



Mapping of Wade Institute's UpSchool 3-Day Professional Development Program for Educators to the Australian Curriculum – F-10 Skills and Capabilities

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Australian Curriculum Level 2 (Prep - Year 2)	UpSchool Curriculum	UpSchool Learning Outcomes
<p>Inquiring – identifying, exploring and organising information and ideas element</p> <ul style="list-style-type: none"> • Pose questions to identify and clarify issues and compare information in their world. • Identify and explore information and ideas from source materials • Organise information based on similar or relevant ideas from ore information and ideas from source materials. <p>Generating ideas, possibilities and actions element</p> <ul style="list-style-type: none"> • Build on what they know to create ideas and possibilities in ways that are new to them. • Identify and compare creative ideas to think broadly about a given situation or problem. • Investigate options and predict possible outcomes when putting ideas into action. <p>Reflecting on thinking and processes element</p> <ul style="list-style-type: none"> • Describe the thinking strategies used in given situations and tasks. • Outline the details and sequence in a whole task and separate it into workable parts. • Use information from a previous experience to inform a new idea <p>Analysing, synthesising and evaluating reasoning and procedures element</p> <ul style="list-style-type: none"> • Identify reasoning used in choices or actions in specific situations. • Identify alternative courses of action or possible conclusions when presented with new information. • Evaluate whether they have accomplished what they set out to achieve. 	<p>Educators are enabled through professional development to scaffold students to:</p> <ul style="list-style-type: none"> • Pose questions to expand their knowledge about the world • Collect, compare and categorise facts and opinions found in a widening range of sources • Expand on known ideas to create new and imaginative combinations • Explore situations using creative thinking strategies to propose a range of alternatives • Experiment with a range of options when seeking solutions and putting ideas into action • Reflect on, explain and check the processes used to come to conclusions • Identify pertinent information in an investigation and separate into smaller parts or ideas • Transfer and apply information in one setting to enrich another • Identify and apply appropriate reasoning and thinking strategies for particular outcomes • Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion • Explain and justify ideas and outcome 	<ul style="list-style-type: none"> • Educators learn how to adapt the <i>UpSchool</i> curriculum for each achievement level • Educators learn how to support students to find a problem to solve, asking them to pose questions about the world • Educators learn the ideation process - which engages in comparing and contrasting a wide range of facts, information and opinions • Educators learn the design-thinking process and lean-startup methodology- this encourages creative thinking strategies to pose alternatives, experimentation and validation to put new ideas into action • Through building business models, teams, and building a pitch, educators are supported to identify reasoning for a particular outcome and transfer information from one setting to another. Educators are provided with the education and resources to implement this in the classroom on their return to school • Educators are supported to choose a solution that draws on evidence and to be able to explain and justify the outcome of their decisions

Australian Curriculum Level 3 (Years 3 & 4)	UpSchool Curriculum	UpSchool Learning Outcomes
<p>Inquiring – identifying, exploring and organising information and ideas element</p> <ul style="list-style-type: none"> • Pose questions to expand their knowledge about the world • Identify main ideas and select and clarify information from a range of sources • Collect, compare and categorise facts and opinions found in a widening range of sources <p>Generating ideas, possibilities and actions element</p> <ul style="list-style-type: none"> • Expand on known ideas to create new and imaginative combinations • Explore situations using creative thinking strategies to propose a range of alternatives • Experiment with a range of options when seeking solutions and putting ideas into action <p>Reflecting on thinking and processes element</p> <ul style="list-style-type: none"> • Reflect on, explain and check the processes used to come to conclusions • Identify pertinent information in an investigation and separate into smaller parts or ideas • Transfer and apply information in one setting to enrich another <p>Analysing, synthesising and evaluating reasoning and procedures element</p> <ul style="list-style-type: none"> • Identify and apply appropriate reasoning and thinking strategies for particular outcomes • Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion • Explain and justify ideas and outcome 	<p>Educators are enabled through professional development to scaffold students to:</p> <ul style="list-style-type: none"> • Pose questions to expand their knowledge about the world • Collect, compare and categorise facts and opinions found in a widening range of sources • Expand on known ideas to create new and imaginative combinations • Explore situations using creative thinking strategies to propose a range of alternatives • Experiment with a range of options when seeking solutions and putting ideas into action • Reflect on, explain and check the processes used to come to conclusions • Identify pertinent information in an investigation and separate into smaller parts or ideas • Transfer and apply information in one setting to enrich another • Identify and apply appropriate reasoning and thinking strategies for particular outcomes • Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion • Explain and justify ideas and outcome 	<ul style="list-style-type: none"> • Educators learn how to adapt the <i>UpSchool</i> curriculum for each achievement level • Educators learn how to support students to find a problem to solve, asking them to pose questions about the world • Educators learn the ideation process - which engages in comparing and contrasting a wide range of facts, information and opinions • Educators learn the design-thinking process and lean-startup methodology- this encourages creative thinking strategies to pose alternatives, experimentation and validation to put new ideas into action • Through building business models, teams, and building a pitch, educators are supported to identify reasoning for a particular outcome and transfer information from one setting to another. Educators are provided with the education and resources to implement this in the classroom on their return to school • Educators are supported to choose a solution that draws on evidence and to be able to explain and justify the outcome of their decisions

