THE INGREDIENTS OF COURSE AND UNIT PLANNING

TEACHER IDENTITY
- [ ] passion, strengths, goals/values, wish-lists, force of personality
- [ ] my story - personal & cultural narratives
- [ ] influence of other educators, peers, and supervisors, network
- [ ] influence from students (e.g. what you think you've learned from them that will influence current or future learning design
- [ ]

ASSESSMENT
- [ ] formative (formal/informal) & summative assessment
- [ ] entry level & pre/post assessments
- [ ] performance standards/rubrics/proficiency scales
- [ ] reflection cycle for students and teacher
- [ ] real-world/authentic assessment
- [ ]

STRUCTURES & ROUTINES
- [ ] start and end points (e.g. content, timeline)
- [ ] norms & expectations
- [ ] hook(s) - overarching/ongoing vs set of daily prompts
- [ ] kinds and number of lessons (dividing a unit into parts)
- [ ] pedagogical balance (talk vs read vs move vs view, etc.)
- [ ] matching learning resources (old & traditional vs newer & tested vs newest & experimental), design for quick engagement (cool) vs depth or importance
- [ ] classroom traditions or habit-forming practices (for teachers and students)
- [ ] style and expression options for students (e.g. multimodal)
- [ ] flex time, pacing for lesson elements
- [ ] question techniques, varied methods for encouraging response
- [ ] backup activities, go-bag for subs
- [ ] assignment design, digital or print support (e.g. handouts)
- [ ] making space for all voices, perhaps starting by considering Indigenous learners, ELL learners, aiming for equity
- [ ]

SHAPING CONTEXT
- [ ] social-emotional factors, self-regulation
- [ ] embedded classroom management strategies
- [ ] indigenizing spaces - environments of care, inclusion, mindfulness, and paying attention to the needs of the body, mind, and soul
- [ ] social contexts: individual, group, student vs teacher led, guests
- [ ] environmental contexts: indoor vs outdoor, class, library, lab, gym
- [ ] classroom design: the "pattern language" of desks, tables, configuration, patterns, shelves, reggio-inspired, order vs chaos, stations, centres, circles, "feng shui"
- [ ] strategies for clean & safe work areas
- [ ] social contexts: individual, group, student vs teacher led
- [ ] community and place-conscious opportunities, and guests!
- [ ] environmental contexts: indoor vs outdoor, class, library, lab, gym
- [ ] classroom design: desks, tables, configuration, patterns
- [ ] classroom presence: where is the teacher, why there
- [ ]

WHAT ELSE?
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

CURRICULUM
- [ ] Curriculum Goals & Rationale documents
- [ ] Curriculum Core Competencies
- [ ] Curriculum Big Ideas
- [ ] Curriculum Curricular Competencies
- [ ] Curriculum Content Standards
- [ ] how much or little, where to put it and why
- [ ]

VALUES & PEDAGOGY
- [ ] educator beliefs (e.g. what is this course about
- [ ] educational or developmental theory (e.g. attachment, inquiry-based approach, growth mindset, constructivism, Bloom's taxonomy, pedagogy of the oppressed)
- [ ] First Peoples Principles of Learning and/or variants
- [ ] BC College of Teachers Standards
- [ ] values of inquiry (clarity, accuracy, precision, depth, coherence, breadth
- [ ] Universal Design for Learning, backwards design * differentiation
- [ ] cognitive skills (e.g. interpretation, analysis, evaluation, inference, explanation, metacognition)
- [ ] Wholistic Learning Intentions (over/above or complimentary to official curriculum)
- [ ] multiple intelligences & learning styles (teaching style)
- [ ] notions of actualization & world-views (what kinds of humans are we making, what do I believe about students)
- [ ]

Curricular considerations
- ▸ received (official & unofficial)
- ▸ perceived
- ▸ ghost curriculum

Contextual considerations
- ▸ who's in your class
- ▸ where you teach

Pedagogy
- ▸ educator values
- ▸ structures and routines
- ▸ assessment philosophy

Orientation
- ▸ how your course is laid out
- ▸ how you create intention

Material considerations
- ▸ the stuff you put in front of students
- ▸ what you expect students to do with it

Teacher Identity
- ▸ the self that teaches
- ▸ personal & cultural narratives

DESIGN FOUNDATIONS. You can pretty much start anywhere... they all lead back to each other

PACIFIC SLOPE CONSORTIUM