



ARC Companion Guide

A platform-aligned guide that walks teachers through each ARC decision: prompt, evidence, professional judgement, output and next move.



Professional Intelligence

PI is the thinking teachers use to notice, interpret, judge and act. ARC protects that work by making the decision trail visible.

What ARC does

ARC aligns curriculum, evidence, teaching moves, SRL, adaptation and exports. It reduces friction without replacing teacher judgement.

Guide flow mirrors the platform

- | | |
|------------------------|-------------------------|
| 1 My ARC | 2 Snapshot |
| 3 Assessment/Evidence | 4 Knowledge ARC |
| 5 Learning ARC | 6 SRL Planning |
| 7 Lesson ARC | 8 Adaptive Teaching |
| 9 UDL Pathways | 10 Resource ARC |
| 11 Evidence Hub | 12 Faculty Intelligence |
| 13 Exports & Assurance | |

Core message

ARC does the lifting. Professional Intelligence does the thinking.

Use the platform flow: prompt -> evidence -> decision -> output -> next move.

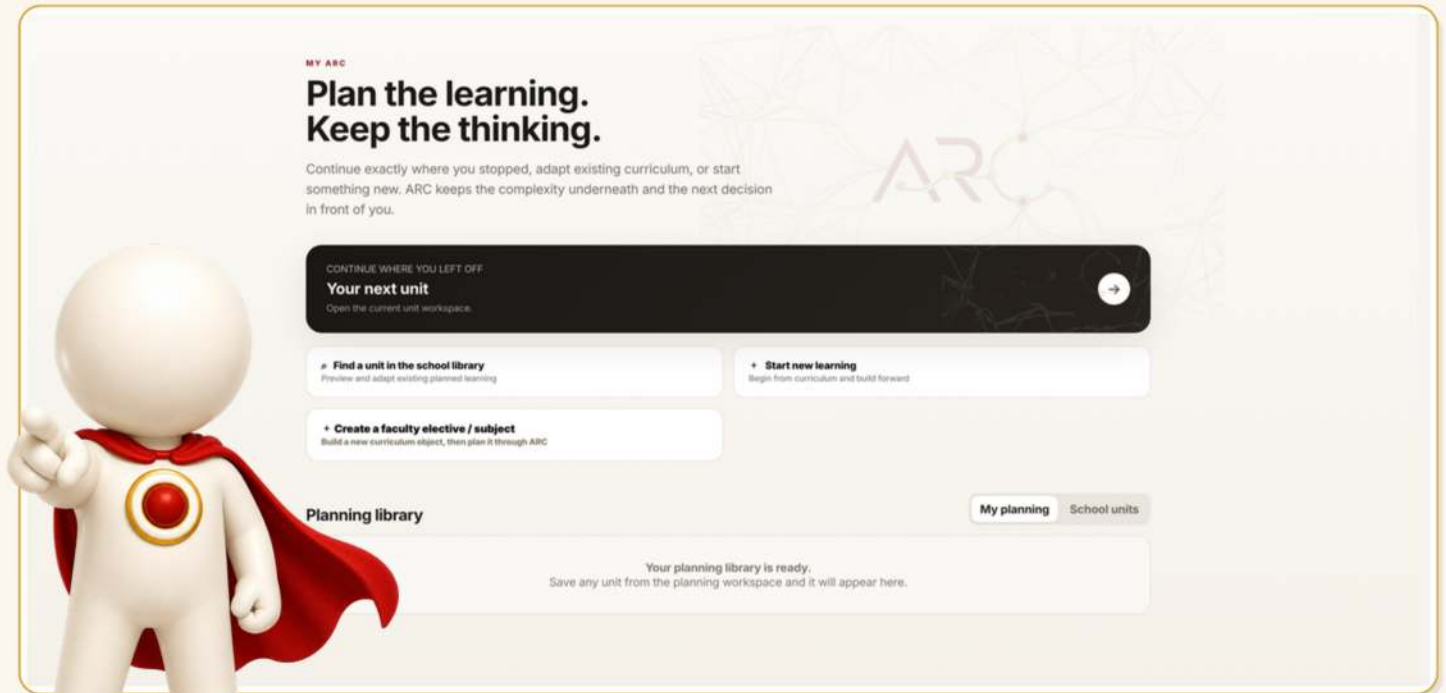
Beginner tip: Use the prompts in this guide to decide what to keep, adapt, export or revisit.



