

## Notes pages from Curriculum Planning Modules presentation

### Slide 1 – Curriculum Planning Modules

The Curriculum Planning Modules have two components:

Module 1: Whole school planning to suit our students

Module 2: Planning programs for cohorts of students

#### Module 1

This module has six activities that have been sequenced to support the process of whole school curriculum planning. At the end of all of the activities your whole school curriculum plan will be documented. Each activity is structured in a way that allows for discussion, decision making and documentation of the key elements of whole school curriculum planning. This will provide the basis for stronger program planning for cohorts of students.

#### Module 2

This module is designed to be used by professional learning teams who plan together to meet the learning needs of particular cohorts of students. It includes generic characteristics and questions for effective curriculum planning at this level, including: strategies to support effective professional learning teams, suggested steps for curriculum planning and a selection of possible curriculum planning templates. These templates can be selected and adapted to best support your professional learning team to plan effective student learning. Individual teachers can also explore the characteristics of effective program planning for cohorts of students and the possible planning templates.

### Slide 2 – Curriculum Planning Guidelines

The Curriculum Planning Modules focus on Phase 2 of the Curriculum Planning Guidelines: Planning and resourcing).

*In Phase 1: Understanding the context* you will find a range of tools, strategies and professional reading that will support you to become familiar with the Victorian Essential Learning Standards, the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice. In each activity, the "Resources and notes" section, will provide direct links to the appropriate tools on the Curriculum Planning Guidelines .

*In Phase 3: Implementation* you will find further examples of how schools are implementing the Student Learning initiatives. In each activity, the section titled "Samples and stories" will provide examples of completed templates and notes on the processes the school used to make decisions. Stories and samples will be added over time.

*Phase 4: Continuous monitoring* and *Phase 5: Evaluation and review* have tools and strategies for monitoring and evaluating progress against the implementation of the whole school curriculum plan and program planning for cohorts of students.

### Slide 3 – Module 1

This presentation with facilitator notes is the basis of *Module 1: Whole school curriculum planning to suit our students*. You can choose to use the presentation as a slide show or you could use the materials in hard copy. You may like to adapt the slides to suit your school.

The following slides correspond to each of the activities:

Slides 1 - 4 Introduction to the Curriculum Planning Modules

Slides 5 – 16 Activity 1.1 – Characteristics of effective whole school curriculum planning

Slides 17 – 30 Activity 1.2 – School context  
 Slides 31 – 40 Activity 1.3 – Victorian Essential Learning Standards  
 Slides 41 – 54 Activity 1.4 – Drivers for student learning  
 Slides 55 – 79 Activity 1.5 – Curriculum design  
 Slides 80 – 98 Activity 1.6 – Learning, teaching and assessment  
 Slide 99 Overview of Module 2: Planning programs for cohorts of students

## Slide 4 – Module 1

### Organisation of activities

Each activity includes:

- Outcomes
- Key questions to be explored
- Suggested time (minimum as this will be dependent on your school and its strengths and challenges)
- Prior to the session (preparation of materials that the facilitator needs to provide for participants)
- Required reading (by all participants)
- Bring along (what all participants need to bring)
- Sequence of activity (steps to follow)
- Summary (summarising the main decisions from the activity to be included in the whole school curriculum plan)
- Resources and notes
  - Presentation and facilitator notes (essential for completion of this activity)
  - Templates and handouts (essential for completion of this activity)
  - Support materials for this activity (essential for completion of this activity)
  - Familiarisation activities from the Curriculum Planning Guidelines (optional - use as required)
  - Delving deeper – web links that provide further research (optional - use as required)
- School samples and stories (templates completed by schools with some detail as to how decisions were made - Note: these will be added to on a regular basis)

*Handout 1.1A Overview of Module 1: Whole school curriculum planning to suit our students* could be provided to the participants at or prior to the first session so that they have an understanding of the process that the whole school will be working through.

### Teacher insights from trialling with schools

“Time is a constant issue for us. We are going to provide copies of handouts and templates for the following activity at the end of the activity beforehand so that all teachers have time to become familiar with what is being asked of them rather than spending time trying to understand the template when we could be discussing and making decisions. This should also help to make connections between each of the activities.”

