English Stage 5 composite, Cycle 2 – sample scope and sequence

This is a sample scope and sequence for Cycle 2 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 second 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 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.

### Novel voices – 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 narrative and point of view, 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. Teachers should consider the selection of a range of quality novels to suit the needs of students entering Stage 5, as well as those of students approaching Stage 6 in the following year.

**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 1 – Stage 5, Cycle 2, Term 1 – Novel voices

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students engage with a novel to explore how authors use narrative conventions to represent ideas and shape meaning. As they study the teacher-selected novel, students deepen their understanding of how elements of prose fiction and point of view can be used to influence a reader’s response to the text. Students will explore how characters in texts can be lifelike constructions with whom an audience can establish intellectual and emotional connections. |
| Guiding questions | * How can an author manipulate the conventions of the novel form to represent their ideas and values? * How can an author use elements of point of view to shape audience perceptions? * How can engaging, dynamic and complex characters strengthen and deepen an audience’s response to a text (Year 10)? |
| Assessment | Students will craft an extended analytical response that explores the authorial intentions of the composer.  **Teacher note:** the response should be between 800 to 1000 words for Year 10 students. Year 9 students should work to the completion of a response between 600 and 750 words. The use of differentiated model responses in class should indicate to students the requirements and expectations of each task based on their placement in the stage. Implementing targeted student groupings in composite classes may be beneficial, as different groups are likely to have diverse needs regarding word count, scaffolding and referencing. |
| 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**: point of view; characterisation; narrative  **EN5-URB-01** and **ENLS-URB-01**: theme  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features, sentence-level grammar and punctuation  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | Extended prose that explores a range of cultural, social and gender perspectives, including from popular and youth cultures and by Australian authors. Texts chosen by students for personal interest and enjoyment. |

### Reshaping the world – how this has been modified for a Stage 5 cycle

The learning overview below has 2 additional sentences to the English curriculum team’s Year 10 sample program. This reinforces the concept that all students will develop their understanding of why and how the Romantic era produced a very particular type of poetry that revolutionised how the world was presented. The emphasis on engagement with poetry, and its impact on texts and society, positions the teacher to support the diverse cohort found in a composite classroom.

**Year 9**: students at the beginning of the stage may require additional support to access the conceptual nature of Romantic era poetry in reshaping the world in the late 18th to early 19th century. Students may also struggle with the language and contextual understanding of this period. Consideration should be given to the texts presented and support required to understand the world of these texts.

**Year 10**: students approaching the end of the stage should be supported to engage with a wide variety of texts from different time periods. This will support the skills required for Stage 6 study.

**Teacher note:** teachers should use their professional judgement to determine how to approach this program in a composite setting. A study of war poetry or a Voices of a generation-style of approach may be more suitable. Additional guidance has been provided to accommodate this topic for a composite class to meet the needs of Year 9 and Year 10 students.

Table 2 – Stage 5, Cycle 2, Term 2 – Reshaping the world

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore a collection of poems from the Romantic era which reflected the values and concerns of that period and led to new ways of thinking about the world. This program is designed to engage students in how poetry can impact other texts and society. Romantic poetry, born from a time of immense social, political and cultural upheaval, continues to resonate with new audiences by addressing universal themes and emotions. Throughout their study, students will consider the enduring and universal power of poetry to connect with new audiences in different contexts. Students will gain a deep appreciation of how the aesthetic qualities and stylistic features of Romantic poetry can represent larger ideas and philosophies. Students analyse how figurative language and devices can be used to represent complex ideas, thoughts and feelings about the natural world.  **Teacher note:** the selected poems should be used to offer varying access points for all students in a composite class to engage in the exploration of a literary movement. Teachers, being familiar with the capacities of their students, are well-positioned to determine the appropriate level of adjustment or extension needed for students to effectively engage with these texts. |
| Guiding questions | * What is a literary movement? * How can exploring a literary movement show the value of poetry across time (Year 9)? How can exploring a literary movement illuminate the enduring value of poetry in different contexts (Year 10)? * How can a poet’s use of style represent the themes and values of the Romantic era (Year 9)? How can a poet’s use of distinctive aesthetic qualities and stylistic features represent the broader concerns and values of the Romantic era (Year 10)? * How can figurative language be used to evoke complex ideas, thoughts and feelings about the natural world?   **Teacher note:** teachers, being familiar with the capacities of their students, are best positioned to determine the appropriate allocation of the guiding questions for students in Years 9 and 10 in their class. These guiding questions are designed to support the Reshaping the world program. If a different approach is taken to the study of poetry, these will need to be modified to suit. |
| Assessment | Students will complete a formal examination responding to unseen poems. They will respond to short answer style questions and an extended response in which students analyse at least 2 of the poems they have studied.  **Teacher note:** for summative assessments, less complex unseen texts, varied scaffolding and additional time may be beneficial for students in Year 9, while Year 10 students, who do not require disability adjustments, should be provided with examination-style assessments to prepare for Stage 6. |
| 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; connotation, imagery and symbol  **EN5-URB-01** and **ENLS-URB-01**: perspective and context; style  **EN5-URC-01** and **ENLS-URC-01**: literary value  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features; sentence-level grammar and punctuation  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | A collection of poems which are widely regarded as quality literature and represent Romantic perspectives and/or context. |

