English Stage 5 composite, Cycle 1 – sample scope and sequence

This is a sample scope and sequence for Cycle 1 in Stage 5. It is aligned to the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022).This sample scope and sequence reflects the first year of a 2-year teaching and learning cycle for a composite Year 9 and 10 class. The teaching and learning programs and assessment plans outlined in the scope and sequence are available on the [NSW Department of Education English curriculum website](https://education.nsw.gov.au/teaching-and-learning/curriculum/english).

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# Rationale

The sample scope and sequence will be useful during the engage phase of the [curriculum implementation cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/phases-of-curriculum-implementation?utm_source=w7t422&utm_medium=staffnoticeboard&utm_campaign=curriculum-reform). It has been designed to support schools where a stage, rather than academic cohort, delivery is employed. It is not a standalone resource. Programs and resources aligned to the scope and sequence 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. This sample is teacher facing and is designed to assist teachers as they familiarise themselves with the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022) and plan for implementation.

This resource has been developed to assist teachers in NSW Department of Education schools to create and deliver teaching and learning practices that are contextualised to their classroom. All NSW public schools need to plan curricula and develop teaching programs consistent with the *Education Act 1990* and the [NSW Education Standards Authority (NESA) syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z) and credentialing requirements. Scope and sequence documents form part of the ongoing evidence schools maintain to comply with the [Curriculum planning and programming, assessing and reporting to parents K-12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) standards and NESA’s [NSW Registration Process for the Government Schooling System Manual](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling).

Effective teaching of English requires a deep knowledge of the key concepts, ideas and skills in the syllabus, and an understanding of how to teach and assess these in local contexts to meet student needs.

## Purpose, audience and suggested timeframes

Many schools will have their own scope and sequence templates. This sample provides a brief overview of each teaching and learning program, the questions guiding the implementation of the outcomes, the outcomes and content groups driving the design of assessment and the text requirements.

A cycle forms one year of teaching and learning for a stage cohort, with each sample program designed to be delivered in a 10-week term. The sample Stage 5 scope and sequence builds on the Stage 4 focus of exploring texts for challenge, interest and enjoyment. Stage 5 explores effects on meaning and audience, and supports progression into Stage 6, where students engage deeply and critically with a range of texts.

This sequence is designed to be taught to students beginning their Year 9 journey, alongside students beginning Stage 6 in the following year. Changes have been made to ensure there is a mix of extending and engaging older students while still refining the core English skills and conceptual understanding of early Stage 5. When selecting texts in the composite setting, consideration should be given to the text requirements of Stage 5, ensuring the requirement of the range and types of texts are met across the stage. [Quality texts in Stage 4 and 5](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/english-s4-5-quality-texts) contains an overview of the texts used in sample teaching and learning materials.

The samples are designed to be flexible and able to be adapted and refined by teachers as they plan for student learning needs. Content groups are identified at the point of introduction to the students and should be revisited and consolidated throughout the year, based on assessment data. Some content groups/points will require more emphasis and repetition than others. This document details when specific outcomes and content groups could be introduced.

## Opportunities for collaboration

The following is an outline of some of the ways this sample scope and sequence could be used with colleagues as part of the professional learning cycle:

* Use the structure and/or content of the sample as a model and make modifications reflective of contextual needs.
* Examine the sample during faculty meetings and/or planning days and collaboratively refine the plan for each program and assessment based on faculty or school goals.
* Examine the sample during faculty meetings or planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and/or the sharing of student samples.
* Use the programming, assessment or text requirement suggestions as an opportunity to backward map Years 10–7 and consider the transition into Stage 6.
* Utilise support from 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 the [Rural Learning Exchange](https://education.nsw.gov.au/teaching-and-learning/curriculum/rural-and-distance-education/rural-learning-exchange#:~:text=What%20is%20the%20Rural%20Learning%20Exchange%3F%20The%20Rural,state%20in%20studying%20for%20the%20Higher%20School%20Certificate.) for professional learning opportunities and connection with other teachers across the state.

