

CONNECTED CURRICULUM

Rationale

Connected teachers at BUEEC are committed to creating and delivering a *connected curriculum* that engages and motivates our students to explore and connect knowledge and skills to the world around them.

This *connected curriculum* is planned according to a 'backwards by design' principle. This approach involves moving from the outcomes (success criteria) back to the learning goals, then to the activities and resources needed to attain the success criteria (Hattie, 2012).

Elaboration

Connected teachers at BUEEC believe that to educate, inspire and empower connected students we must:

- Identify learning goals from relevant syllabus standards. This articulates what students will understand, know and do throughout the program. References for planning at this stage include the Australian Curriculum and QCAA Senior Geography syllabus.
- Embed Indigenous and Torres Strait Islander perspectives into programs in a meaningful and respectful way to acknowledge the First Peoples of our country and our place.
- Incorporate learning beyond the classroom into the planning and delivery of centre programs.
 - When students are asked to put into practice "in the real world" what they have theorised about from behind a desk, the result is a student-centric learning experience that enhances learning and fosters personal and social development. (Smith and Fedesco, 2020)
- Design programs to arouse curiosity in a student centred environment to encourage critical and creative thinking.
- Establish and maintain mutually beneficial and collaborative partnerships with government, industry groups, tertiary institutions, community groups and schools to strengthen our position as a learning hub.
 - This engagement with the broader learning community during both the planning and delivery phase allows for authentic, engaging and relevant learning experiences for the students.
 - These partnerships provide opportunities for centre staff, visiting teachers and students to gain a deeper understanding and develop knowledge and skills.
 - Collaboration with academics when planning and delivering programs provides a breadth beyond that which is ordinarily available to encourage the development of new perspectives with centre staff, visiting teachers and students alike.
- Make learning and teaching visible.
 - Learning and teaching is made visible by clearly defining the curriculum based inquiry questions, learning goals and success criteria in student friendly language.
 - The creation of these student learning goals are also informed by teachers' understanding of and connection to real world environments, allowing activation and connection to prior knowledge.
- Ensure alignment between source documents, learning experiences and desired student outcomes.