

PPCC

Type: Face-to-face

Duration: 12 hours

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PPCC Concept-based Curriculum and Instruction for the Thinking Classroom

What is the benefit of this session?

Expand your understanding of the conceptual level of knowledge, thinking, and understanding. In this highly interactive session, you will compare a three-dimensional, concept-based curriculum and instruction model to the worn out two-dimensional coverage model. You will see and discuss DVD clips of three-dimensional, concept-based teachers instructing students. You will learn specific, practical instructional strategies that engage the hearts and minds of students. Concept-based curriculum and instruction is not a program. It leaves the design of instruction to teachers, informing and reinforcing quality curriculum design and pedagogy.

Recommended Attendees

K to 12 teachers, Principals and Deputy Principals, Directors of Teaching and Learning, Heads of Learning, Instructional Leaders

Key Outcomes

- The structure of knowledge and how to utilise it to develop student's intellect
- How to move to a three-dimensional curriculum and instruction model and teach both factual and conceptual knowledge with greater depth and rigour
- Conceptual lenses and how to use them to develop higher levels of thinking
- How to design instruction to achieve synergistic thinking between the factual and conceptual levels of knowledge and understanding
- How to build and scaffold thinking to deeper levels
- How to develop different kinds of guiding questions to support student thinking from the factual to the conceptual level of understanding
- The difference between an Activity and a Performance of Understanding
- What concept-based instruction 'looks like' in the classroom

Australian Professional Standards for Teachers ([AITSL](#)) addressed

2.1, 2.2, 2.3, 3.1, 3.3, 6.2