English teaching and learning unit evaluation tool – Stages 4 and 5

This document sets out an approach to evaluating units of work and scope and sequences.

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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.

# Rationale

Teachers and leaders need to continually reflect on their practice to ensure that teaching and learning best meets student learning needs. Evaluation should be ongoing within a faculty with units of work collaboratively evaluated at their conclusion. Scope and sequences and the program of learning for the year or stage should be evaluated annually and refined in response to a range of data. Teacher agency and student voice are important, so teachers and students should be given the opportunity to reflect on and evaluate the degree to which there has been progression as a result of the experiences, and what should be done next to assist learning ([NESA 2021](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 the upcoming learning experiences for students. Ongoing evaluation also becomes a tool for faculties to plan and enact the ongoing process of curriculum implementation.

Programming is a vital and ongoing task where teachers can ensure that students can engage with their learning. [Programming](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming) is defined by the NSW Education Standards Authority (NESA) as the process of ‘selecting and sequencing learning experiences which enable students to engage with syllabus outcomes and develop subject specific skills and knowledge’ (NESA 2021). A program is different from a unit in 2 important ways as outlined by NESA on the [Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units) page. A unit is a contextually specific plan for the intended teaching and learning for a particular class for a particular period. A teacher uses the collaboratively created program and makes class and time-specific changes to suit the needs of students. The organisation of the content in a unit is flexible and it may vary according to the school, the teacher, the class or the learning space. Units should be working documents that reflect the thoughtful planning and reflection that takes place during the teaching and learning cycle.

## Purpose, audience and suggested timeframes

This resource has been designed for use by teachers of English, English head teachers and faculties in relation to English 7–10. It provides a clear structure and format for reflection and should be used in conjunction with the school’s Stage 4 and 5 English scope and sequence, as well as any documents that detail how the faculty is meeting specific course requirements and assessment practices. It is a support document, not a list of compliance requirements.

The resource will assist teachers and English faculties to refine their approaches to each year and stage grouping by reflecting on their programming and the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022).

The layout of this document is intended to support faculty-level communication, professional learning and collaborative planning. This evaluation tool can be used at any time, to support the effective design of teaching and learning activities and units. It can help faculty teams to develop a shared vision for the scope of subject English within individual contexts, and ensure a consistent implementation of policy requirements. If this document is being completed for the first time it is worthwhile exploring the process as a team. This can help identify what processes work effectively for the team and what processes need to be refined to better suit the needs of the faculty.

The evaluation checklist is best completed in pairs or as a team. The feedback should be constructive and focused on the product and the ways to enhance the teacher’s ability to meet student needs and areas of interest. Utilising tools that support a collaborative approach to evaluating teaching and learning is supported by extensive research, including CESE’s [What works best 2020 update](https://www.cese.nsw.gov.au/publications-filter/what-works-best-2020-update).

This evaluation template contains an outline of instructions to support the planning and evaluation process and direct links to useful resources. The elements of the evaluation checklists stem from the following policies and guidelines:

* Department – [Curriculum planning and programming, assessing and reporting to parents K–12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290)
* Department – [Planning programming and assessing K–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12) and [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) resources and professional learning
* NESA – [Registration process for monitoring the government schooling system](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling)
* NESA – [Differentiated programming](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/differentiated-programming), [Assessment](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment), [Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units) and [Advice on scope and sequences](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences).

The department’s [Evaluation resource hub](https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/evaluation-resource-hub) provides resources to support teachers to effectively plan, organise and complete an evaluation of different events and documents in a department setting.

## Useful resources

For the purpose of this teaching and learning unit evaluation tool, there are a number of resources that could improve the way a faculty or individual reviews and evaluates a teaching and learning unit. These include the following department resources:

* [Logic modelling](https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/evaluation-resource-hub/logic-modelling) – this is an effective way to plan and establish a clear line of sight between the school context, the syllabus and department requirements and the desired outcomes for the teaching and learning unit. When used to evaluate teaching and learning units, teachers can see what they need to effectively refine the unit and how they can attain the end objective.
* [Reflect and reset resource](https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/evaluation-resource-hub/turning-data-into-evidence/reflect-and-reset-resource) – this is an effective tool to reflect on teachers’ use of teaching and learning units. This allows teachers and faculties to consider the original intention and purpose of the teaching and learning unit, and the outcomes used to facilitate teaching and learning experiences. This tool is useful as it requires teachers to critically reflect on the unit and its desired outcome and purpose, leading to further refinement of teaching and learning units through deep and reflective evaluation.