“We are going to use small group discussion whenever possible to enable all teachers to have a chance to share ideas and to make sense of the issues. The organisation of the groups will change according to the intent of the activity as this will provide an opportunity for teachers to talk with as many people as possible from across the school. We will use the electronic templates to summarise the main points from the discussion to build our whole school curriculum plan.”

## Slide 5 – Activity 1.1

There are no notes for this slide

## Slide 6 – Activity 1.1

### Outcomes

The strength of the curriculum reform in Victoria is the interconnectedness between standards, pedagogy and assessment. The Victorian Essential Learning Standards (what is essential for students to learn), Principles of Learning and Teaching P-12 (effective learning and teaching) and Assessment and Reporting Advice (how we know it has been learnt and how we communicate with students and parents). Ten characteristics of whole school curriculum planning have been identified based on current research and the intent of the Victorian Essential Learning Standards. These characteristics provide a structure for thinking about the importance and benefits of whole school curriculum planning.

### Key questions to be explored

*Template 1.1B Characteristics of effective whole school curriculum planning* provides an opportunity to explore the characteristics of whole school curriculum planning within the school context by discussing:

- What we currently do well? What evidence do we have? To set the context for this discussion it may be useful to encourage people to ask of each other – how do you know?
- What will be challenging for us? What do we need to learn?

This discussion will help to identify where we want to focus our energies and future learning needs of teachers.

### Templates and handouts

Handout 1.1A Overview of Module 1: *Whole school curriculum planning to suit our students*

Template 1.1B *Characteristics of effective whole school curriculum planning*

## Slide 7 – Model for student learning

**Model for student learning** – this model provides a way of thinking about student learning that links standards, pedagogy and assessment.

The school strategic planning process provides a structure for clarifying the educative purpose and values that anchor school decision-making.

### What is it powerful to learn?

This is explored through an understanding and implementation of the Victorian Essential Learning Standards.

### What is powerful learning and what promotes it?

The Principles of Learning and Teaching P - 12 are six explicit statements that capture the essence of effective learning and teaching and provide a basis for teachers to review and develop teaching practices.

### How do we know if it has been learnt?

The Assessment Advice explores use of assessment for, as and of learning as a way of knowing what and how students learn.

### Who do we report to?

Student achievement, including plans for their future learning, is reported to students, parents and other teachers. In addition schools report on student achievement to the education system.

## Slide 8 – Victorian Essential Learning Standards

Whole school planning, based on shared values, beliefs and understandings on learning, teaching and assessment, provides a framework to best support student learning by ensuring coherence, balance and continuity for students across their years of schooling.

## Slide 9 – Closing the loop

“The challenge for schools, particularly secondary schools, is to design curriculum on a whole school basis rather than limit planning to a subject or faculty basis. The Victorian Essential Learning Standards invite schools to engage in curriculum planning that draws together disciplines; physical, personal and social learning; and inter-disciplinary learning.”

*Closing the Loop p. 7*

A focus for whole school curriculum planning is on the need to interweave the three strands of the Victorian Essential Learning Standards. This will look different in various contexts depending on student strengths and needs, teacher knowledge and expertise and how the curriculum and school are organised.

### **Slide 10 – Characteristics 1 - 3**

Participants refer to Handout 1.1C *Connecting activities to characteristics of effect whole school curriculum planning* as you go through each characteristic, noting links to activities in this module.

Additional notes for **Characteristic 1**: recognising and responding to diverse student needs is a key focus of curriculum reform in Victoria. All curriculum decisions need to be based on student strengths and needs. The analysis of student data and the use of effective assessment approaches provide a starting place for making curriculum decisions that will support students to develop deep understanding.

Additional notes for **Characteristic 2**: knowledge, discussion and collaboration, enables ownership of curriculum to be shared by the whole school including the School Council. The development of the School Strategic and Annual Implementation plans set the context for making decisions about curriculum.

Additional notes for **Characteristic 3**: the Victorian Essential Learning Standards identifies what is essential to learn by articulating the knowledge, skills and behaviours within three strands and sixteen domains.