1

Open, continue or start planning from the landing page.

Start by choosing the correct planning pathway. ARC keeps the next decision in front of you.



The screenshot shows the ARC planning interface. On the left, a 3D character in a white suit and red cape points towards the interface. The main area has a header 'MY ARC' and the title 'Plan the learning. Keep the thinking.' Below this is a sub-header 'Continue exactly where you stopped, adapt existing curriculum, or start something new. ARC keeps the complexity underneath and the next decision in front of you.' There are three main buttons: 'Continue where you left off' (with a right arrow), 'Find a unit in the school library' (with a plus icon), and 'Start new learning' (with a plus icon). Below these are two more buttons: 'Create a faculty elective / subject' and 'Start new learning'. At the bottom, there is a 'Planning library' section with a message 'Your planning library is ready. Save any unit from the planning workspace and it will appear here.' and two tabs: 'My planning' and 'School units'.



Prompt

What are you trying to do: continue, find, adapt or start new learning?



Evidence to bring

The unit, curriculum area, year level and existing planning or resources.



Teacher decision

Choose the workspace path that matches the work, not the fastest shortcut.



Output

A working unit space ready to build, adapt or continue.

Next move

Open the Snapshot to see the current architecture.

Open

Snapshot

Evidence

Knowledge

Learning

SRL

Lesson

Adapt

Pathways

Resource

Hub

Faculty

Export

ARC does the lifting. Professional Intelligence does the thinking.

Beginner tip: prompt -> evidence -> decision -> output -> next move.



2

See the whole unit architecture before you edit the detail.

Use the Snapshot to understand the unit as a connected learning system.

UNIT SNAPSHOT

Body Control: Nervous and Endocrine Systems

Generated from your ARC decisions. This is a synthesis, not another planning pathway.

Continue planning →

2

curriculum references

1

assessment points

4

learning cycles

1

planned lessons

8

evidence / adaptation records

Current professional architecture

UNIT DESTINATION

They distinguish between infectious and non-infectious disease, and compare different infectious disease control measures. They explain how the nervous and endocrine systems use negative feedback to support homeostasis in the body's internal environment.

ASSESSMENT

Evidence Point 1

LEARNING ARC

Cycle 1: Build Knowledge - 1 lessons
Cycle 2: Clarify Misconceptions - 1 lessons
Cycle 3: Develop Reasoning - 1 lessons
Cycle 4: Apply Learning - 1 lessons

EVIDENCE - ADAPTATION

Cycle 2: misconception notes
Cycle 3: annotated reasoning
Cycle 4: discussion sample
Cycle 4: application task
Cycle 4: student reflection

Jump to the next professional decision

Assessment ARC

Purpose → capabilities → evidence → rubric

Knowledge Intelligence

Vocabulary → barriers → misconceptions

Learning ARC

Curriculum → cycles → shift → pedagogy
→ SRL → adaptation

Lesson ARC

Enact the architecture lesson by lesson

Evidence ARC

Retrieve evidence, judgement and responsive moves

Export ARC

Translate the same record for each audience

Prompt

What is already built? What is missing? What decision comes next?

Evidence to bring

Unit intent, selected knowledge, assessment points, Learning Arc status and evidence signals.

Teacher decision

Use this as mission control before editing detail.

Output

A clear view of curriculum, assessment, learning and adaptation in one place.

Next move

Open Assessment or Knowledge depending on the gap in the chain.

Open Snapshot Evidence Knowledge Learning SRL Lesson Adapt Pathways Resource Hub Faculty Export

ARC does the lifting. Professional Intelligence does the thinking.

Beginner tip: prompt -> evidence -> decision -> output -> next move.



Assessment / Evidence

3

Define what quality will look like and what evidence will count.

