



Subject Planning Starter Kit

Everything you need to get started with subject
planning in SchoolWise



PLANNING PROCESS

The process of planning for the new Junior Cycle is just that, it is a process which takes place over time. The planning process in SchoolWise can be broken down into four simple steps.

1. BUILD THE UNITS OF LEARNING

Collaboration within your department is essential when planning for your subject and SchoolWise makes this possible. When you are at the first step of the process it is important to agree the theme for your units, how long each unit will take and the outcomes that will be used. Key learnings and how each unit is connected or flows to the next it also important. SchoolWise enables you to easily capture all of this in a unit of learning.

2. BUILD YOUR LESSONS

Lessons are built for a unit of learning and simply break the unit into smaller, more manageable parts that you will use to deliver and share with your learners. A lesson will contain learning intentions and success criteria. You do not need to plan for every class as a lesson is typically delivered over a number

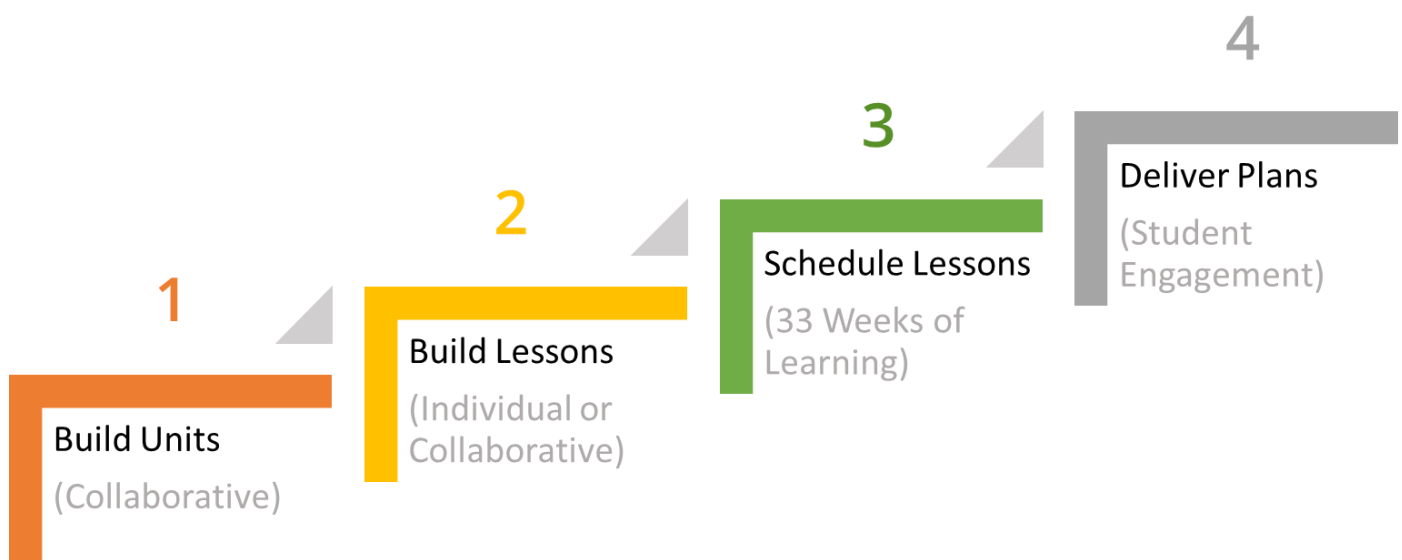
of days or weeks. SchoolWise makes this step quick and easy as all the hard work is done collaboratively in the unit of learning.

3. SCHEDULE YOUR LESSONS

Once you have built your lessons, you can then use SchoolWise to schedule these lessons across the 33 weeks of learning with our 'drag and drop' calendar. Remember we plan in weeks not classes, so this process is very quick. You get to see the scheme of work for your subject which we automatically roll over year after year.

4. DELIVER YOUR PLANS

The final step in the process is to engage your learners in the planning process. SchoolWise lets you take your plans into the classroom and share them with your learners. This is an important step in the process and learners can give you feedback or help shape the intentions and criteria. It is also where you can use SchoolWise to reflect on the unit or lesson and capture what worked well or any improvements for next time.





WHERE DO WE START?

It can seem like a daunting journey regardless of whether you have existing subject plans to build upon or are starting from scratch.

Rather than trying to do everything at once along with providing every detail, why not start with a building block approach that you can build on over time.

This means as a department you can agree the basics upfront and then collaborate on the units as you go along. Let's take a look at what it might look like.

1. START WITH ONLY ONE YEAR GROUP

Why not just start with say first year and begin the planning process there. You may be making some assumptions such as timelines, outcomes, content, etc. that might require some adjustment of units and lessons for second and third year. So rather than building it all in one go, having to change or adapt constantly, why not just pick one year to start with.

2. JUST THE BASICS

Sometimes it is easier to see the structure or skeleton of a plan before you put the finer details in place.

So when you are building your units of learning why not just start with selecting the outcomes, give your unit a name/theme, pick the chosen year you are starting with and finally just the duration. You can save your unit with just the basic information.

