between the questions and the phase content and outcomes]?
* [XXX]?

Table 6 – discovering and engaging analytically with the core text

|  |  |  |
| --- | --- | --- |
| Outcome and content | Teaching and learning sequence | Evidence of learning and evaluation |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intention**  By the end of this learning sequence, students will:   * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |

# Phase 4 – deepening connections between texts and concepts

**Generic phase statement – use this to guide the development of the program-specific statement. The approver removes this section on final review.**

The ‘deepening connections between texts and concepts’ phase is centred on extending students’ conceptual understanding. Students investigate and evaluate the distinctive qualities of the text and apply this in context. Students demonstrate their understanding of the connections between the core text, the conceptual focus and the wider world. Students continue developing their understanding and appreciation of the choices made by the composer to shape meaning.

This is usually a longer phase and core formative tasks are a central focus. Connections will be made to Phase 5 and likely made to Phase 6. Teaching and learning activities progress from teacher-centred, through guided and collaborative, towards independent application. Students are provided the opportunity to practise responding and composing collaboratively and individually. They are also guided to reflect on the process of composition.

In the ‘deepening connections between texts and concepts’ phase, students [use the generic statement above to guide the development of a program-specific statement. Explore the teaching and learning programs on the English K–12 [Planning, programming and assessing 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage for a model of what could be written here].

**Expected duration:** this phase should take approximately [X to X] lessons.

**Conceptual programming question(s)** – (sub-questions that drive the choice of strategies in this phase):

* [These must match the questions in the ‘Conceptual programming questions’ in Table 2. They should be explored within the phase and may be explicitly referenced at key points. There should be a clear alignment between the questions and the phase content and outcomes]?
* [XXX]?

Table 7 – deepening connections between texts and concepts

|  |  |  |
| --- | --- | --- |
| Outcome and content | Teaching and learning sequence | Evidence of learning and evaluation |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |

# Phase 5 – engaging critically and creatively with model texts

**Generic phase statement – use this to guide the development of the program-specific statement. The approver removes this section on final review.**

The ‘engaging critically and creatively with model texts’ phase is centred on students’ exploration and experimentation with model texts. They focus on the language forms and features necessary to complete the formal assessment task. With each model text, whether a stimulus text or their core text, students will investigate the ways in which a composer has used codes and conventions for effect. This phase can be a standalone or integrated within other phases. It is where the core formative tasks focused on experimentation are placed.

Students respond critically and creatively to texts. They use modelled, guided and independent learning structures to explore how composers position the readers’ response at the text, sentence and word levels. Students experiment with language features, syntax and vocabulary during low-stakes writing exercises where they will receive peer and teacher feedback in order to deepen understanding and skills. The teacher works with students to build skills in monitoring and planning so that they can edit and refine their work.

In the ‘engaging critically and creatively with model texts’ phase, students [use the generic statement above to guide the development of a program-specific statement. Explore the teaching and learning programs on the English K–12 [Planning, programming and assessing 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage for a model of what could be written here].

**Expected duration:** this phase should take approximately [X to X] lessons.

**Conceptual programming question(s)** – (sub-questions that drive the choice of strategies in this phase):

* [These must match the questions in the ‘Conceptual programming questions’ in Table 2. They should be explored within the phase and may be explicitly referenced at key points. There should be a clear alignment between the questions and the phase content and outcomes]?
* [XXX]?

Table 8 – engaging critically and creatively with model texts

|  |  |  |
| --- | --- | --- |
| Outcome and content | Teaching and learning sequence | Evidence of learning and evaluation |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |

# Phase 6 – preparing the assessment task

**Generic phase statement – use this to guide the development of the program-specific statement. The approver removes this section on final review.**

The ‘preparing the assessment task’ phase is centred on supporting students to complete the formal assessment. The structure enables students to submit a response that best represents their learning. Students engage in a recursive compositional process involving planning, monitoring, revising and reflecting. This supports student ownership of the responses they compose.

The phase supports both the experimentation within formative tasks and the preparation for the formal assessment. The activities and resources within this phase are not meant to be completed consecutively, nor are they a checklist. They should be introduced when required, running concurrently within the other phases and adapted to suit students’ needs and interests. Some may take a few minutes in a once-off lesson, others will need to be repeated. Some may require an entire lesson.

The teacher recognises students’ prior understanding of assessment practices but should use this phase as an opportunity to deepen awareness of aspects that may have challenged students during the preparation of other assessment tasks. These may include understanding instructions, being aware of the demands of marking criteria, or using samples to improve their response.

In the ‘preparing the assessment task’ phase, students [use the generic statement above to guide the development of a program-specific statement. Explore the teaching and learning programs on the English K–12 [Planning, programming and assessing 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage for a model of what could be written here].