Australian Curriculum Level 4 (Years 5 & 6)	UpSchool Curriculum	UpSchool Learning Outcomes
<p>Inquiring – identifying, exploring and organising information and ideas element</p> <ul style="list-style-type: none"> • Pose questions to clarify and interpret information and probe for causes and consequences • Identify and clarify relevant information and prioritise ideas • Analyse, condense and combine relevant information from multiple sources <p>Generating ideas, possibilities and actions element</p> <ul style="list-style-type: none"> • Combine ideas in a variety of ways and from a range of sources to create new possibilities • Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions • Assess and test options to identify the most effective solution and to put ideas into action <p>Reflecting on thinking and processes element</p> <ul style="list-style-type: none"> • Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary • Identify and justify the thinking behind choices they have made • Apply knowledge gained from one context to another unrelated context and identify new meaning <p>Analysing, synthesising and evaluating reasoning and procedures element</p> <ul style="list-style-type: none"> • Assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome • Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action • Evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria 	<p>Educators are enabled through professional development to scaffold students to:</p> <ul style="list-style-type: none"> • Pose questions to clarify and interpret information and probe for causes and consequences • Identify and clarify relevant information and prioritise ideas • Analyse, condense and combine relevant information from multiple sources • Combine ideas in a variety of ways and from a range of sources to create new possibilities • Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions • Assess and test options to identify the most effective solution and to put ideas into action • Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary • Identify and justify the thinking behind choices they have made • Apply knowledge gained from one context to another unrelated context and identify new meaning and evidence to justify a claim, conclusion or outcome. • Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action • Evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria 	<ul style="list-style-type: none"> • Educators learn how to adapt the <i>UpSchool</i> curriculum for each achievement level • Educators learn how to structure an entrepreneurial program to support students to pose and clarify questions and ideas and then prioritise those ideas into possible solutions • The entrepreneurial education program encourages and supports educators to build programs that identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions • Educators learn the lean-startup- methodology which supports them to test possible solutions and put ideas into action and then adjust if necessary • In the development of a business model educators learn how to assess the effectiveness of ideas, products, performances, methods and courses of action against given criteria, and are supported with the professional development and resources to scaffold their students to do the same