If you repeat this for each unit, you will see how the plan visually looks and the structure of each unit. You can then start to edit each unit filling out more details as you go along.

Remember, think broadly about your units and set the durations to be two or more weeks long. Even start with a unit for a term. You can always go back and refine this later. It is not about how many units you can create but rather the theme for each unit. This is covered on the next page of this starter kit.

3. ADD THE RESOURCES

Now that you have the basic structure of your plan, you can start adding the learning resources that you will use. This enables your department to store, organise and plan the learning content in your units.

You could then start to put together what some of those learning experiences might look like to leverage the resources.

4. BUILD AS YOU GO ALONG

Planning should be something that constantly evolves along the way to incorporate new ways of teaching and learning. You might have new resources to reach a wider spectrum of learners, new experiences to engage your learners in the process or simply find that certain things did not go as well as planned.

Your units and lessons should be living, breathing plans that you can update as you move through different class groups over the school year.

So if you start with the basics, you can then build out your plans as you progress through the school year. This way you can try out the units as you move along, maybe plan a term in advance and as you progress through the school year. You can then put the finer detail in place.



UNIT OF LEARNING

COMPONENTS OF A UNIT

- COLLABORATIVE
- THEMATIC
- TWO OR MORE WEEKS LONG
- CONTAIN OUTCOMES
- POSSIBLE EXPERIENCES
- POSSIBLE RESOURCES
- POSSIBLE ASSESSMENTS
- KEY SKILLS
- STATEMENTS OF LEARNING
- WELLBEING INDICATORS
- REFLECTIONS

[CLICK HERE TO VIEW OUR ARTICLE ON HOW TO CREATE A UNIT](#)

A unit of learning is the starting point of subject planning in SchoolWise. All members of a subject department can view, edit or create a unit of learning. Units of learning are **collaborative**.

Departments work together to decide on the name/ theme, duration and outcomes that will be used in a unit. This will be the overall structure of the plan for each year and should be decided from the outset. All of the outcomes for your subject are automatically built into SchoolWise.

Themes are generally used to name a unit and also sometimes help frame the **outcomes** that are used.

Each unit of learning will generally be **2 or more weeks** long but this will vary from subject to subject which you can decide.

Learning **experiences** are also captured in a unit and are linked to one or more outcomes - how the students will experience the outcome. These are **possible experiences** that you can use with your learners. This is a great way in SchoolWise for everyone in your department to share ideas, methodologies and active learning strategies. You will be able use these experiences in your own lessons.

Assessments that you create in a unit can be both formative, AfL (assessment for learning) and summative, AoL (assessment of learning). These are **possible assessments**. Similar to experiences this is a great way for the department to collaborate and develop consistent strategies around how assessment should take place.

SchoolWise has all of the **key skills** and **statements of learning** built in for your subject to add to your unit. You can link as many of these as you feel appropriate.



TERMS EXPLAINED

STRAND

A strand contextualises each subject into different parts and it is used to provide context for the learning outcomes. Strands will inform the learning that will take place. Strands are built into SchoolWise.

LEARNING OUTCOME

The learning outcomes for your subject are set out in your specification document. Learning outcomes are statements to describe the understanding, skills and values students should be able to demonstrate after a period of learning. SchoolWise has all the learning outcomes for your subject built in.

KEY LEARNING

A key learning can also be referred to as a concept or key concept. The word “key” should be emphasised as it is used to formalise the high level learning intention or the “why” - the rationale or overall strategy for the unit developed by the department. You can use your action verbs along with the process of unpacking the learning outcome.

LEARNING EXPERIENCES

A learning experience is associated to one or more outcomes and outlines how the learner will experience the outcome. What are the learning activities and the methodologies that will be used in each experience. You can include the learning resources that will be used in the experience. SchoolWise provides a place to store, organise and plan all of the learning resources for each department in one place. If the outcome is what they should know understand or be able to do, think of the experience as how to get them there.

ASSESSMENTS

How will you know that the learner knows or how will you gauge their knowledge and understanding of each outcome. Assessments are associated to one or more outcomes and determine the strategy used. These can be both formative and summative.

KEY SKILLS

These are the skills that the learner will develop or experience throughout the course of the unit. The specific skills linked to your subject are set out in the specification document. All of the key skills and elements for your subject are built into SchoolWise.

STATEMENTS OF LEARNING

These are the features of the teaching and learning. The specific statements of learning linked to your subject are set out in your specification. These are built into SchoolWise for your subject.

REFLECTION

Planning just like learning is a continuous process which evolves over time. Reflection is used to capture what worked well and what improvements you may introduce next time. Everyone in a department can capture their comments which can be used to further develop the unit. This is really useful when it comes to S.S.E. and inspections.

SchoolWise gives everyone in your department the opportunity to capture their comments. In addition, SchoolWise will track all of the changes to a unit of learning to provide evidence and demonstrate how a unit has evolved over time.



KEY LEARNING

WHY DID WE BUILD THIS UNIT?
(BIG PICTURE)

What do we want our learners to have attained by the end of this unit?

What is the rationale behind why we chose the outcomes for our unit?

