Preliminary legal studies

Core Part I: The legal system – classification of law

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This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

# Overview

**Description:** this learning sequence addresses the classification of law and is the third sequence in a series addressing the Core Part 1: The Legal System within the Preliminary Legal Studies course. The lessons and sequences in this program of learning are designed to allow students to develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions. Students engage with the following themes and challenges:

* the need for law in the operation of society
* the importance of the rule of law for society
* the relationship between different legal institutions and jurisdictions
* the development of law as a reflection of society
* influences on the Australian legal system.

**Duration:** this program of learning is designed to be completed in approximately 4 hours. EAL/D learners may need additional time to be able to learn, practise and consolidate new language, knowledge and skills.

# Outcomes

A student:

* **P1** – identifies and applies legal concepts and terminology
* **P2** – describes the key features of Australian and international law
* **P3** – describes the operation of domestic and international legal systems
* **P4** – discusses the effectiveness of the legal system in addressing issues
* **P5** – describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
* **P6** – explains the nature of the interrelationship between the legal system and society
* **P7** – evaluates the effectiveness of the law in achieving justice
* **P8** – locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
* **P9** – communicates legal information using well-structured responses
* **P10** – accounts for differing perspectives and interpretations of legal information and issues.

[Legal Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies) © 2009 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024.

**Note:** the outcomes above are fully addressed when all learning sequences associated with Core Part 1 are taught. Individual learning sequences may not address all outcomes.

# Learning sequence 3 – classification of law

This sequence is designed to take 4 hours. Students will draw on knowledge from previous content in learning sequences 1 and 2, which address basic legal concepts and sources of contemporary Australian law. An understanding of key terms such as common law, civil law, public law and private law is needed and a glossary is provided in the Additional Information section associated with the sequence to support teaching and learning. This learning sequence is designed to support the development of student language and literacy skills in reading and writing including using text structure and vocabulary effectively in context. This sequence should be taught with awareness of the [Controversial Issues in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045).

Consider the following when adapting this learning sequence to your school context:

* The appropriateness of individual sources and content given the age and maturity level of your students.
* The presence of students with close links to the events discussed in the learning sequence. This is particularly important when referencing the impact of the legal system and laws upon Aboriginal and Torres Strait Islanders People.
* The literacy needs of students, especially in relation to reading and understanding legal sources.
* The opportunities to further differentiate the content to better support your students.

## Syllabus content

Table 1 – excerpt of Legal Studies Stage 6 Syllabus 2009

|  |  |
| --- | --- |
| Students learn about: | Students learn to: |
| * public law * criminal law * administrative law * constitutional law * private law * contract law * tort law * property law * criminal and civil court procedures including legal personnel * common and civil law systems | * outline different types of law * compare the purpose of different types of law * distinguish between civil and criminal court procedures * identify the role of legal personnel involved in the court process * compare and contrast common and civil systems |

## Vocabulary

**Note:** this part of the syllabus introduces a large amount of subject-specific vocabulary. Use Table 2 with students as new terms are introduced to support student growth in using legal terminology. [Legal Dictionary](https://www.lawaccess.nsw.gov.au/Pages/representing/lawassist_legalwords.aspx) and [Legal Speak Explained](https://www.cdpp.gov.au/victims-and-witnesses/commonly-used-terms) provide simple definitions of key terms. The table is referred to throughout the sequence.

Add new terms that you learn while completing this learning sequence to the template labelled Table 2.

Table 2 – vocabulary tracker

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Word or phrase | Definition | Synonyms | Antonyms | Home language translation | Use in a sentence |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Differentiation:** encourage EAL/D students to complete the home language column using their dominant language. Teachers should be aware that students may not know or understand the terms in their home language and that some English-language terms may not have an equivalent translation in a student’s home language. Alternative strategies to support EAL/D students to understand complex or technical vocabulary include the use of visuals, verbal explanations and demonstrations.

## Public and private law

### Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs. Success criteria can be differentiated to depending on the starting point of diverse students. For more information on this explicit teaching strategy, see [Sharing success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria).

**Learning intention**

Students:

* understand the classification of law as it applies to public and private law.