### **Slide 11 – Characteristics 4 - 7**

Additional notes for **Characteristic 4**: The three interwoven purposes of the Victorian Essential Learning Standards are reflected through three strands – Physical, Personal and Social Learning, Discipline-based learning and Interdisciplinary Learning. It is the interconnectedness of these three strands that support student learning at a deeper level.

Additional notes for **Characteristic 5**: When considering what we want students to learn, we should also consider: What is powerful learning and what promotes it? (Principles of Learning and Teaching P – 12) and How do we know if it has been learnt? (Assessment Advice)

Additional notes for **Characteristic 6**: A co-ordinated approach allows for learning to be structured so that students build their understanding and have opportunities to use their understanding in a range of situations.

Additional notes for **Characteristic 7**: Disparity can be reduced through discussion and documentation of what is important for students to learn, how they will learn and how they will be assessed across the school. This will support decision making and more detailed planning at the cohort level to achieve consistency for student learning across the school.

### **Slide 12 – Characteristics 8 - 10**

Additional notes for **Characteristic 8**: How students, teachers and the curriculum is organised will influence learning opportunities for all students.

Additional notes for **Characteristic 9**: The focus on learning in the Victorian curriculum reform is also about teacher learning. It's about using the knowledge that we have, identifying what we need to learn and providing time and the best learning environment to do so.

Additional notes for **Characteristic 10**: Reflection on the planning process ensures continued effective whole school curriculum planning. These ten characteristics can be used throughout the process to do this.

### **Insights from trialling with schools**

"I was much more engaged in the discussion on the characteristics than I had thought I would be. It provided for me a different way to think about whole school curriculum planning and to see the benefits."

### **Slide 13 – Template 1.1B**

Organise staff into groups to complete Template 1.1B and then provide an opportunity for a whole school perspective to be documented.

After completing the template some additional questions may be explored:

- Do you agree or disagree with each of the characteristics? Are there other characteristics you would want to include?
- Where do we need to focus our energies in developing our whole school curriculum plan?
- What cultural changes will be required to create more effective whole school curriculum planning?

Further questions for reflection that could be considered throughout the whole school curriculum planning process:

- Are we confident that learners have been placed at the centre of whole school curriculum planning? What is our evidence?
- Does our whole school curriculum planning build on the School Strategic and Annual Implementation Plans or are we replicating this work? How will our whole school curriculum planning inform the future development of School Strategic and Annual Implementation Plans? How will School Council participate in this?
- Are our decisions based on an in-depth understanding of the Victorian Essential Learning Standards?
- Is there coherence, balance, continuity and opportunities for students to develop deep understanding across the school?
- Have we made links between what we want students to learn, pedagogy and assessment?
- How will we know if our planning has been successful?

Participants completed templates need to be summarised to document an overall school view. This summary can then be presented to participants at the beginning of the next activity.

### **Insights from trialling with schools**

"At our school we will organise the teachers into groups of five. Teachers will be asked to find others in the school that they don't meet with on a regular basis. We thought this would provide a richer discussion and more opportunity for sharing across the whole school."

### **Slide 14 – Curriculum planning model**

This slide provides a visual of how curriculum planning closes the loop to support links between the learner, standards, pedagogy and assessment. It is the process of whole school curriculum planning that brings the student learning initiatives together. *Closing the Loop* ([http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/closing\\_the\\_loop.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/closing_the_loop.pdf)) will provide further information on each of the initiatives and the links between the standards, pedagogy and assessment.

The diagram specifically represents characteristics 1 & 5

- Characteristic 1: places the learner at the centre of curriculum planning through having the students' diverse needs, backgrounds, perspectives, interests, achievements and ways of learning inform curriculum design
- Characteristic 5: clearly links standards, pedagogy, assessment and reporting practices

### Slide 15 – Involving students

Involving the students in whole school curriculum planning through the use of questions similar to the ones on the slide will provide perspectives about what students think is important to learn, how they want to learn and how they want to be assessed. These questions can be adapted and used in a range of ways to capture student perspectives. This information can specifically be used to support decision making on Activity 1.4 *Drivers for student learning* and Activity 1.6 *Learning, teaching and assessment*.

Note: In Activity 1.2 School context, student data will be analysed to inform whole school curriculum planning. The purpose of these questions is to provide an opportunity for student perspectives to be incorporated into the curriculum planning process.