Plan the evidence before planning the activity. Evidence gives adaptation its direction.

Snapshot **Assessment** Knowledge Learning Lesson Resource Evidence Faculty Intelligence Exports Library Save Ask ARC

TEACHER NAME: Teacher name FACULTY: English CURRICULUM: Victorian Curriculum 7-10 SUBJECT / DISCIPLINE: English YEAR / BAND / LEVEL: Year 7 SEAL TEACHING UNIT: Short Stories: Character, Setting and Conflict

ASSESSMENT ARC

Define the evidence point

Choose its role, evidence/task type and purpose.

1 Evidence point setup 2 Capabilities & curriculum 3 Fit, evidence & response 4 Rubric & outputs 1/4

ASSESSMENT ARCHITECTURE
1 evidence point in this unit
You decide how many evidence points are needed and what professional judgement each one must enable.

Evidence Point 1
Formative

Working on Evidence Point 1

Evidence Point 1 — what role will this evidence play?

Diagnostic
Find out what students know before or early in teaching.

Formative
Generate evidence that changes the next teaching or learning move.

Summative
Make an achievement judgement after sufficient opportunity to learn.

EVIDENCE / TASK TYPE
Choose a task / evidence form...

PURPOSE
What judgement or teaching decision should this evidence enable?

Prompt

What evidence will tell you whether students are moving toward the intended learning?

Evidence to bring

Diagnostic, formative or summative evidence; purpose; capabilities; feedback and next action.

Teacher decision

Select only evidence that supports judgement and adaptation.

Output

Evidence points, success criteria, rubrics and exportable assessment documentation.

Next move

Use the evidence logic to shape the knowledge and Learning Arc.



Open Snapshot **Evidence** Knowledge Learning SRL Lesson Adapt Pathways Resource Hub Faculty Export

ARC does the lifting. Professional Intelligence does the thinking.

Beginner tip: prompt -> evidence -> decision -> output -> next move.



4

Define the destination, sequence the knowledge and identify barriers.

Knowledge is not a list. It is the progression students need to move through the unit.

Snapshot Assessment **Knowledge** Learning Lesson Resource Evidence Faculty Intelligence Exports Library Save Ask ARC

TEACHER NAME: Teacher name FACULTY: English CURRICULUM: Victorian Curriculum 7-10 SUBJECT / DISCIPLINE: English YEAR / BAND / LEVEL: Year 7 SEAL TEACHING UNIT: Short Stories: Character, Setting and Conflict

KNOWLEDGE ARC

End point

Define the learning destination before deciding the internal sequence. 1/4

1 End point 2 Knowledge sequence 3 Vocabulary & barriers 4 Confirm

Where does this unit need to take students?

UNIT END POINT / LEARNING DIRECTION

When creating written and spoken texts, students convey ideas and information to a specific audience. They select textual details from texts appropriate for purpose, and include appropriate multimodal or digital elements. They review and edit their own and others' texts and reflect on these processes. They use text structures that build sequence and cohesion in a text; grammar, including sentence structures, to achieve clarity; and punctuation to support meaning. They use vocabulary that builds specialist and technical knowledge. They experiment with language features and literary devices they have encountered in texts. They use spelling rules and knowledge of word origins to spell unfamiliar words.

When demonstrating understanding of texts, students explain ways that characters, settings and events combine and create meaning in texts from different historical, cultural or social

to back Continue →

Prompt

Where does this unit need to take students? What knowledge sequence will make that possible?

Evidence to bring

Curriculum descriptors, key knowledge, vocabulary, misconceptions and prerequisites.

Teacher decision

Sequence deliberately; do not let topics become isolated activities.

Output

A protected knowledge sequence that feeds assessment, cycles, lessons and evidence.

Next move

Move into Learning Arc and turn the sequence into cycles.

Open

Snapshot

Evidence

Knowledge

Learning

SRL

Lesson

Adapt

Pathways

Resource

Hub

Faculty

Export

ARC does the lifting. Professional Intelligence does the thinking.

Beginner tip: prompt -> evidence -> decision -> output -> next move.