**Success criteria**

Students can:

* write one paragraph comparing the features of public and private law
* correctly identify whether public or private law applies to particular cases.

**Note:** teachers should consider the [Controversial Issues in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) and ensure all material used is appropriate for individual classroom and school context. The syllabus strongly recommends that students have opportunity to observe the operation of courts or tribunals during this learning sequence (accessible at [Rule of Law Education Centre](https://www.ruleoflaw.org.au/court-education/book-law-day-out/)).

**Defining public and private law**

Public law is the part of the law that addresses the constitution, the functions of government and the relationship between individuals and the state. It includes constitutional law, administrative law, tax law and criminal law. Private law is the part of the law that addresses relationships between individuals that are not directly relevant to the state. It includes property law, family law, contract law and the law of tort.

Draw on your prior knowledge to brainstorm the definitions of the below terms related to public law.

* administration
* constitution
* crime
* the state
* government
* tax.

Collaborate in small groups to construct joint definitions of each of the above terms. Share your joint definitions with the class.

**Note:** teachers may use the above activity to assess student preparedness to distinguish between public and private law, given the level of complexity of the definitions. For EAL/D students, consider using visuals to support this language-dependent activity to help build conceptual understanding and to connect students with their prior learning. EAL/D students who speak the same home language an opportunity to discuss the definitions in their own language first. Teachers should use gradual release of responsibility throughout the activity, including moving between modelled, guided and independent practice.

Discuss the purposes of constitutional law as a class by drawing on prior knowledge from Learning Sequence 2.

Engage with [What the law deals with](https://legalanswers.sl.nsw.gov.au/hot-topics-australian-legal-system/what-law-deals) then answer the following questions:

* Outline 3 features of criminal law. What standard of proof must be met for a person to be found guilty of a crime?
* Outline 3 features of civil (private) law. What standard of proof must be met for a person to win a civil (private) case?
* Outline 3 features of administrative law.

**Note:** the following activity can be converted to a [jigsaw activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546?clearCache=ba3ef41d-ec75-d65d-462b-b50d535fbb5) with groups allocated to specific cases to suit student ability level and prior knowledge. Teachers should model the desired response as a part of their explanation of the task. EAL/D students will require support to access and understand the text in order to work through the different stages of the jigsaw activity.

Break into groups of 3 to 4 students and explore each of the cases in Table 3 using the links provided. Identify if they are criminal, civil, administrative or constitutional by completing the table. If the case was appealed, note this in the table.

Table 3 – case analysis scaffold

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Case | Type of law | Courts or tribunals involved | Outcome of case | Purpose of law |
| [Fighting a Centrelink debt](https://www.abc.net.au/news/2020-09-03/fighting-a-centrelink-debt-during-the-coronavirus-pandemic/12622442) |  |  |  |  |
| Love v Commonwealth |  |  |  |  |
| [R v Tang (2009)](https://antislavery.org.au/wei-tang-2009/) |  |  |  |  |
| [Erin Molan awarded $150,000 damages](https://www.theguardian.com/media/2022/aug/30/erin-molan-awarded-150000-damages-after-winning-defamation-case-against-daily-mail-australia) |  |  |  |  |

Revisit the vocabulary tracker (Table 2) and include any new legal terminology you have learned so far.

**Differentiation:** students should be encouraged to use the terminology in Table 2 as a supporting resource when writing an ordered paragraph comparing the outcomes of the associated cases. This may include using the type of law or courts involved in the case as the basis for paragraph structure in a short response. The teacher should explicitly teach students how to develop logical structures in legal writing and explain the way that these structures enable the generation of ordered and cohesive texts. The teacher could also provide a model paragraph to support students’ writing and consider discussion of cohesive devices. Teachers should use gradual release of responsibility throughout the activity, including moving between modelled, guided and independent practice.

## Contract law

### Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs. Success criteria can be differentiated to depending on the starting point of diverse students. For more information on this explicit teaching strategy, see [Sharing success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria).

**Learning intention**

Students:

* understand the classification of law as it applies to contract law.

**Success criteria**

Students can:

* write 3 sentences describing the elements of a contract
* work with peers to propose alternatives to court that may support parties to address a breach of a contract.