Australian Curriculum Level 5 (Years 7 & 8)	UpSchool Curriculum	UpSchool Learning Outcomes
<p>Inquiring – identifying, exploring and organising information and ideas element</p> <ul style="list-style-type: none"> • Pose questions to probe assumptions and investigate complex issues • Clarify information and ideas from texts or images when exploring challenging issues • Critically analyse information and evidence according to criteria such as validity and relevance <p>Generating ideas, possibilities and actions element</p> <ul style="list-style-type: none"> • Draw parallels between known and new ideas to create new ways of achieving goals • Generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting • Predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action <p>Reflecting on thinking and processes element</p> <ul style="list-style-type: none"> • Assess assumptions in their thinking and invite alternative opinions • Evaluate and justify the reasons behind choosing a particular problem solving strategy • Justify reasons for decisions when transferring information to similar and different contexts <p>Analysing, synthesising and evaluating reasoning and procedures element</p> <ul style="list-style-type: none"> • Identify gaps in reasoning and missing elements in information • Differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions • Explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified 	<p>Educators are enabled through professional development to scaffold students to:</p> <ul style="list-style-type: none"> • Pose questions to probe assumptions and investigate complex issues • Draw parallels between known and new ideas to create new ways of achieving goals • Generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting • Predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action • Assess assumptions in their thinking and invite alternative opinions • Evaluate and justify the reasons behind choosing a particular problem-solving strategy • Justify reasons for decisions when transferring information to similar and different contexts • Identify gaps in reasoning and missing elements in information • Differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions • Explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified 	<ul style="list-style-type: none"> • Educators learn how to adapt the <i>UpSchool</i> curriculum for each achievement level • Educators are supported to engage in multiple problem-solving techniques allowing them to pose questions to probe assumptions and investigate complex issues • Through the lean-startup-methodology educators are supported to predict possibilities and identify and test consequences when seeking solutions and putting ideas into action • Educators learn how to support students to reflect on their goals • In the entrepreneurial learning process educators learn how to evaluate and justify the reasons behind choosing a particular problem-solving strategy and identify gaps in reasoning and missing elements in information • In the pitch component of <i>UpSchool</i> educators are supported to explain their intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified. They are provided with the support and resources to scaffold their students to do the same

Australian Curriculum Level 6 (Years 9 &10)	UpSchool Curriculum	UpSchool Learning Outcomes
<p>Inquiring – identifying, exploring and organising information and ideas element</p> <ul style="list-style-type: none"> • Pose questions to critically analyse complex issues and abstract ideas • Clarify complex information and ideas drawn from a range of sources • Critically analyse independently sourced information to determine bias and reliability <p>Generating ideas, possibilities and actions element</p> <ul style="list-style-type: none"> • Create and connect complex ideas using imagery, analogies and symbolism. • Speculate on creative options to modify ideas when circumstances change • Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action <p>Reflecting on thinking and processes element</p> <ul style="list-style-type: none"> • Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions • Balance rational and irrational components of a complex or ambiguous problem to evaluate evidence • Identify, plan and justify transference of knowledge to new contexts <p>Analysing, synthesising and evaluating reasoning and procedures element</p> <ul style="list-style-type: none"> • Analyse reasoning used in finding and applying solutions, and in choice of resources • Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action • Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified 	<p>Educators are enabled through professional development to scaffold students to:</p> <ul style="list-style-type: none"> • Pose questions to critically analyse complex issues and abstract ideas • Critically analyse independently sourced information to determine bias and reliability • Create and connect complex ideas using imagery, analogies and symbolism. • Speculate on creative options to modify ideas when circumstances change • Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions • Balance rational and irrational components of a complex or ambiguous problem to evaluate evidence • Identify, plan and justify transference of knowledge to new contexts • Analyse reasoning used in finding and applying solutions, and in choice of resources • Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action • Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified 	<ul style="list-style-type: none"> • Educators learn how to adapt the <i>UpSchool</i> curriculum for each achievement level • Educators learn how to support students to utilise entrepreneurial thinking techniques to pose questions to critically analyse complex issues and abstract ideas and then speculate and develop on creative solutions • In the learning of the lean-startup- methodology educators learn how to support students to adapt, pivot and modify ideas and solutions when circumstances change • In the pitch component of <i>UpSchool</i> educators learn how to give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions and are provided with the tools and resources to scaffold students to do the same • Educators are supported to engage in multiple problem-solving techniques • Educators learn how to adapt and engage with students in an entrepreneurial setting, taking into consideration learning styles • In the pitch and reflection component of <i>UpSchool</i> educators learn how to evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified

*NOTE: Year levels are indicative only. Each learning area or subject of the Australian Curriculum is presented as a sequence of learning over time. Published: February 2023