Learning ARC - Part 1

5

Build cycles around instructional intent and learning movement.

Craft the learning architecture: intent, current state, next state and high-impact moves.

Prompt

What do students currently know, think or do? What needs to change next?

Evidence to bring

Diagnostic evidence, responses, vocabulary gaps, misconceptions and curriculum priorities.

Teacher decision

Name the cycle, choose lesson quantity and select the instructional intent.

Output

A cycle with purpose, focus, selected curriculum and teaching moves.

Next move

Use SRL intentionally, not as an add-on.



Open Snapshot Evidence Knowledge Learning SRL Lesson Adapt Pathways Resource Hub Faculty Export

ARC does the lifting. Professional Intelligence does the thinking.

Beginner tip: prompt -> evidence -> decision -> output -> next move.



Learning ARC - Part 2: SRL



6

Plan self-regulated learning through the selected intent and moves.

ARC surfaces SRL opportunities. The teacher decides which ones belong in the cycle.

Choose SRL techniques only where they strengthen how students plan, monitor or reflect on this learning.

5/7

1 Knowledge & cycles 2 Learning shift 3 Instructional intents 4 Teaching moves 5 **SRL Arc** 6 Adaptive pathways 7 Evidence & adapt

WORKING CYCLE

Stay on this decision while comparing cycles

1 of 1

1 create tests that experiment with literary language features and devices encountered in texts
Build Knowledge + Clarify Misconceptions + Develop Reasoning + Report

SRL ARC - CYCLE LEVEL

Which self-regulation opportunities serve this learning?

ARC interprets the curriculum, learning shift, instructional intents and teaching moves, then surfaces optional SRL techniques. Select only those with a clear job in this cycle.

Forethought → Monitoring → Reflection

Monitoring Self-Explanation

Use this technique

Requires students to explain why a method, choice, connection or answer works.

Why ARC surfaced it: supports Build Knowledge - supports Develop Reasoning

Precision prompt

Where must students explain the reasoning behind a choice rather than merely give an answer?

Learn more → [ESP - Misconception](#)

Forethought Retrieval Practice

Use this technique

Activates prerequisite knowledge and strengthens durable recall.

Why ARC surfaced it: supports Build Knowledge - complements Retrieval Practice

Precision prompt

What must students retrieve without support before they can access this learning shift?

Learn more → [Learning Sciences](#)

Forethought Confidence Rating

Use this technique

Makes students predict how secure their learning is before checking against evidence.

Why ARC surfaced it: supports Build Knowledge - complements Retrieval Practice

Precision prompt

Where would a confidence prediction help students compare what they think they know with what they can actually demonstrate?

Learn more → [ESP - Misconception](#)

Monitoring Error Analysis

Use this technique

Helps students diagnose why an error occurred and select a corrective action.

Why ARC surfaced it: supports Clarify Misconceptions - complements Worked Example

Precision prompt

Which likely error or misconception should students learn to recognise, explain and correct for themselves?

Reflection Judgements of Learning

Use this technique

Compares perceived learning with demonstrated learning to improve calibration.

Why ARC surfaced it: supports Clarify Misconceptions - complements Retrieval Practice

Precision prompt

What evidence can students use to decide how secure their learning actually is, rather than how familiar it feels?

Monitoring Peer Calibration

Use this technique

Improves evaluative judgement through comparison, explanation and discussion of quality.

Why ARC surfaced it: supports Develop Reasoning - complements Worked Example

Precision prompt

Where would comparing judgements help students become more accurate at recognising quality?

Prompt

Which SRL technique genuinely strengthens this learning movement?

Evidence to bring

Confidence, independence, monitoring behaviours, explanation quality and reflection accuracy.

Teacher decision

Use, reposition or reject SRL suggestions. Professional judgement stays central.

Output

Selected SRL actions across Forethought, Monitoring and Reflection.

Next move

Carry the chosen SRL into the lesson and evidence plan.

Open Snapshot Evidence Knowledge Learning **SRL** Lesson Adapt Pathways Resource Hub Faculty Export

ARC does the lifting. Professional Intelligence does the thinking.