**Note:** this activity requires students to access a PDF resource [Contract Law in Australia – 2019](https://www.ruleoflaw.org.au/contract-resource/). Students will also require access to the [ILAC Scaffold](https://www.ruleoflaw.org.au/legal-literacy/). Teachers should consider simplifying the ILAC Scaffold for EAL/D students.

Access [Contract Law in Australia – 2019](https://www.ruleoflaw.org.au/contract-resource/). Read information under the headings ‘Rule of Law and Contract Law’ and ‘Contract Law’ on the first page. Respond to the following questions and prompts:

* What is a contract?
* Describe the elements of a contract.
* Outline the kinds of relationships that are addressed by contract law.
* What constitutes a breach in contract?
* How can one party respond to a breach of contract by the other party?
* Which courts and alternatives to court may be able to address a breach of contract.

**Differentiation:** consider using a [cubing strategy](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning/strategies-for-differentiation) to engage students across a range of ability levels. This strategy should be explicitly taught to students. EAL/D students may require further scaffolding, including sentence stems to help them to build their responses. Students should access the [Contract Law in Australia – 2019](https://www.ruleoflaw.org.au/contract-resource/) resource and use it as a support document while working through the questions below.

1. Describe it – What does a contract look like?
2. Compare it – compare contracts with another form of legal writing. What is it similar to or different from?
3. Associate it – What do you associate contracts with?
4. Analyse it – describe the elements of a contract (offer, consideration and acceptance). How is it made?
5. Apply it – What can you do with a contract? How can you use a contract?
6. Argue for or against it – What is an argument for or against using contracts?

Revisit the vocabulary tracker (Table 2) and include any new legal terminology you have learnt so far.

## Torts

### Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs. Success criteria can be differentiated to depending on the starting point of diverse students. For more information on this explicit teaching strategy, see [Sharing success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria).

**Learning intention**

Students:

* understand the classification of law as it applies to torts.

**Success criteria**

Students can:

* list and define the 2 types of torts addressed in the sequence.
* complete an [ILAC Scaffold](https://www.ruleoflaw.org.au/legal-literacy/) in relation to a case that addresses torts.

**Note:** it is important for students to understand how to accurately cite different cases when using them as evidence. This needs to be explicitly taught, modelled and practised by all students. Generally, criminal cases will have to state who is bringing the case, represented by ‘R’ for Regina, followed by the surname of the defendant, and include the year and jurisdiction. For example, *R v Jones (2022) NSW*. Civil cases will instead involve 2 surnames – those of individuals or organisations, with the name of the plaintiff coming first and the defendant coming second. For example, *Jones v Parker (2022) NSW*, or *Jones v Collins Construction (2022) Cth.* Many case citations will also include a reference to the court it is heard in, such as NSWSC for NSW Supreme Court.

Participate in a class discussion using the resource [What are Torts?](https://www.gotocourt.com.au/civil-law/torts/). Torts include:

* negligence: harm suffered because of another person’s failure to take proper care
* defamation: reputational damage due to the publication of untruthful statements.

**Note:** outline the purpose of tort law and provide additional examples of different torts for students as required. The purpose of torts and information about different types of torts has been summarised by the [Australian Law Reform Commission](https://www.alrc.gov.au/publication/traditional-rights-and-freedoms-encroachments-by-commonwealth-laws-alrc-interim-report-127/17-immunity-from-civil-liability/what-is-a-tort/).

Read [Opal Card False Imprisonment Case Overturned By NSWCA](https://www.timebase.com.au/news/2017/AT04489-article.html) as a class. Work in pairs to complete the [ILAC Scaffold](https://www.ruleoflaw.org.au/legal-literacy/) using the case.

Participate in a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=c2599) routine about the outcome of the case. Determine whether you agree with the outcome and justify your position using your understanding of Torts law.

Revisit the vocabulary tracker (Table 2) at the end of this learning sequence and include any new legal terminology you have learnt so far.