**Ways to use this template as a faculty**

* Complete the evaluation as a faculty or course/stage coordination team.
* Upload the document to Google Docs or MS Teams as a ‘live’ document.
* Cross reference the evaluation information against the content within teaching and learning units, scope and sequences, assessment schedules, assessment notifications and student resources.
* Keep a copy of this document and the relevant organisational materials for each stage/course in a shared organisational space.

**Ways to use this template as an individual**

* Select a unit for evaluation.
* Reflect on your evaluation and the findings.
* Consider how the findings will affect your future engagement with the teaching and learning unit.
* As a class teacher, provide information and a copy of the evaluation to your head teacher to support the evaluation of teaching and learning units, scope and sequences, assessment schedules, assessment notifications and student resources.
* Head teacher can provide findings to faculty to support professional learning and refinement of teaching practice.

### A procedure for conducting a team evaluation

1. Prior to engaging in evaluation, teachers should re-read their *Reflection, evaluation, differentiation and or adjustments* column and complete the evaluation and reflection tables within the unit. During this process, teachers add copies of any relevant resources to the collaborative faculty drive/learning management system so the evaluation team have access to all relevant content.
2. As a team, read through the evaluation checklist and each team member’s evaluation and reflection tables, and identify the areas of strength and the areas for capacity building. This may reflect areas of need for future professional learning.
3. As a team, re-read the relevant teaching and learning unit focusing specifically on the evidence of strengths and the areas for capacity building. Identify suggested actions the team could take to maximise the strengths and address the areas of need. Making connections to specific resources or strategies is an effective way to share and enhance pedagogy.

### Necessary materials

To complete the evaluation process effectively it is important to have a range of necessary documents on hand. These include the:

* scope and sequence
* assessment schedule
* teaching and learning unit and resources
* assessment notification
* student work samples and assessment data.

The information in this template is from relevant NESA and department documentation. It is important all collaborators re-read and cross reference the relevant syllabus and assessment and reporting information hyperlinked with **Table 2** **– syllabus alignment evaluation checklist** to ensure faculty practice is an accurate reflection of all requirements. Links contained within this resource were correct as of 10 January 2023.

# Teaching and learning unit to be evaluated

Provide a brief outline of the teaching and learning unit.

Table 1 – teaching and learning unit outline

|  |  |
| --- | --- |
| Unit aspects | Details |
| Unit title | [Insert school specific information.] |
| Unit description and purpose | [Insert school specific information.] |
| Stage and Year | [Insert school specific information.] |
| Duration | [Insert school specific information.] |
| Assessment outline | [Insert school specific information.] |
| Evaluation completed by | [Insert school specific information.] |
| Implementation deadline | [Insert school specific information.] |

**Teaching and learning unit**

[Copy and paste a link to the teaching and learning unit and the associated resources.]

**Scope and sequence**

[Copy and paste a link to the scope and sequence.]

**Assessment**

[Copy and paste a link to the assessment.]

**Assessment schedule (where relevant)**

[Copy and paste a link to the assessment schedule.]

# Key

The following key applies to the items listed within the tables in this document.