Participants can explore:

- Do we have other processes in place that allows us to collect this type of data?
- Do we need to adapt the wording to suit our students?
- Do we want to use all of the questions?
- How can these questions be used with students in efficient and effective ways?

### Insights from trialling with schools

"At our school we want to have a snapshot from across the school rather than data from individual students. One teacher from each year level will organise the students into small groups and ask each group to record their perspectives to each of the questions. A summary of the responses will be created by this group of teachers that collected the data."

"Many classes have been involved in component mapping as part of the PoLT program. We will use this data to inform our whole school curriculum planning."

"We think that asking the students to explain their favourite learning experience may help them to identify how they prefer to learn rather than using the question about learning."

### Slide 16 – Involving parents

These questions can be adapted and used in a range of ways to capture parent perspectives.

Note: In Activity 1.2 School context, parent data will be analysed to inform whole school curriculum planning. The purpose of these questions is to provide an

opportunity for parents to provide perspectives on what they want for their children. This can be incorporated into the curriculum planning process.

Participants can explore:

Do we have other processes in place that allows us to collect this type of data?

How could the School Council and sub-committees participate?

Do we need to adapt the wording to suit parents?

Do we want to use all of the questions?

How can these questions be used with parents in an efficient and effective way?

### SUMMARY

Completed templates 1.1B *Characteristics of effective whole school curriculum planning* need to be summarised to enable an overall school view. This could be done by the whole group on-line or by the facilitator and then presented to the whole staff at the beginning of the next activity.

A draft plan for collecting information on student and parent perspectives (refer to questions for slides 15 & 16) could be developed by a small group and presented to the whole staff at the beginning of the next activity. Decisions will then be made about implementation of the plan.

This is the last slide for Activity 1.1 *Characteristics of effective whole school curriculum planning*.

## Slide 17 – Activity 1.2

### Links to other activities

**This activity will provide the context for future decision making, particularly on:**

- future learning needs of students (*Activity 1.3 Victorian Essential Learning Standards*)
- topics/subjects/big ideas that will capture students' interests and focus their learning (*Activity 1.4 Drivers for student learning*)
- how to organise the school for enhanced student learning (*Activity 1.5 Curriculum design*)

**This activity will focus on three of the ten characteristics explained in Activity 1.1 *Characteristics of effective whole school curriculum planning*:**

- **Characteristic 1:** places the learner at the centre of curriculum planning through having the students' diverse needs, backgrounds, perspectives, interests, achievements and ways of learning inform curriculum design
- **Characteristic 2:** is a collaborative process where the school's goals, targets, challenges and opportunities from the School Strategic Plan and Annual Implementation Plan are looked at in their entirety
- **Characteristic 10:** establishes a procedure for monitoring and evaluating the planning process

## Slide 18 - Activity 1.2

### Outcomes

There are many sources of data/information available within our school. This data/information can be used to identify student strengths and needs within the context of whole school strategic planning, the intent of student learning initiatives and teacher knowledge and expertise. This will ensure that whole school curriculum planning is focused on improving student learning.

### Key question to be explored

Template 1.2A *Data/information analysis for whole school curriculum planning* provides an opportunity to examine data and information to plan whole school

curriculum. The data/information within this activity has been organised into four categories:

- student data
- school strategic planning
- staff knowledge and expertise
- student learning initiatives (Handout 1.2B *Summary of the Student Learning initiatives* can be used to give direction to discussion for this section of Template 1.2A)

**Note:** Much of this analysis may have already been done through the development of the School Strategic Plan, Annual Implementation Plan and the School Annual Report. It is intended that Template 1.2A *Data/information analysis for whole school curriculum planning* will provide for a more focused analysis of the issues we need to consider to identify curriculum foci for our school to improve student learning outcomes.

Template 1.2C *Summary of data analysis* provides an opportunity to examine the responses to Template 1.2A *Data/information analysis for whole school curriculum planning* to identify where curriculum needs to be focussed based on where students are at with their learning. This template provides an opportunity to summarise the key points related to student learning at a whole school level and for cohorts of students.