**Differentiation**: Students who prefer to use a language other than English should be given opportunities throughout this lesson to develop oral as well as written language. This may include working with peers as they complete the Think-Pair-Share routine or verbally describing [Opal Card False Imprisonment Case Overturned By NSWCA](https://www.timebase.com.au/news/2017/AT04489-article.html) in lieu of completing the ILAC Scaffold. [Universal Design for Learning principles](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning) should be used throughout the lesson.

## Property law

### Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs. Success criteria can be differentiated to depending on the starting point of diverse students. For more information on this explicit teaching strategy, see [Sharing success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria).

**Learning intention**

Students:

* understand the classification of law as it applies to property law.

**Success criteria**

Students can:

* write a one-sentence definition for the legal idea of ‘property’
* create notes that outline the purpose and scope of intellectual property law.

**Defining property law**: property law is a broad area of law concerned with things that can be possessed or owned. Many things are included in this area of the law including Real Property which is about home ownership. Property law is not just physical, it also includes intellectual property.

Discuss the contents of [Intellectual property: Overview | Federal Circuit and Family Court of Australia](https://www.fcfcoa.gov.au/gfl/ip-overview) as a class.

Read [An introduction to Copyright in Australia](https://www.copyright.org.au/browse/book/ACC-An-Introduction-to-Copyright-in-Australia-INFO010) and include information on the following in your notes:

* the purpose of intellectual property law
* the main piece of legislation in Australia
* the main court or tribunal that a case would be heard in
* anything unexpected or interesting about intellectual or property law
* how you think this type of law achieves justice.

Reflect on your understanding of the differing purposes of private and public law and record your reflections on a class [Affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/576). Copy the diagram into your notes once complete.

**Note:** the class [Affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/576) should be used by the teacher as an opportunity to check for student understanding of content in the previous activity.

Revisit the vocabulary tracker (Table 2) at the end of this learning sequence and include any new legal terminology you have learnt so far.

**Differentiation**: consider providing an additional challenge for HPG students by asking them to explain the presence of overlap between the purposes of private and public law in the class Venn diagram. Encourage HPG students to write a short paragraph proposing how law reform might be used to reduce overlap between types of law.

## Criminal and civil court procedures

### Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs. Success criteria can be differentiated to depending on the starting point of diverse students. For more information on this explicit teaching strategy, see [Sharing success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria).

**Learning intention**

Students:

* understand the procedures used in criminal and civil courts.

**Success criteria**

Students can:

* identify key people in a courtroom when presented with an image of a court
* write one paragraph distinguishing between civil and criminal cases.

**Note:** the first activity in this learning sequence can be adapted into a cut and paste or matching activity by printing the descriptions of legal personnel and then asking students to match the description to the office or role held by the person. Alternatively, complete the activity in a virtual format by matching images of legal personnel from the internet to descriptions of those personnel on a Microsoft Whiteboard. Microsoft Whiteboards can be used individually or in groups. The pace of the speaker in the video below may be too fast for some EAL/D students. Consider using subtitles and distribute a transcript if possible.

Ask students to use [Who's who in court](https://courts.nsw.gov.au/courts-and-tribunals/going-to-court/who-s-who-in-court.html) and [Justice Journey: In the courtroom (2:23)](https://youtu.be/sgH1fjP29GA) to create a short [comic strip](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.Y1HVdAK5_hs.link) introducing each person in the court room and outlining their role. Alternatively, ask students to develop a half page profile for each person in the court room.

Break students into small groups. Ask students to use what they have a learned so far, as well as the [What the law deals with](https://legalanswers.sl.nsw.gov.au/hot-topics-australian-legal-system/what-law-deals) resource and classroom resources to complete Table 4, which compares civil and criminal court procedures.

Table 4 – comparison of civil and criminal court procedures

|  |  |  |  |
| --- | --- | --- | --- |
| Aspect of court proceedings | Criminal case | Civil case | Brief explanation of key content |
| Burden of proof | The state or the prosecution | An individual or the plaintiff | The burden of proof is on the party who must prove their version of events in the case. |
| Standard of proof | Beyond reasonable doubt |  |  |
| Who brings the case to court |  | The plaintiff |  |
| Who the case is brought against |  |  |  |
| Outcome of the case | Guilty or not guilty |  |  |

**Note:** Teachers may wish to consult the [Writing guide Years 3 to 10](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/guides) in order to support conversations about evidence‑based writing instruction in primary and secondary contexts. Writing should be explicitly taught, modelled and practised by all students.