### Shakespeare retold – how this has been modified for a Stage 5 cycle

The study of a Shakespearean text is compulsory in Stage 5. Consideration should be given to the appropriateness of content for Year 9 students in the class when selecting the modern adaptation of the Shakespearean work, considering the school context, [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) and [audiovisual material policy](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/audio_proc.doc#:~:text=The%20use%20of%20classified%20films,M%20and%20MA%2015%2B%20material.).

Table 3 – Stage 5, Cycle 2, Term 3 – Shakespeare retold

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will engage in a study of a Shakespearean play and a modern film adaptation to examine the meaningful connections made between the texts. During their study of a Shakespearean play, students analyse how characters are constructed to develop an appreciation of the universality of Shakespeare’s characters. As students examine the modern adaptation of the play, they will consider how a composer’s contextual, creative and unconscious influences might impact their interpretation of and response to the text. Students will write discursively in response to the universal appeal of Shakespeare’s characters. |
| Guiding questions | * How do intertextual connections allow us to draw parallels and conclusions about the importance of context? * How do contemporary appropriations of Shakespearean characters reflect, challenge or subvert contextual values and attitudes (Year 10)? * How does context influence the representation and reception of ideas and characters in a text? |
| Assessment | Students will compose a discursive response in which they discuss the appeal of Shakespeare’s characters in the 21st century.  **Teacher note:** the specific requirements of the discursive response from Year 9 and Year 10 students should reflect the requirements that align with student placement in the stage. The requirements of the discursive response, the task structure and content are to be conveyed to each group of students (Years 9 and 10) in differentiated assessment task notifications. The use of differentiated model responses should be used in class to make explicit the requirements for each year group. |
| 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; characterisation  **EN5-URB-01** and **ENLS-URB-01**: perspective and context  **EN5-URC-01** and **ENLS-URC-01**: genre; intertextuality; literary value  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features; sentence-level grammar and punctuation  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | A Shakespearean drama text, widely regarded as quality literature which explores a range of cultural, social and gender perspectives, and a film text.  **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’s [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/policy-library/public/implementation-documents/audio_proc.doc#:~:text=The%20use%20of%20classified%20films,M%20and%20MA%2015%2B%20material.). |

### Digital stories – how this has been modified for a Stage 5 cycle

This program can be delivered as it appears in the Year 10 scope and sequence. Pairing Year 9 and Year 10 students in a multi-grade class enhances collaboration, enabling younger students to learn from peers while older students reinforce their knowledge through mentoring.

Table 4 – Stage 5, Cycle 2, Term 4 – Digital stories

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students engage with a range of multimodal digital texts to explore innovative ways to tell stories. Students will deepen their appreciation of how authority over meaning is negotiated through acts of authorship, publication and interpretation in digital texts. Students analyse a range of texts that manipulate digital technology to construct narratives. These texts tell a nonlinear or interactive story about a historical, social, cultural or ethical issue to communicate ideas and influence viewpoints. Students will apply the codes and conventions of multimodal texts to shape meaning in their own compositions. |
| Guiding questions | * How do multimodal digital texts challenge responder and composer experiences (Year 9)? * How can multimodal digital texts be used to construct narratives and explore complex ideas in innovative ways (Year 10)? * How do multimodal digital texts offer new and interactive reading experiences? |
| Assessment | Students will compose a multimodal digital text and reflection. They will tell a narrative in an innovative way and evaluate the effectiveness of their composition.  **Teacher note:** students from different year levels can engage with the process of group composition to create an interactive multimodal digital text. Clear criteria for the project should be provided, along with opportunities for learning and practice sessions on the relevant technology and conventions before the assessment. Teachers, being familiar with the capacities of their students, are well-positioned to determine the group allocation for students to effectively engage with these texts at appropriate ability levels. |
| 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  **EN5-URA-01** and **ENLS-URA-01**: representation; code and convention; narrative  **EN5-URB-01** and **ENLS-URB-01**: argument and authority  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing, representing  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | A range of text types inclusive of short prose, visual, spoken, multimodal and digital texts, reflecting a range of cultural, social and gender perspectives, including from popular and youth cultures. |

# 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](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) Leading 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).

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# References

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