# Teacher — start with one useful job

## Before children arrive

Choose a safe, reachable tabletop source or a genuinely reviewed local view. O1 is complete invented Sprout Yard practice. Prepare broad paper labels, blank sheet, a large corner cue, pencil or wanted scribe, and one day's start. Nothing requires a walk, recording, personal history, fine cutting, screen or purchase. Do not record pupils' faces, names, home routes, precise security layouts or cultural sites in a public guide.

Check the school's currently adopted syllabus/timetable, access/communication and material/supervision plans. Read whole national scope (national-scope.html) and source rights (source-and-rights.html). Genuine cultural/First Nations sources, protocols and language require authority and consent; a generated story, general council acknowledgment or a planted garden cannot stand in for Country/Place knowledge.

For local facts, prepare the whole reviewed source card (local-source-review.html) before the lesson. Keep event, publication, update and check dates separate. If it is missing or unsuitable, use an invented source and record its limits. No child is asked to search the web or reveal a family address.

## First two minutes

“What would you like your guide to help someone find?” Offer the complete model source, a familiar approved feature or the child's own suitable interest. A child can work alone, with a willing partner, by usual communication, or direct a wanted adult. A quiet/private description is complete participation. Rest, stop and pass are valid.

Use the day's 20-minute start as a flexible guide, not a pace test. Choose one of three routes and switch if useful. If a child makes only a plan, record plan. If they choose the locations and direct adult making, attribute child meaning and adult fabrication separately. Avoid a required symbol count, spelling score or spoken reason for every decision.


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## Observe a few children closely

During the eight-minute make/try block, sample two or three actual contributions; rotate across lessons and review others' records later. Do not imagine thirty private four-question assessments in a two-minute close. Preserve exact responses, actual source used and prompts/support, then choose specific teaching. A source label, feature meaning, location relation, question, interpretation, perspective, conclusion/proposal and source-based account are separate components.

What you actually see · Next teaching on a different context

Only object names, no inquiry question · Model where/what using an unrelated toy-depot pair, then let the child make a new question

Colours treated as categories · Contrast a stated naturally grown shrub and planted tray; ask which source actions support the aspect

Model/place identity confused · Put an actual source label beside a new invented model and compare what each can establish

Key does not match marks · Make a two-symbol key for an unrelated parcel shelf and inspect a literal match

Location changes when viewer turns · Mark a fixed corner with new furniture scraps; compare beside/between and viewer-left

Proposal reported as already done · Use a new art-corner shows/suggests/decides sequence, then make an actual permitted model move

Expected completion copied as fact · Separate source-reported event, expectation and missing outcome using an unrelated tunnel notice

One perspective presented as everyone's need · Discuss two fresh toy-market purposes without making one person representative

Planned trial reported as a result · Run a fresh actual self-trial; record actual movement/response or not tried

## Select formative evidence carefully

The eight complete source stages are options, not eight mandatory tests. Select a relevant first source and its own blank before exposing its key/models, and capture response without leading the interpretation. Neutral source reading, exact wanted scribing and usual access supports are allowed and recorded. If teaching occurs during the first response, keep that fact; it is not an unseen independent baseline.

Teach the observed gap on genuinely unrelated ordinary material after preserving the first. A later source opens only after actual dated teaching, interval, exposure


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and support records are available. Reserve sources remain unused unless needed; a disclosed source cannot become unseen again. Compare components and conditions, not a combined score or a claim to the whole achievement standard. Ordinary learning remains available even when a check is declined.

## Actual source/creator/operator/recipient line

Keep locally under school policy: source ID/type/place/period/provider and actual access; exact child question/choice/marks; child creator contribution; adult helper/fabricator/operator contribution; actual product version; planned task; actual trial/who/response or NONE; source-based conclusion/proposal; next teaching. Optional real sharing requires an actual willing recipient and actually presented work/account. Puppets, projected future viewers and supplied fictional replies are rehearsal. A learner may remain private without losing the making opportunity.

QCAA's 2023 alignment (https://www.qcaa.qld.edu.au/downloads/aciqv9/humanities-and-social-sciences/curriculum/ac9_hass_yr1_as_cd_alignment.pdf) and November 2025 example plan (https://www.qcaa.qld.edu.au/downloads/aciqv9/humanities-and-social-sciences/planning/ac9_hass_yr1_cap_example.pdf) are current primary references read on 7 October 2026. Its example timetabling is a context-specific example, not a requirement that this opening run in the same term. Original descriptive criteria here do not supply official A–E standards or QCAA approval.

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