**Expected duration:** [strategies from within this phase are used concurrently with other phases. Students should be given adequate class time to develop ideas, practise composing and refine their work based on peer and teacher feedback].

**Conceptual programming question(s)** (**for this phase)** – (sub-questions that drive the choice of strategies in this phase):

* [These must match the questions in the ‘Conceptual programming questions’ in Table 2. They should be explored within the phase and may be explicitly referenced at key points. There should be a clear alignment between the questions and the phase content and outcomes]?
* [XXX]?

Table 9 – preparing the assessment task

|  |  |  |
| --- | --- | --- |
| Outcome and content | Teaching and learning sequence | Evidence of learning and evaluation |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |
| EN[X-XXX-XX]  [Include content group heading]  **[Include content group point]** | **Phase [X], sequence [X] – [sequence name]**  **Learning intentions**  By the end of this learning sequence, students will:   * [XXX] * [XXX]. | **Success criteria**  To demonstrate their learning, students can:   * [XXX] * [XXX].   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: [Record additional information designed to provide suggestions for ways to differentiate the 'evidence of learning' based on certain needs. Refer to the** [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) **webpage as needed].** |

# Core formative tasks

**Teacher note**: provide a succinct outline of the targeted formative assessment opportunities that build the knowledge and skills required in the formal assessment. These are active and intentional learning processes that partner the ‘teacher and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement’ (Moss and Brookhart 2019:6). They provide an opportunity for teachers to provide feedback to students about their learning and how to improve. This section does not need to record every formative task.

[Provide an outline of the core formative tasks embedded in the phases. Explore the teaching and learning programs on the English K–12 [Planning, programming and assessing 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage for a model of what could be written here].

Table 10 – core formative tasks

|  |  |  |
| --- | --- | --- |
| Core formative task and resource or activity number | Knowledge, understanding and skills | How the task can be used |
| ****Core formative task [x] – [name of task]****  [Brief overview of the task. This must align with the program. There should be clear connections to the assessment outcomes/content.] | Students:   * [state what they need to do to demonstrate their learning. This should be brief sentence fragments that build on the stem ‘Stems: …’ Only the final fragment ends with a full stop]. | Self, peer and teacher feedback on:   * [include a brief outline of the feedback opportunities. Ensure they are resourced in the program or clear connections to prior learning and resources are made within the sequence/resourcing for the task]. |
|  |  |  |

# Program evaluation

Evaluation and reflection are ongoing practices and teachers will evaluate the extent to which the planning of the program/unit has remained focused on the syllabus outcomes. During teaching, utilise the ‘Evidence of learning and evaluation’ column to record observations. At the conclusion of the program/unit, teachers and students should be given the opportunity to ‘reflect on and evaluate the degree to which students have progressed as a result of their experiences, and what should be done next to assist them in their learning’ as per NESA’s [Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units). This information should be used to improve the next iteration of the program and inform the following learning experiences for the students.

You may choose to use the [Stage 4 and 5 – English teaching and learning unit evaluation tool](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12/english-7-12-professional-learning-catalogue/unit-evaluation-tool-s4-5) as part of the evaluation process.

# The English curriculum 7–12 team

The English curriculum 7–12 team provides support for the delivery of the English curriculum 7–12 in NSW Department of Education high schools. All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au). If you use the program template in your faculty and school context, reach out to the English curriculum team. We would love English teams from across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of the e-news newsletter. Send submissions to [English.curriculum@det.nsw.edu.au](mailto:englishcurriculum@det.nsw.edu.au).

## Support and alignment

**Alignment to system priorities and/or needs**: this resource is evidence-based, as outlined below and supports English curriculum leaders to advance equitable outcomes, opportunities and experiences for their students. It also provides guidance that enhances the delivery of outstanding leadership and supports the planning of [explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies) practices as per the goals of the [Plan for Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education). It is an example of [Universal Design for Learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning) and aligns to the [School Excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) policy. It is designed to support school and curriculum leaders as they plan syllabus implementation. It can be used during the design and delivery of collaborative curriculum planning, monitoring and evaluation.

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 3.1.2, 3.2.2, 3.3.2. 3.4.2, 5.1.2.

**Assessment**: further advice to support formative assessment is available on the [Planning programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Consulted with:** [subject matter experts from the Curriculum and Reform, Inclusive Education, Strategic Delivery and Literacy and Numeracy teams].

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

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**Author:** English curriculum 7–12 team, NSW Department of Education

**Publisher:** State of NSW, Department of Education

**Resource:** sample teaching and learning program

**Related resources:** sample teaching and learning materials that use this template can be found on the [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage.

**Professional Learning:** relevant Professional Learning is available on the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3a88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and through the [English curriculum professional learning calendar](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12).

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**Review date:** 5 December 2025

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# References

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