# Curriculum planning for every student in every classroom webinar – HPG education

This webinar will introduce the professional learning suite, Curriculum planning for every student in every classroom (AC00180), available in MyPL. The webinar highlights strategies to engage and challenge high potential and gifted learners. It will provide staff with an opportunity to reflect on their current curriculum planning practice and engage in professional dialogue with colleagues.

## Facilitator guide

In referring to Aboriginal peoples and/or learners, this professional learning refers inclusively to all Aboriginal and/or Torres Strait Islander peoples and/or learners.

### Preparation

You will need a location for staff to view the webinar. Collegial group discussion can take place in the same space or in different locations. Staff will need a device to complete the modules. The modules can be completed individually or collaboratively.

### Options

1. If staff have already engaged in the 2 selected modules, you can choose different modules to work through. Each of the 25 modules in the professional learning contain question prompts for individual and collaborative reflection and discussion on curriculum planning practice.
2. If staff engaged in the Aboriginal Education webinar on Term 2 school development day (24 April 2023), you might start the webinar at 5:02 minutes to watch specific content related to high potential and gifted learners.

Table 1 – step by step (60 minutes)

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| Webinar item | Time |
| Acknowledgement of Country and introduction | 1 minute |
| Challenge – the diversity of learners | 4 minutes |
| PL module – Celebrating and planning for diverse student needs | 15 minutes |
| Reflection and discussion – part 1 | 10 minutes |
| Who are our HPG learners? | 5 minutes |
| PL module – Engaging HPG learners | 10 minutes |
| Reflection and discussion – part 2 | 10 minutes |
| Next steps | 5 minutes |

Please see the accompanying PowerPoint for webinar details, a copy of the reflection or discussion questions and links to additional resources.

### Facilitator instructions

[Curriculum planning for every student – HPG education video](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/curriculum-planning-for-every-student-introductory-webinars#High3)

1. View the webinar from the start to 04:32 minutes.
2. Pause the webinar at 04:32 minutes (for approximately 25 minutes).
3. Ask viewers to use the hyperlink to MyPL to enrol in the professional learning and complete the first module, ‘Celebrating and planning for diverse student needs’.

**Curriculum planning for every student in every classroom (AC00180) professional learning:**

<https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8>

1. After working through the module, participants reflect on and discuss the 4 on-screen questions or use the accompanying PowerPoint.
2. Continue watching the webinar from 04:32-10:40 minutes.
3. Pause the webinar at 10:40 minutes (for approximately 20 minutes).
4. Ask viewers to go to MyPL and complete the second module in ‘Curriculum planning support for high potential and gifted (HPG) learners – Engaging HPG students’.
5. After working through the module, participants reflect on and discuss the 2 on-screen questions or use the accompanying PowerPoint.
6. Continue watching the webinar from 10:40 through to the end.
7. When staff have finished viewing the webinar, share links to the additional resources (see below, also in the PowerPoint).