\* Requirement of the [Curriculum planning and programming, assessing and reporting to parents K–12](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) (NSW Department of Education 2021)

^ Requirements of the [*Registration Process for the NSW Government Schooling System Manual* [PDF 693 KB]](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling/!ut/p/z1/lZExb4NADIV_SwbGYN_lAqjbNUqhgMrQohAvFUTkgkQ4BLSo_74onU5N0-DN1vf8rGcgyICa_LNS-VDpJq-nfk_OO5fMYYFgkce3DOUqCmL2GvPw0YGdCaDrTcCbENH6CZn_IoBm6RP_ok-Yw0OXJ-n6Pj3-URJn-v8G6Pb6HZBpYSaQbMRt4BKRCVzJ4L8rQiBV6-LnYbIpVp4C6spj2ZWd_dFN49MwtP2DhRaO42grrVVd2gd9tvCa5KT7ATKThPacpmmG1fOSiq9RLr4B0wdRbA!!/dz/d5/L2dBISEvZ0FBIS9nQSEh/) (NESA 2022)

# Syllabus alignment evaluation

The evaluation cycle should begin with syllabus requirements. This table has been designed to provide the opportunity to collaboratively evaluate the teaching and learning materials in relation to syllabus requirements.

Table 2 – syllabus alignment evaluation checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Checklist for teaching and learning units | Rating (highlight the relevant rating) | Evaluation | Suggested actions |
| [Advice on scope and sequences](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)  The unit contains an accurate connection with the details provided in the scope and sequence, assessment schedule and other relevant documents for the year and stage^ | Not evident  Needs further development  Effective practice |  |  |
| [Unit requirements](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units) (outline/rationale)  The purpose of the unit is clear and consistently developed within the sequence of teaching and learning | Not evident  Needs further development  Effective practice |  |  |
| Stage and year  The Stage and year are clearly identified^ | Not evident  Needs further development  Effective practice |  |  |
| Duration  The duration is identified and the teaching and learning material provided is reflective of this duration | Not evident  Needs further development  Effective practice |  |  |
| [Planning a sequence of lessons](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/planning-a-sequence-of-lessons)  There are clear connections to prior learning, the unit uses backward design to clearly map student learning, and the placement of the learning is appropriate within the scope and sequence^ | Not evident  Needs further development  Effective practice |  |  |
| [Text requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022#course-requirements-k-10-english_k_10_2022)  There is a consistent connection between the texts explored within the unit and the syllabus text requirements for the stage (the sequence for review should connect with those planned across the stage) | Not evident  Needs further development  Effective practice |  |  |
| [Outcomes (linked to course content)](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022?tab=outcomes)  The teaching and learning activities have an explicit connection to the outcome content and the knowledge and skills required are effectively developed\*^ | Not evident  Needs further development  Effective practice |  |  |

# Scope and sequence and assessment schedule evaluation

After you have evaluated a teaching and learning unit you may have identified broader areas of need. This is a good opportunity to reflect on your scope and sequence and assessment schedule.

1. Reflect on your planning for the year, and identify areas of success and plans for refinement.

Table 3 – scope and sequence and assessment schedule evaluation

|  |  |  |
| --- | --- | --- |
| Requirement | Yes/No | Evaluation and planning |
| Is the title of each unit clear and engaging? |  |  |
| Is the duration of each unit clear and does the unit and assessment meet this timing? |  |  |
| Is the sequence of learning across the year/stage logical and reflective of the outcomes? |  |  |
| Are syllabus outcomes included for each unit and are they accurate? |  |  |
| Are the [text requirements](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022?tab=course-overview#course-requirements-k-10-english_k_10_2022) outlined and delivered across the stage? |  |  |
| Are the set texts clearly outlined? |  |  |
| Are the formal assessment tasks clearly outlined?\* |  |  |
| Are unit and assessment plans clearly built upon specific syllabus outcomes?\* |  |  |
| Are students able to demonstrate their learning in a range of task types across the year and stage? |  |  |
| Is there clear knowledge and skill development over the year/stage? |  |  |
| Are there an appropriate number of outcomes per summative assessment (2–4)? |  |  |
| Are the assessment plans a valid reflection of the knowledge, skills and understanding required in the outcomes? |  |  |
| Do the knowledge, skills and understanding of the tasks forward-plan to the next stage? |  |  |
| Have the tasks been collaboratively reviewed? |  |  |

# Teaching and learning evaluation

The evaluation process then moves to the structure, organisation and resourcing of teaching and learning practices. This table has been designed to provide the opportunity to collaboratively evaluate the teaching and learning practices and resources in relation to syllabus requirements.