Beginner tip: prompt -> evidence -> decision -> output -> next move.

Lesson ARC turns the learning architecture into teachable, evidence-aware classroom action.

Prompt

What is the precise lesson-sized movement students need to make?

Evidence to bring

Learning intention, success criteria, vocabulary, Connect, I Do, We Do, Hinge, You Do, Reflect.

Teacher decision

Keep the lesson coherent: every part serves the same intended learning.

Output

A lesson sequence that carries forward intent, SRL, pathways and evidence.

Next move

Teach, capture evidence and decide what changes next.



Open

Snapshot

Evidence

Knowledge

Learning

SRL

Lesson

Adapt

Pathways

Resource

Hub

Faculty

Export

ARC does the lifting. Professional Intelligence does the thinking.

Adaptive teaching is not generic differentiation. It is evidence changing the next design move.

1 create texts that experiment with literary language features and devices encountered in texts
Build Knowledge • Clarify Misconceptions • Develop Reasoning • Lesson

EVIDENCE - ARC SUGGESTION
Capture evidence that students can create texts that experiment with literary language features and devices encountered in texts. Use Explicit Explanation and Retrieval Practice so the evidence reflects the selected intents: Build Knowledge • Clarify Misconceptions • Develop Reasoning.

Use as starting point

ADAPTATION - ARC SUGGESTION
If evidence shows secure understanding, reduce scaffolding or progress to the next demand. If understanding is partial, add another guided example or targeted practice. If the misconception/prerequisite remains insecure, re-model or insert a responsive cycle before release.

Use as starting point

What evidence will determine the next move?

EVIDENCE TO CAPTURE

REFLECTION / NEXT ADAPTATION

+ Add responsive cycle
Insert an evidence-responsive learning movement after this cycle.

LEARNING • LESSON
Now that the knowledge and learning architecture are clear, see how that intent works at lesson level.
This Lesson ARC will assess the lesson skills: Institutional Intent, Teaching Moves, PPD, Analysis and Analysis.

Lesson ARC →



Prompt

What did students show? What should be consolidated, retaught, extended or adapted?

Evidence to bring

Accuracy, independence, misconception patterns, vocabulary use, reasoning and confidence.

Teacher decision

Add a responsive cycle when evidence shows the sequence needs to shift.

Output

Evidence-informed next steps and a visible adaptation trail.

Next move

Keep support, core and stretch aligned to the same learning goal.

Open Snapshot Evidence Knowledge Learning SRL Lesson **Adapt** Pathways Resource Hub Faculty Export

ARC does the lifting. Professional Intelligence does the thinking.



UDL and Adaptive Pathways

9

Plan different routes to the same intended learning.

The goal stays common. Access, support, evidence and depth can adapt.

1 create texts that experiment with literary language features and devices encountered in texts
Build knowledge + Clarify Misconceptions + Develop Reasoning + Lesson

SUPPORT - ARC SUGGESTION

Use a contrasting example/non-example, targeted prompt and guided explanation to expose and correct the misconception before independent application.

Use as starting point

CORE - ARC SUGGESTION

Use the selected teaching moves (Explicit Explanation, Retrieval Practice, Vocabulary Routine, Worked Example) to move students toward: create texts that experiment with literary language features and devices encountered in texts

Use as starting point

STRETCH - ARC SUGGESTION

Increase depth through justification, comparison, transfer, reduced scaffolding or greater complexity while preserving the same curriculum descriptor.

Use as starting point

How will access and challenge vary?

Support

Core

Stretch

+ Back

Continue +



Prompt

How can students access the same learning goal through different support, depth or independence?

Evidence to bring

Who needs support? Who is secure? Who is ready for transfer or greater independence?

Teacher decision

Adjust access and challenge without lowering the curriculum goal.

Output

Support, Core and Stretch pathways with evidence and intended outcome.

Next move

Use the pathways in the lesson and evidence capture.