## Program overviews

**Teacher note:** teacher notes have been included at different points in this scope and sequence to provide guidance on changes made to suit the unique needs of a composite classroom environment. They have been added where guidance may be most needed.

### Representation of life experiences – how this has been modified for a Stage 5 cycle

Teaching and learning activities and the assessment should be adapted to reflect the difference between those students commencing Stage 5 and those progressing into Year 10.

**Year 9**: students beginning this stage should be exposed to the increased complexity of the requirements of Stage 5 throughout the program. Consideration should be given to the complexity of language and ideas within the texts chosen for Year 9 students.

**Year 10**: this program allows for diversity in text choice and themes addressed to accommodate the increased complexity required for Year 10 students within the Stage 5 class.

Table 1 – Stage 5, Cycle 1, Term 1 – Representation of life experiences

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will deepen their understanding of how language forms and features are used in narrative to represent life experiences. They will compose an imaginative response that represents a thematic concern, using evidence of the code and convention aspects of model texts. In composing their imaginative piece, Year 10 students could be supported to use hybrid forms of narrative to demonstrate the impact of form on making meaning. Students will experiment with narrative code and convention. This study will help students to craft their ideas about a particular social issue with the intention of positioning their audience.  **Teacher note**: teachers shouldchoose real-world issues and life experiences appropriate and relevant to their class cohort. Teacher consideration shouldbe given to the appropriateness of activities, texts and life experiencespresented, based on the year level and ability of students in the stage class. This may mean adapting elements, allocating to specific groups or omitting parts based on student need.  Students should be given the opportunity to present their written task in a form that is shared with the wider school community through electronic means, using the *What Matters?* competition as a model. |
| Guiding questions | * How can narrative be used to represent life experiences? * How does theme offer insights into an author’s perspective and how are audiences positioned to respond when encountering texts about real life? * How can composers challenge and experiment with code and convention in hybrid forms of narrative to present a thematic concern? |
| Assessment | Students will craft an imaginative piece of writing and a reflection about a topic that matters to them that will be shared with the school and wider community through electronic means. Part A – the imaginative response should be 500 to 600 words. In Part B – reflection, students will reflect on their process of composition and evaluate how their compositional choices helped them to achieve their purpose for the intended audience. The reflection should be 400 to 500 words.  **Teacher note:** the requirements of this task should be modified to accommodate the expectations of beginning of and end of stage learning in a Stage 5 class. Year 10 students should produce a 700-to-750-word imaginative response and a 500-to-550-word reflection with additional task requirements to show complexity in their understanding of the content and skills of the subject.  Opportunities can be explored with how to present student writing samples to the wider school community, through publication on the school website, social media posts or the creation of a zine. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN5-URA-01** and **ENLS-URA-01**: representation; code and convention, connotation, imagery and symbol; narrative  **EN5-URB-01** and **ENLS-URB-01**: theme; perspective and context  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; representing; text features; sentence-level grammar and punctuation; word-level language  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | Short prose that explores a range of cultural, social and gender perspectives, including from popular and youth cultures and by Australian authors.  **Teacher note:** the selection of core texts chosen should be reflective of the needs of the Years 9 and 10 students in the class. Consider using a variety of texts to meet the text complexity requirements and maturity levels of students in each year group. |

### Shining a new (stage) light – how this has been modified for a Stage 5 cycle

This unit explores a work of drama that is appropriate to the context of a combined Stage 5 class. Consideration should be given to the type of drama text chosen in light of the [text requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview).

**Teacher note:** if you have adopted Cycle 1 in a situation where your class has transitioned from individual academic years to a stage cohort, ensure Year 10 students study a Shakespearean play in this program to meet the text requirements of Stage 5. You may choose to draw on the Cycle 2 Shakespeare retold program to best meet this requirement in Cycle 1.