Table 4 – teaching and learning evaluation checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Checklist for teaching and learning units | Rating | Strengths | Areas for capacity building | Suggested actions |
| [Designing effective learning and assessment](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/designing)  Formative tasks are carefully planned, directly related to the outcomes, build in complexity, the knowledge and skills required of supported by [explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) and lead toward the summative assessment (where relevant) and the time allocated for assessment preparation is appropriate\* | Not evident  Needs further development  Effective practice |  |  |  |
| [Universal Design for Learning planning tool (UDL)](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning)  The principles of UDL are used within the planning of the program and the implementation of the unit | Not evident  Needs further development  Effective practice |  |  |  |
| [Sharing learning and assessment intentions](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/sharing-intentions)  Clear learning and assessment intentions are provided for formative and summative tasks | Not evident  Needs further development  Effective practice |  |  |  |
| [Effective feedback](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/effective-feedback)  There are opportunities for students and teachers to use feedback effectively and reflect on and refine the learning process | Not evident  Needs further development  Effective practice |  |  |  |
| [Recording evidence](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/recording-evidence)  Student achievement is monitored through ongoing assessment, allowing for evidence to be gathered to assess this in relation to outcomes, and opportunities to inform future practice\* | Not evident  Needs further development  Effective practice |  |  |  |
| [Years 7–10 assessment strategies](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/7-10-assessment-strategies)  A range of assessment strategies are used to allow students to demonstrate their learning (formative and summative) in a range of modes and media, including the opportunity to reflect on their learning\* | Not evident  Needs further development  Effective practice |  |  |  |
| [Using Syllabus Outcomes in Standards Referenced Assessment](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/standards-referenced)  The *Using Syllabus Outcomes in Standards Referenced Assessment* resource is used as part of an ongoing cycle of learning improvement\* | Not evident  Needs further development  Effective practice |  |  |  |
| Conceptual programming  Conceptual programming through the textual concepts identified within the [outcomes](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022?tab=outcomes) and content groups in the focus area Understanding and responding to texts (A, B and C) are used to guide the structure of the teaching and learning program. The [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) could be used to support programming | Not evident  Needs further development  Effective practice |  |  |  |
| [Introducing student self assessment](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/introducing-student-self-assessment)  There are opportunities provided for students to self-assess and self-reflect based on their learning goals at key points throughout the unit | Not evident  Needs further development  Effective practice |  |  |  |
| [Differentiated programming](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/differentiated-programming) and/or [Adjustments to assessment for students with disability](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/principles-of-assessment/adjustments/!ut/p/z1/xVTLcpswFP2WLlhqdCXEa0laGwykuEltB20yRMgJrhEEZDvt1xd7vEiaGCeTRe9CI43Ouc8jYY5vMFf5trzPdVmrfN2fM27fskkIYAJNYJpcwI90Nh-FxAsiCnhxAFCf2CRkJAbHJeD_ZCy2xkCC2ML8BX9MGfjmHAJvkkax6wzzYWJ-kJ8GB35KbBo5NJ0d4xMaEOLSS3CoA_7V9Ov0WzimkFhHPpwwH97HH0jwffzTAD7c_znmmDeiLHBGPYd5ggjELAL94kjkCo8hQazlXUG8pZ2LPVoo3egHnDW7W1ErLZU2oGnrlRQa7eSdAUp2uQGEIEIN2KhCtp3OVVGqe6QfJBKbti3FZr2pDMi7TnZddfRRKlE2a9mheome3-TFatPp_b571bBXFfHheSz2JTwfuUtH_cjNOEzIdUKTxP4X8IYmhwAH0b0EvKGqc2lmfZnO6TJNvNiWcodnqm6r_p1df3CM4bkIE_bJCGfck0-6j84Ju_95ytXjI_d7we5V-qTxzf9RbFPNDla55m_062q0vByZLIu2fy6-I575X_4CilCZTQ!!/dz/d5/L2dBISEvZ0FBIS9nQSEh/?urile=wcm%3Apath%3A%2Fpw_content%2Fproject-web%2Fnesa%2F11-12%2FUnderstanding-the-curriculum%2Fassessment%2Fprinciples-of-assessment%2Fadjustments)  The activities and resources are inclusive of all students and provide differentiation opportunities to respond to the needs and interests of all students. Activities are supported by scaffolds with students having the opportunity to provide feedback indicating their success and areas for refinement\* | Not evident  Needs further development  Effective practice |  |  |  |
| [Supporting students with disability in English K–10](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/supporting-students-with-disability)  The Activities and resources are inclusive of and accessible for all students (as per the [Disability Standards for Education 2005](https://www.education.gov.au/disability-standards-education-2005))\* | Not evident  Needs further development  Effective practice |  |  |  |
| [Version 3 of the National Literacy Learning Progression](https://australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/)  Explicit strategies are included that support identified literacy needs/focus areas aligned with the National Literacy Learning Progression | Not evident  Needs further development  Effective practice |  |  |  |
| Resources  Referenced resources are accurate, accessible and where appropriate include [Integrating ICT Capability](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/integrating-ict-capability) using a range of [Digital Learning Selector: Learning tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Browser?cache_id=a86ba) | Not evident  Needs further development  Effective practice |  |  |  |

