Implementation flowchart

The following steps in the implementation process outline the questions which teams of technology teachers are recommended to address as they implement the syllabus.

What do we want our students to learn? Explore the requirements of the syllabus.

What can we do in our school situation? Explore student interests and needs and the available resources of the school including staff, facilities, rooms, timetabling.

What is our agreed purpose and approach for teaching the syllabus in this school? Share ideas amongst teachers and agree upon what is important in relation to the deep

understandings students will gain through the course, the preferred pedagogy and how it will be approached in your school.

How will we build the framework for the course plan?

Establish the organisational structure for the course including class groupings, reporting requirements and teacher availability for the course. Begin to develop the course plan, considering the experience of all groups of students.

How do we develop a course plan that effectively allocates all syllabus requirements? Identify which outcomes will be reported against in each reporting period for each group of students. Create a progression of learning for students and ensure a depth of understanding by allocating design related content (learn abouts and learn tos) to specific units or periods of time. Specify other syllabus requirements; areas of study/design specialisations and technologies specific content taking into account available school resources. Consider how each class group will experience this learning.

How do we develop effective units of work?

Identify the evidence of learning you will expect from students for the *learn abouts* and *learn* tos allocated in the course plan for design-related-content and technologies-specific-content. Brainstorm ideas and refine tasks for design projects that will address allocated syllabus requirements, be significant, engaging and challenging for students and achievable within available school resources. Develop a sequence of teaching and learning activities for students that will build on what they already know and can do, support them to gain new knowledge and skills and enable them to provide evidence of their learning.

How do we teach to achieve improved outcomes for students?

Consider the pedagogy that will be used in the classroom. Use the NSW model of pedagogy, as described in the Quality teaching in NSW schools and related support materials, to focus attention on how classroom teaching and assessment practices can be improved in the Technology (mandatory) course.

How will we know if we are being effective in our teaching of this course?

Establish mechanisms to monitor the effectiveness of the teaching of the course and to identify what needs to be modified during or at the end of the unit or course.