**Year 9**: learning activities allow for the explicit teaching of concepts such as perspective and context, code and convention and literary value to support Year 9 students being further exposed to these concepts

**Year 10**: opportunities are provided for Year 10 students to deepen their understanding of textual analysis and creation through differentiation of learning tasks and materials to assist in their preparation for Stage 6.

Table 2 – Stage 5, Cycle 1, Term 2 – Shining a new (stage) light

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will deepen their understanding of how a composer’s context shapes perspectives and representations in a text. Through engaging with a drama text, students will analyse and evaluate how and why drama is a compelling way to represent ideas, experiences and stories. Students will explore the perspectives and interpretations presented through the script and analyse how the playwright communicates powerful ideas.  **Teacher note:** students in Year 10 who have not yet studied Shakespeare will be required to do so in this program to meet the text requirements of Stage 5. See the **How this has been modified for a Stage 5 cycle** teacher note above for a suggestion of how to best meet this requirement. |
| Guiding questions | * How do playwrights use, experiment with or subvert the codes and conventions of drama to position audiences to accept, challenge or reject perspectives on the world? * How do playwrights represent contemporary issues through dramatic form? * How can contemporary texts use stories from the past to explore important ideas in new and engaging ways? |
| Assessment | Students will craft analytical responses to a range of unseen questions about their set text under timed conditions.  **Teacher note:** there should be differentiation in the questions created for students in Years 9 and 10 to reflect their placement within the stage. The questions for Year 10 students should be designed to provide students with opportunities to demonstrate a deeper and more thorough understanding of the content, skills and concepts of the study of English appropriate to the end of the Stage 5 course. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN5-URA-01** and **ENLS-URA-01**: code and convention; point of view; characterisation  **EN5-URB-01** and **ENLS-URB-01**: perspective and context; argument and authority  **EN5-URC-01** and **ENLS-URC-01**: intertextuality; literary value  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; representing; speaking; text features; sentence-level grammar and punctuation; word-level language  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising, reflecting |
| Text requirements | Drama texts by Australian playwrights that explore cultural, social or gender perspectives.  **Teacher note:** students in Year 10 who have not yet studied Shakespeare will be required to do so in this program in order to meet the text requirements of Stage 5. See the **How this has been modified for a Stage 5 cycle** teacher note above for a suggestion on how to best meet this requirement. |

### Poetic purpose – how this has been modified for a Stage 5 cycle

This program provides opportunities for poems of varying complexity to be presented to students in a Stage 5 class. The core texts should reflect the knowledge and skills associated with the diversity of learners in Years 9 and 10.

**Year 9**: explicit teaching of the textual concepts of theme, style and connotation, imagery and symbol will support Year 9 students to begin to explore the application of these concepts to a collection of poems from Aboriginal poets.

**Year 10**: students moving towards the end of the Stage 5 course should be provided with opportunities to deepen their textual analysis of concepts and skills associated with language, form, purpose and style for a specific audience to prepare for Stage 6 studies.

Table 3 – Stage 5, Cycle 1, Term 3 – Poetic purpose

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop their appreciation of how poetry allows composers to experiment with language, form and style for a specific purpose and audience. Students will study a collection of poems by Aboriginal poets and analyse the way the texts affirm or challenge diverse and complex perspectives and experiences. They will analyse and evaluate how poetry prompts responders to reflect, make connections and expand their understanding of others and the world. |
| Guiding questions | * How does poetry allow composers to experiment with and manipulate language, form and style to express complex ideas? * Why is poetry an effective way to say something powerful about complex ideas or views? * How do Aboriginal authors use poetry in new and innovative ways to represent their perspectives and experiences? |
| Assessment | Students will compose an informative and analytical podcast that explores how their study of one to 2 poems has expanded their thinking about themselves and the world.  **Teacher note:** this task could be completed in mixed-year pairs or groups. Students should be provided with explicit criteria concerning the requirements of the podcast. Expectations of the task should be differentiated to show higher levels of textual analysis and mastery for Year 10 students and should be explicitly communicated in task instructions and marking criteria. The use of differentiated model responses in class should reflect these expectations. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN5-URA-01** and **ENLS-URA-01**: code and convention; connotation, imagery and symbol  **EN5-URB-01** and **ENLS-URB-01**: theme; perspective and context; style  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; speaking; text features; word-level language  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | A collection of poetry by Aboriginal poets which explores a range of cultural, social and gender issues. |