# Ongoing student and teacher improvement

The evaluation process then moves to the ongoing evaluation and refinement practices established by the school and/or faculty. This provides an opportunity to reflect on the way these practices are used, and their impact on student achievement. This table has been designed to provide the opportunity to collaboratively evaluate the way student data, teacher and student evaluation and the broader school goals are impacting the refinement of teaching and learning practices.

Table 5 – student and school improvement evaluation checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Checklist for teaching and learning units | Rating | Areas for capacity building | Suggested actions |
| [Assessment data](https://education.nsw.gov.au/student-wellbeing/tell-them-from-me/accessing-and-using-tell-them-from-me-data/tell-them-from-me-measures/data-informs-practice)  Data is evaluated in order to identify student understanding of content\* | Not evident  Needs further development  Effective practice |  |  |
| Work samples ([Registration process for monitoring the government schooling system](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling/!ut/p/z1/lZExb4NADIV_SwbGYN_lAqjbNUqhgMrQohAvFUTkgkQ4BLSo_74onU5N0-DN1vf8rGcgyICa_LNS-VDpJq-nfk_OO5fMYYFgkce3DOUqCmL2GvPw0YGdCaDrTcCbENH6CZn_IoBm6RP_ok-Yw0OXJ-n6Pj3-URJn-v8G6Pb6HZBpYSaQbMRt4BKRCVzJ4L8rQiBV6-LnYbIpVp4C6spj2ZWd_dFN49MwtP2DhRaO42grrVVd2gd9tvCa5KT7ATKThPacpmmG1fOSiq9RLr4B0wdRbA!!/dz/d5/L2dBISEvZ0FBIS9nQSEh/))  Samples of student work are representative of a range of grades, relate to the teaching program for that year and can be used as models for future learning | Not evident  Needs further development  Effective practice |  |  |
| [Teacher evaluation](https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/evaluation-resource-hub/turning-data-into-evidence/data-types-strengths-and-limitations)  A process for teacher registration is in place to support teachers to reflect on/evaluate the teaching and learning program\* | Not evident  Needs further development  Effective practice |  |  |
| Student evaluation and using [self-assessment](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/introducing-student-self-assessment)  A process is in place for students to reflect/evaluate the texts, assessment and teaching and learning program | Not evident  Needs further development  Effective practice |  |  |
| [Strategic Improvement Plan](https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence-in-action/strategic-improvement-plan) (SIP)  The unit and the support mechanisms in place build toward the goals identified within the SIP | Not evident  Needs further development  Effective practice |  |  |

# Refinement plans

[Reflection and evaluation](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units#:~:text=on%20their%20learning-,Reflection%20and%20evaluation,-Teachers%20evaluate%20the) plans should identify which teaching and learning experiences were effective and are to be included in the future. These modifications for future teaching and learning experiences should describe the additional or alternative teaching and learning activities and resources that could be used in the future. This allows students to share their insights and experiences, supports collaboration between colleagues, supports development of programming and assessment practice and enhances collective efficacy.