### Australian Professional Standards addressed

**1.5.2** Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

**6.2.2** Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.

**6.3.2** Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

### Resources

|  |  |
| --- | --- |
| Resource | Description |
| [Curriculum planning for every student](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/curriculum-planning) | Resources and professional learning to assist in planning, programming and assessing from K-12. |
| [High potential and gifted education policy and key documents](https://education.nsw.gov.au/policy-library/policies/pd-2004-0051) | Guidance on implementing effective learning and teaching practices to develop the talent of high potential and gifted students. |
| [High potential and gifted education](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education) | Find professional learning and resources to support high potential and gifted learners, including a link to the HPGE professional learning and resources hub. |
| [Aboriginal education policy and key documents](https://education.nsw.gov.au/teaching-and-learning/aec/policy-strategy-and-business-systems) | The Aboriginal Education Policy confirms the NSW Department of Education's commitment to improvement in educational outcomes and wellbeing for Aboriginal and Torres Strait Islander students. |
| [Strong strides together: Meeting the educational goals for Aboriginal and/or Torres Strait Islander students](https://resources.education.nsw.gov.au/detail/AHA-AW220816114835) | This resource is developed by the NSW Department of Education’s Centre for Education Statistics and Evaluation and brings together the evidence on ways that schools can contribute to the educational success of Aboriginal and/or Torres Strait Islander students. |
| [Strong Strides Together – summary discussion guide](https://resources.education.nsw.gov.au/detail/AHA-AW221103124151) | This resource provides a high-level overview of the Strong Strides Together evidence paper, and questions designed to prompt reflection and promote conversations about the evidence paper among school leaders and teachers. |
| [Aboriginal Ways of Using English: a professional learning resource for schools](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/711f9438-eeac-ed11-bf79-0003fffe908b) | Available in MyPL. |
| [Capability Framework for Teaching EAL/D Aboriginal and Torres Strait Islander Students](https://resources.education.nsw.gov.au/detail/AHA-DC211021141110) | This resource is designed to increase the capability of teachers in rural, remote and metropolitan areas to better meet the needs of Aboriginal and Torres Strait Islander EAL/D learners. The framework is aligned with the Australian Professional Standards for Teachers. |
| [EAL/D Hub](https://nswealdhub.powerhousehub.net/) | The EAL/D Hub is an online professional learning course that builds capability of teachers to work with excellence in teaching Aboriginal and Torres Strait Islander EAL/D learners. |
| [Multicultural Education Policy and key documents](https://education.nsw.gov.au/policy-library/policies/pd-2005-0234) | The Multicultural Education Policy commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. |
| [Multicultural education](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education) | Find resources to build culturally inclusive and responsive learning environments and provide support for EAL/D students. |
| [Inclusive Education for students with disability policy and related policies](https://education.nsw.gov.au/policy-library/policies/pd-2005-0243) | Guidance to support the inclusion of students with disability and additional needs in NSW public schools. |
| [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub) | A collection of evidence-based resources to support learners with disability and/or additional needs. |
| [Evidence-based practices for students with disability](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Finside-the-department%2Fdirectory-a-z%2Finclusive-practice%2Fevidence-based-practices-for-students-with-disability&data=05%7C01%7CCAROLYN.AMAT%40det.nsw.edu.au%7C905f5af140fd424739aa08db9eb80569%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638278285423500878%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=RYbMDdj6R1XQJucwMIcAGg53JGKBNNEcf40XbgeZGcc%3D&reserved=0) | Explore evidence-based practices that are proven to support the learning and wellbeing outcomes for students with disability. |
| [About Universal Design for Learning](https://www.cast.org/impact/universal-design-for-learning-udl) | Find more information about the Universal Design for Learning framework and guidelines. |
| [Illustration of practice – Tahj’s story](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/illustrations-of-practice/tahj-s-story---film) | This resource explores how consideration of culture, community, connections and high potential across multiple domains can build partnerships, and support the wellbeing, achievement and aspirations of high potential and gifted Aboriginal students. |
| [Illustration of practice – Rami’s story](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/illustrations-of-practice/rami-film) | This resource explores how teachers can support students, such as Rami who has high potential in the intellectual domain and is from a refugee background, learning English as an additional language or dialect. |
| [Illustration of practice – Tilly’s story](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/illustrations-of-practice/tilly-s-film) | This resource explores the journey of Tilly, a student with multiple disabilities and high potential in the creative domain. |
| [Illustration of practice – Brooke’s story](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/illustrations-of-practice/the-four-domains---brooke) | This resource follows Brooke, a student with disability who has high potential in the physical domain. Find out how Brooke’s school facilitated her talent development while simultaneously providing adjustments and support for her disability. |

### Contact

[curriculumreform@det.nsw.edu.au](mailto:curriculumreform@det.nsw.edu.au)

## References

NESA (NSW Education Standards Authority) (2021) ‘[Proficient Teacher: Standard descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher)’, *The Standards*, NESA website, accessed 19 May 2023.

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