### Exploring the speculative – how this has been modified for a Stage 5 cycle

This program allows for the selection of texts to be tailored for students in Years 9 or 10 so they can meaningfully engage with the concepts of genre and literary value, depending on where they are in the stage continuum. Activities can be modified to utilise varying levels of scaffolding with students across the stage level.

**Year 9**: consideration should be given to the text chosen to support students at the middle of the stage level to maintain their engagement with the process of reading for challenge, interest and enjoyment.

**Year 10**: students in Year 10 should be supported to develop their writing skills to be reflective of the rigour associated with Stage 6 study.

Table 4 – Stage 5, Cycle 1, Term 4 – Exploring the speculative

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop their understanding of how the style of a text can represent larger ideas through genre. Students will explore how the composers of speculative fiction use their texts to comment on real-world concerns. Students will analyse the form and features of a suite of texts to develop their understanding of how and why genres evolve in response to changing values. |
| Guiding questions | * Why do composers use, manipulate and subvert the elements of genre to provide commentary about the world? * What are literary or cultural movements and how do they shape the style and popularity of specific genres? * How do characters in speculative fiction narratives serve structural roles and represent ideas and values? |
| Assessment | Students will craft a discursive response exploring the relationship between speculative fiction and the ‘real’ world. Students will engage with the ideas of at least one of the set texts.  **Teacher note:** the specific requirements of the discursive response for Year 9 and Year 10 students should reflect the mid-point and end of the stage. These should be conveyed to each group of students (Years 9 and 10) in the assessment task notification through differentiated instructions. The use of differentiated model responses to demonstrate the differentiated requirements should be used to support students in achieving success. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN5-URA-01** and **ENLS-URA-01**: point of view; characterisation; narrative  **EN5-URB-01** and **ENLS-URB-01**: theme; perspective and context, style  **EN5-URC-01** and **ENLS-URC-01**: genre; literary value  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features; sentence-level grammar and punctuation; word-level language  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | Extended prose fiction and film. Depending on the novel and film selected, students could be provided with a range of supporting textual experiences reflective of the English 7–10 Syllabus text requirements.  **Teacher note:** consideration is to be given to the texts chosen given the combination of Years 9 and 10 students in the class. These should be in line with school and Department of Education policies concerning [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) and [audiovisual material rating guidelines](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/creative-arts/7-12/advice/creativearts-audio-visual-materials-in-schools-advice.docx). |

# 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.

## Share your experiences

If you use this scope and sequence in your school/faculty, reach out to the English curriculum team and share your experience. You may like to consider sharing an observation, experience, strategy or resource for the ‘Voices from the Classroom’ section of our newsletter. All submissions may be sent to [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

## Support and alignment

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).

**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 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 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468). 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 the School Excellence Framework**: this resource aligns with the [School Excellence Framework Leading](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) domain – Educational leadership and the Learning domain – Curriculum as it models syllabus-aligned programming and assessment planning. It provides strategies for engaging in collaborative curriculum planning.

**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) 2.2.2 (2.2.4), 2.3.2 (2.3.4) 3.2.2 (3.2.4) as it provides an example of how to use syllabus requirements in the planning, design, implementation and review of coherent and well-sequenced programming and assessment plans.

**Consulted with:** Curriculum and Reform subject matter experts and teachers and head teachers from across NSW.

**NSW Syllabus:** [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

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

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

**Related resources:** further resources to support programming and assessment can be found on the [NSW Department of Education Teaching and learning website.](https://education.nsw.gov.au/teaching-and-learning)

**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).

**Creation date: 8 May** 2024.

# References

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NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au/home](https://curriculum.nsw.edu.au/).

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