1. Create a timeline that identifies the tasks that need to be completed and the resources required. Make sure there are clear timelines and the teachers responsible understand what is needed and when it is to be completed.
2. Share the timeline with your head teacher and discuss the required resources.

Table 6 – teaching and learning unit refinement timeline

|  |  |  |
| --- | --- | --- |
| Refinement timeline | Tasks and team members | Relevant or required resources |
| [Type directly into the relevant rows] |  |  |
| [Add or delete rows based on school/faculty need] |  |  |

# 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. 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).

## Share your experiences

If you use the teaching and learning evaluation tool in your faculty and school context, reach out to the English curriculum team. We would love English teams form across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of our ‘Voices from the Classroom’ section of the English 7–12 newsletter. Send submissions to [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@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 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 for and evaluate 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 to the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) elements of curriculum (curriculum provision and teaching and learning programs) and effective classroom practice (lesson planning). It helps teachers plan and monitor curriculum implementation longitudinally. It highlights opportunities to design teaching and learning programs that are dynamic and show evidence of revision based on feedback on teaching practices in relation to continuous tracking of progress and achievement. Teachers are also provided a syllabus aligned procedure for collaboratively evaluating and refining the implementation of syllabus requirements and its impact on student learning. The resource provides support to teachers to ensure they are engaging with best practice approaches to their evaluation of teaching and learning programs and effective classroom practices, through the inclusion of the [Evaluation resource hub](https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/evaluation-resource-hub).

**Alignment to Australian Professional Standards for Teachers:** 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 and 3.6.2 as it helps teachers plan and evaluate the implementation of teaching and learning programs reflective of curriculum requirements.

**Consulted with: English teachers from the Rural Learning Exchange,** 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.

**Publisher:** NSW Department of Education.

**Related resources:** further resources to support curriculum leadership and the implementation and evaluation of course requirements can be found on the [Leading English K–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12) curriculum web pages.

**Professional Learning:** Join 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) (7–12) and explore [on-demand professional sessions](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12) for ongoing professional learning opportunities.

**Creation date: 06 June 2024.**

**Review date: 06 June 2025****.**

# Evidence base

This resource supports teachers and faculty leaders to engage in a collaborative approach to curriculum evaluation and implementation. Fostering ‘high-quality collaborative practice, which harnesses the expertise of the collective, is critical to improving teacher quality and student outcomes’ (CESE 2020:38).

This resource draws on the [Evaluation resource hub](https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/evaluation-resource-hub) as a tool to support teachers’ reflection and refinement practices. It provides them with opportunities to reflect on the teaching and learning unit using the [Reflect and reset](https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/evaluation-resource-hub/turning-data-into-evidence/reflect-and-reset-resource) resource. It prompts deep and critical evaluations to improve teacher quality and support students’ knowledge and educational outcomes. The Evaluation resource hub prompts logic modelling and provides teachers an opportunity to engage with the evaluation process through a clear and appropriate process that promotes logical and progressive reflection, evaluation and refinement of teaching and learning units.

This process allows teachers to reflect on their units of work, scope and sequences and assessments for each year and stage. This reflective and evaluative practice provides teachers with an opportunity to assess the level of expectations they have of Stages of learning and Year levels. By completing this resource teachers and faculties can assess if students are effectively providing high quality and engaging work through units and scope and sequences of learning.

This resource supports teachers and faculty leaders to collaborate and share experiences, evaluation and reflections on learning in context. By providing teachers with the opportunity to work collaboratively on reviewing and evaluating units and scope and sequences, they can draw on the collective knowledge of students and how they learn to put students’ needs at the forefront and improve student learning outcomes. Furthermore, supporting a strong culture of collaboration and reflection can ensure teachers are continuously developing their skills and knowledge to improve student outcomes.

This resource supports teachers and faculty leaders to engage with and assess how feedback is used to inform programming and assessment. It allows them to think critically about how they apply student and teacher feedback on units of learning and scope and sequences. This allows for teachers and faculties to effectively apply data to their evaluation of learning and reflection on practice.

# 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](https://curriculum.nsw.edu.au/).

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