KNOWLEDGE, UNDERSTANDING, SKILLS OR VALUES THAT LEARNERS WILL ATTAIN

EXAMPLES

know what is a consumer, **understand** the different agencies and financial institutions and **be able to** exercise their rights as a consumer

know how to construct a sequence of movement, **understand** how to incorporate music and **be able to** perform a routine with poise and confidence

know how to open with a good sentence, **understand** how to keep an the audiences attention and **be able to** conclude with a strong statement



LEARNING EXPERIENCE

HOW WILL WE GET THEM THERE?
HOW WILL THEY EXPERIENCE
THE OUTCOME?

What are the possible learning experiences and methodologies that we could use?

Sharing and ideas of possible activities that we could use with our learners

THINK, PAIR SHARE, GROUP WORK, ACTIVE
LEARNING STRATEGIES?

EXAMPLES

Case study with scenarios on different types of consumer rights and responsibilities

Plan and select sequence elements to create a final group performance

Video that demonstrates the different ways a chemical reaction can affect materials

Think, pair share exercise on how the main character impacted on the events in the chapter



ASSESSMENT

HOW DO WE KNOW THEY KNOW?
HOW CAN WE CHECK IN ON THE
LEARNING ALONG THE WAY?

How do we know our learners know or how can we gauge their understanding of an outcome?

How can we possibly get our learners to demonstrate their knowledge of an outcome?

PEER REVIEW, EXEMPLARS, WALK AND TALK, DEBATE, ROLE PLAY, Q&A SESSION

EXAMPLES

Work as a group to develop some promotional material that demonstrates the learners knowledge of diet and nutrition

Each learner will create a 2 minute presentation using Prezi to put their argument forward

Construct a gymnastic performance as a group and deliver to the class

Role play exercise where one student will be a consumer and the other to be the agency followed by peer review



LESSON PLANNING

COMPONENTS OF A LESSON

- INDIVIDUAL OR COLLABORATIVE
- LINKED TO A UNIT
- DAYS OR WEEKS LONG
- CAN BE PERSONALISED
- LEARNING INTENTIONS
- SUCCESS CRITERIA
- KEY SKILLS
- STATEMENTS OF LEARNING
- WELLBEING INDICATORS
- REFLECTIONS

[CLICK HERE TO VIEW OUR ARTICLE
ON HOW TO CREATE A LESSON](#)

Lessons are built from a unit of learning and are **individual** to you. Building a lesson in SchoolWise is much quicker, as all of the hard work is **collaboratively** done by the department when building the unit. SchoolWise allows you to **personalise** your teaching and learning while staying on track with what was agreed in the unit.

However, if you would like to **collaborate** on your lessons the same way you do with your units, there are a couple of options in SchoolWise. Another person in your department can **link** to your lesson but cannot change it. Only you can make changes to the lesson and when you do, it updates for everyone that linked to it. If another person wants to make changes, they must make a **copy** of your lesson. This lesson then becomes their own. If they make changes it does not affect your lesson.

Each lesson will generally be **days or weeks long**, remember you are not expected to plan for every class. A lesson is simply breaking a unit into smaller, more manageable parts that you can deliver and share with your learners in SchoolWise.

The two components which a lesson has that a unit does not, are learning intentions and success criteria.

Learning intentions for a lesson or series of lessons is a statement, created by you, that clearly describes what you want the learners to know, understand or be able to do as a result of learning and teaching activities. Why are they learning this?

Success criteria are linked to learning intentions and are developed by you and/or the learners to describe what success looks like. They help you and the learner to make judgements about the quality of the learning. How does the learner know what success looks like?



LEARNING INTENTION



WHY ARE WE LEARNING THIS?

What do I want students to **know**?

(KNOWLEDGE)

What do I want students to **understand**?

(UNDERSTANDING)

What do I want students to be **able to do**?

(SKILLS)

EXAMPLES

know about different types of energy

know how to construct a pie graph

understand the effects of diet on health

understand why X causes Y

to be able to solve a problem using more than one strategy

to be able to work as part of a team



SUCCESS CRITERIA



How will I and the learner know if we have achieved a learning intention?

(FEATURES OR QUALITY)

Describe what success looks like in clear, easy to understand language?

(DEVELOPED BY ME AND/OR THE LEARNER)

EXAMPLES

My writing is accurate with correct spelling and grammar

I can explain the process used or the working out

Uses scientific ideas to make testable predictions

Begin with a good opening sentence

Use emotive and persuasive language (such as 'Surely')

Use an appropriate strategy



TERMS EXPLAINED

LEARNING INTENTION

Used for a lesson or series of lessons is a statement, created by the you, that describes clearly what you want the learners to know, understand, and be able to do as a result of learning and teaching activities.

SUCCESS CRITERIA

Linked to learning intentions and are developed by you and/or the learners to describe what success looks like. They help you and the learner to make judgements about the quality of the learning. How does the learner know what success looks like.

LEARNING EXPERIENCES

A learning experience is associated to one or more outcomes and outlines how the learner will experience the outcome. What are the learning activities and can include the methodologies used. You also have the option of including learning resources that will be used in the experience.

You also have the option of using all or some of the experiences defined in the unit and add some of your own.

KEY SKILLS

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