Individually describe the similarities and differences between a criminal and civil case in a paragraph.

Swap the draft paragraph with a peer, compare the similarities between the draft paragraphs and allocate a mark using sample marking criteria below.

|  |  |
| --- | --- |
| Criteria | Marks |
| * Demonstrates a clear understanding of the similarities and differences between a criminal and a civil case. | 4 |
| * Demonstrates some understanding of the similarities and differences between a criminal and a civil case. | 3 |
| * Makes a statement about the similarities AND differences between a criminal AND a civil case. | 2 |
| * Makes a statement about the similarities OR differences between a criminal AND a civil case. | 1 |

Work together to develop as strong a final paragraph as possible using your draft paragraphs and the information in the marking criteria.

Revisit the vocabulary tracker (Table 2) at the end of this learning sequence and include any new legal terminology you have learnt so far.

**Differentiation**: [Universal Design for Learning principles](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning) should be used throughout the lesson, including providing closed captions for videos where available. Students who prefer to work in a language other than English should be encouraged to develop their paragraph comparing civil and criminal law systems in their preferred language. Time should be allocated for students to translate their passage into English prior to sharing with a peer.

## Common and civil law systems

### Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs. Success criteria can be differentiated to depending on the starting point of diverse students. For more information on this explicit teaching strategy, see [Sharing success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria).

**Learning intention**

Students:

* understand the similarities and differences between the common and civil law systems.

**Success criteria**

Students can:

* demonstrate an understanding of the advantages and disadvantages of the common and civil law systems in a class discussion.

**Note:** in this section, ‘civil law systems’ refer to national legal systems adopted by countries such as France or Japan, not civil or private cases in Australia. A civil law system can also be referred to as an inquisitorial system, referring to the power of judges to ask questions and inquire into the truth of matters. Using this language may help students differentiate this content from civil law cases. EAL/D learners may need build up to the discussion below via a think-pair-share activity to consolidate their understanding of concepts and use of appropriate language/terms.

Use Table 5 below to engage in class discussion of the advantages and disadvantages of civil and common law systems.

Table 5 – comparison of Civil and Common Law Systems

|  |  |  |
| --- | --- | --- |
| Feature | Civil law system | Common law system |
| Origins | Roman law | English law |
| Basis | Statute law | Statute law and precedent |
| Role of judge(s) | Enquires into the truth of the matter themselves | Impartial arbitrator or ‘umpire’ who listens to cases presented by each party |
| Role of lawyers | Limited | Significant |
| Evidence | Judge decide what evidence can be admitted including which witnesses will be called | Strict rules of evidence, judge considers what is presented by both parties |
| Juries | Rarely used | Can have a jury of up to 12 to decide guilt for serious crimes |
| Focus | Uncovering the truth of what happened | Presenting a convincing argument to win the case |

Incorporate the arguments that were presented in the previous activity (whether discussion or debate) into your notes about the differences between the civil law and common law systems.

Revisit the vocabulary tracker (Table 2) at the end of this learning sequence and include any new legal terminology you have learnt so far.

**Differentiation**: In classes with a high percentage of HPG students consider completing the above activity as a semi-structured debate where the teacher breaks the class into affirmative and negative teams to debate the proposition: ‘The civil law system more consistently achieves justice than the common law system’. Consider providing EAL/D students with sentence stems to help them to express affirmative or negative viewpoints.

# Additional information

The information below can be used to support teachers when using this teaching resource for Stage 6 legal studies.

## Support and alignment

**Resource evaluation and support**: 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. For additional support or advice, or to provide feedback, contact the HSIE Curriculum team by emailing hsie@det.nsw.edu.au.

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD 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 7–10 advice](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.

**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.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Consulted with**: Curriculum and Reform, Aboriginal Education and Communities Directorate, High Potential and Gifted Education, Literacy and Numeracy, Multicultural Education and Explicit Teaching.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

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# References

**Links to third-party material and websites**

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