Open

Snapshot

Evidence

Knowledge

Learning

SRL

Lesson

Adapt

Pathways

Resource

Hub

Faculty

Export

ARC does the lifting. Professional Intelligence does the thinking.

Beginner tip: prompt -> evidence -> decision -> output -> next move.



Resource ARC



10

Upload, align and repurpose existing resources.

Resource ARC adapts what you already have and flags what still needs teacher completion

SnapshotAssessmentKnowledgeLearningLessonResourceEvidenceFaculty IntelligenceExportsLibrarySaveAsk ARC

TEACHER NAME: Teacher nameFACULTY: EnglishCURRICULUM: Victorian Curriculum 7-10SUBJECT / DISCIPLINE: EnglishYEAR / BAND / LEVEL: Year 7REAL TEACHING UNIT: Short Stories: Character, Setting and Conflict

RESOURCE ARC

Choose output

Choose the resource or authentic assessment the completed ARC thinking should produce.

1 Choose output2 Anchor to ARC thinking3 Build / improve4 Check coherence5 Produce

What are you creating?

Assessment task
Generate an authentic task from the selected Evidence Point, curriculum and learning architecture.

Lesson resource
Create a new resource blueprint for the selected lesson from its Lesson Companion and adaptive pathway.

Improve existing resource
Upload an existing PPTX/DOCX, preserve useful content, then organise, enhance or repurpose it against the selected Lesson Companion and PL.

Full resource kit
Create a coordinated production brief for slides, worksheet, teacher guide and supporting resources.

AI prompt sheet
Export the complete PL + placeholders as a production-ready prompt for an AI resource creator.

to buildContinue →

Prompt

Which existing resource supports the lesson architecture, and what needs adapting?

Evidence to bring

Source notes, verification notes, missing content, teaching moves and alignment checks.

Teacher decision

ARC can organise, enhance or repurpose. It does not replace your source thinking.

Output

Editable resources with explicit placeholders for missing teacher decisions.

Next move

Review the resource before exporting or sharing.

OpenSnapshotEvidenceKnowledgeLearningSRLLessonAdaptPathwaysResourceHubFacultyExport

ARC does the lifting. Professional Intelligence does the thinking.

Beginner tip: prompt -> evidence -> decision -> output -> next move.



Evidence Hub

11

Keep the evidence trail visible across the unit.



Evidence Hub turns classroom evidence into a visible professional decision trail.

Snapshot Assessment Knowledge Learning Lesson Resource **Evidence** Faculty Intelligence Exports Library Save Ask ARC

TEACHER NAME: Teacher name FACULTY: English CURRICULUM: Victorian Curriculum 7-10 SUBJECT / DISCIPLINE: English YEAR / BAND / LEVEL: Year 7 SEAL TEACHING UNIT: Short Stories: Character, Setting and Conflict

EVIDENCE ARC

Evidence available

See the evidence ARC has already captured across Assessment, Learning and Lesson decisions. 1/3

1 Evidence available 2 Professional judgement 3 Audit & export

Assessment evidence points

ASSESSMENT EVIDENCE 1 Evidence Point 1

Role / purpose: Formative
Evidence to collect: Not yet recorded

Learning-cycle evidence

LEARNING CYCLE 1 Build Knowledge

Learning shift: Not yet recorded
Evidence: Not yet recorded
Adaptation / next move: Not yet recorded

Lesson-level evidence & adjustments

CYCLE 1: LESSON 1 Establish the essential knowledge and language for the selected cycle intent.

Prompt

What evidence has been gathered, and what has it changed?

Evidence to bring

Assessment points, lesson evidence, adaptation notes, feedback decisions and next moves.

Teacher decision

Connect evidence to action rather than store disconnected artefacts.

Output

A traceable record of evidence, adaptation and professional judgement.

Next move

Use patterns in evidence to support faculty learning.

Open Snapshot Evidence Knowledge Learning SRL Lesson Adapt Pathways Resource **Hub** Faculty Export

ARC does the lifting. Professional Intelligence does the thinking.

Beginner tip: prompt -> evidence -> decision -> output -> next move.



Faculty Intelligence

12

Move from individual planning to collective professional learning.

