

About learning outcomes

Part 2

Planning for outcomes

Session outcomes

As a result of completing this session, you can

- identify planning steps for outcomes

Activity 7

- List 4 or 5 steps you currently take to plan a unit of work or teach a topic.

Planning for outcomes

When planning and programming for outcomes the teacher works backwards, starting with the outcomes, that is, the *end points* – what the students can do at the end of the program

Syllabus and unit design

Outcomes-based syllabuses and units are designed and written by focussing on the following four questions.

1. What do my students need to know and be able to do at the end of this learning event? **(Learning outcomes)**
2. What's the best way to find out if my students know and can do this? **(Assessment strategies/evidence)**
3. What are the best learning and teaching strategies to help my students achieve the outcome/s? **(Learning and teaching strategies and activities)**
4. What's the most appropriate content to help my students achieve the outcome/s? **(Content)**

What do my students need to know and be able to do at the end of this learning event?

The learning outcome/s

(The unit outcomes are fixed but teachers may set outcomes for topics or sub topics within the unit)

What's the best way to find out if my students know and can do this

The assessment strategy/ies

(Each unit will contain recommended assessment tasks and criteria for those tasks, but teachers will describe the requirements of the task and decide when to assess and the weighting for individual criterion)

What are the best learning and teaching strategies to help my students achieve the outcome/s?

Teaching and learning strategies and activities

(Teachers will choose appropriate teaching and learning strategies and activities, consistent with the outcomes, that meet student needs, and match local resources and contexts)

What's the most appropriate content to help my students achieve the outcome/s?

The content

(Teachers will further expand content, at the same time matching local resources and contexts)

Weekly plans and daily lessons

- Teachers are expected to develop each unit into topic or weekly plans and daily lessons.

Planning principles

Traditional planning

Topic/Unit

Objectives

Content

T&L strategies

Assessment

Planning for outcomes

Unit /Topic

Outcome/s

Assessment

T&L strategies

Content

Planning with objectives

- **Unit:** Our Pacific Neighbours
- **Objective:** Students will know about countries in the Pacific
- **Content:** Country overviews – Solomon Is, New Zealand, Tonga, Fiji
- **Strategies:** Draw a map of each country, copy notes on each country, research one more Pacific country
- **Assessment:** Short answer test

Planning for outcomes

- First the teacher selects a unit from the syllabus and studies the unit learning outcomes

Planning for outcomes

- **Unit:** Our Pacific Neighbours
- **Outcome/s:** Students can describe the key characteristics eg government, industries, resources of a number of neighbouring Pacific countries
- **Assessment:**
- **T & L strategies:**
- **Content:**

Planning for outcomes

Next - the teacher chooses an assessment strategy and task/s that will help prove/demonstrate that students have met the outcome.

Planning for outcomes

- Topic
- Outcome/s
- **Assessment:** individual research project on one Pacific neighbour from resources provided; other class/group activities
- T & L strategies
- Content

Planning for outcomes

Still working backwards – the teacher selects appropriate learning and teaching strategies and activities.

Planning for outcomes

- Topic:
- Outcome/s:
- Assessment:
- T & L strategies:
 - Draw maps of selected countries
 - Write notes on two sample countries
 - In groups, collect information about other countries from newspaper articles
 - Identify and collect resources for research project
- Content:

Planning for outcomes

- Finally - the teacher selects appropriate content from a range of resources such as text books, library resources, video, radio, newspapers (making sure the content is up-to-date and appropriate for the students in the class)

Planning for outcomes

- Topic:
- Outcome/s:
- Assessment:
- T & L strategies:
- Content: Country overviews – Solomon Is, New Zealand, Tonga, Fiji

Similarities

Notice that there are many similarities between the two plans – the unit/topic is the same, much of the content is the same and some of the strategies are the same.

Differences

The main difference lies in

- the opportunities provided for the students to actually apply and practise the knowledge and skills

and

- the assessment strategy/ies