Faculty Intelligence helps teams interrogate curriculum, pedagogy, assessment and impact together.

Snapshot Assessment Knowledge Learning Lesson Resource Evidence Faculty Intelligence Exports Library Save Ask ARC

TEACHER NAME: Teacher name
FACULTY: English
CURRICULUM: Victorian Curriculum 7-10
SUBJECT / DISCIPLINE: English
YEAR / BAND / LEVEL: Year 7
REAL TEACHING UNIT: Short Stories: Character, Setting and Conflict

FACULTY INTELLIGENCE
English - curriculum, pedagogy, assessment and professional learning intelligence.

ARC planning
Export curriculum planning sheet

Save teaching name

FACULTY INTELLIGENCE
English Discovery Dashboard
Interrogate saved ARC units, compare professional architecture, moderate decisions and agree the next faculty learning move.

Export faculty snapshot

1 units visible
0 learning cycles
1 assessment points
0 teaching moves used
0 SRL techniques
0 evidence / adaptation signals

FACULTY REPERTOIRE
What patterns are emerging?
Most visible teaching moves
Not enough saved units yet
Instructional purposes across units
No evidence yet

DISCOVERY
Questions worth interrogating together
Coherence
Where is the curriculum → assessment → learning → lesson chain strongest? Where does it weaken?
Pedagogy
Are different moves being selected because instructional purposes differ, or because of established habit?
Evidence
Where is evidence actually changing the next teaching move?
Moderation
Where do comparable units need common expectations for evidence, criteria or judgement?



Prompt

What patterns are emerging across units, evidence, pedagogy and adaptation?

Evidence to bring

Units visible, cycles, assessment points, teaching moves, SRL and adaptation signals.

Teacher decision

Use this for moderation, coaching, curriculum coherence and faculty inquiry.

Output

Faculty-level questions, patterns, snapshots and agreed next learning moves.

Next move

Export documentation for assurance and implementation.

Open Snapshot Evidence Knowledge Learning SRL Lesson Adapt Pathways Resource Hub Faculty Export

ARC does the lifting. Professional Intelligence does the thinking.

Beginner tip: prompt -> evidence -> decision -> output -> next move.



Exports and Assurance

13

Export, save and use the documentation in the right format.

Exports are not the end of the thinking. They make the thinking usable.

The screenshot shows the 'Exports' tab in the ARC interface. At the top, there are filters for Teacher Name, Faculty, Curriculum, Subject / Discipline, Year / Band / Level, and SEAL Teaching Unit. Below these filters, the heading 'Translate the thinking for the audience' is followed by the text 'Each report foregrounds the professional decisions, evidence and traceability relevant to its audience.' There are six report options displayed in a grid, each with a title, a brief description, and a 'Preview report' link. The reports are: Lesson Companion (One-page lesson flow: target, K-U, modelling, guided practice, hinge, pathways, SRL, evidence and next move), VRQA (Curriculum provision, implementation, assessment, differentiation and continuous review), VCAA (Authoritative source trace, outcome/curriculum coverage, assessment evidence, judgement and moderation), NCCD (Adjustment, implementation, student references, evidence and review — without inventing disability evidence), School Improvement (Implementation patterns, pedagogical diversity, evidence use, responsive practice and improvement signals), and Teaching & Learning Map (Interactive scope and sequence across teaching weeks, units, assessment, feedback and adaptation).

Prompt

What format best suits the job: classroom use, collaboration, NCCD, VRQA, VCAA or leadership review?

Evidence to bring

Unit architecture, assessment, Learning Arc, lessons, resources and adaptation trail.

Teacher decision

Export when the arc is coherent and save the file somewhere easy to retrieve.

Output

PDF, Word, HTML, JSON or classroom-ready companion outputs.

Next move

Use, share, review and keep improving the work.

Open Snapshot Evidence Knowledge Learning SRL Lesson Adapt Pathways Resource Hub Faculty Export

ARC does the lifting. Professional Intelligence does the thinking.

Beginner tip: prompt -> evidence -> decision -> output -> next move.