### Templates and handouts

Template 1.2A *Data/information analysis for whole school curriculum planning*

Handout 1.2B *Intentions of the Student Learning initiatives*

The reporting website has been provided for up to date information:

<http://www.education.vic.gov.au/studentlearning/studentreports/default.htm>

Template 1.2C *Summary of data analysis*

## Slide 19 – Student data

### Recognising and responding to diverse student needs

“The Government aims to improve the learning outcomes for all students. This can only be achieved if we acknowledge the diversity of student needs in the development of local and system-wide responses. This applies obviously to curriculum and organisation arrangements, which must cater for different learning styles and challenge all students.”

*Blueprint for Government Schools p. 13*

Note: If teachers have not previously seen these documents, you may need to provide an introduction.

Catering effectively for student diversity is the context for exploring student data to inform whole school curriculum planning. Within our school there is a range of student data that can be used to influence whole school curriculum planning.

Slides 19 - 21 focus discussion on student data:

- This slide provides an overview of the type of student data that your school has access to (you may like to adapt this slide to best reflect your school)
- on slide 20 record a summary of the main points from the student data category that will impact on whole school curriculum planning (based on an analysis of the School Level Report and other student data). This will need to be completed prior to the session.
- slide 21 lists the questions from Template 1.2A *Data/information analysis for whole school curriculum planning*

## Slide 20 – Student data

The purpose of this slide is to show a summary of the main points from the student data category that will impact on whole school curriculum planning.

You may choose to compare this data to statewide data - [www.sofweb.vic.edu.au/standards/improve/index.htm](http://www.sofweb.vic.edu.au/standards/improve/index.htm)

### **Teacher insights from the trialling**

"Before presenting this activity the leadership team will create the summary of relevant student data. The main points will be presented using clear and concise statements. We will focus on trend data and data that provides a challenge for our future curriculum."

### **Slide 21 – Template 1.2A**

Participants will be required to complete Template 1.2A *Data/information analysis for whole school curriculum planning* using the summary (on slide). Also provide copies of the School Level Report and other relevant data for participants to refer to as they complete the template. Allow time for participants to discuss the data and to ask any clarifying questions before completing the template.

Using Template 1.2A *Data/information analysis for whole school curriculum planning* participants respond to the questions.

### **Insights from the trialling with schools**

"Our staff will be organised into groups that allow for discussion to take place across the school rather than in groups representing cohorts of students that they teach."

### **Slide 22 – School strategic planning**

Within your school there are a range of school strategic planning documents and a School Level Report that can be used to inform whole school curriculum planning.

Note: If teachers have not previously seen these documents, you may need to provide an introduction.

Slides 22 - 24 focus discussion on school strategic planning:

- This slide provides an overview of the type of school strategic planning documents that your school has access to (you may like to adapt this slide to best reflect your school)
- slide 23 record a summary of the main points from the school strategic planning category that will impact on whole school curriculum planning (based on an analysis of the School Strategic Plan, Annual Implementation Plan and School Level Report) This will need to be completed prior to the session.
- slide 24 lists the questions from template 1.2A *Data/information analysis for whole school curriculum planning*

### **Slide 23 - School strategic planning**

The purpose of this slide is to show a summary of the main points from the school strategic planning category that will impact on whole school curriculum planning.

### **Slide 24 – Template 1.2A**

Provide copies of School Strategic Plan and Annual Implementation Plan and other relevant strategic planning documents for participants to refer to as they complete template 1.2A *Data/information analysis for whole school curriculum planning*. Participants will need to refer to the School Level Report for values, purpose, intent and outcomes of the Parent Opinion Survey. Allow time for participants to discuss the data and to ask any clarifying questions before completing the template.

Using template 1.2A *Data/information analysis for whole school curriculum planning* participants respond to the questions.

### **Slide 25 – Staff knowledge and expertise**

Within your school staff knowledge and expertise will be used to inform whole school curriculum planning.

Note: If teachers have not previously seen these documents, you may need to provide an introduction.

Slides 25 - 27 focus discussion on staff knowledge and expertise:

- This slide provides an overview of the type of staff knowledge and expertise that is within your school (you may like to adapt this slide to best reflect your school)
- on slide 26 record a summary of any data, such as professional learning that staff have been participating in, planning for or involvement in accreditation of a Performance and Development Culture and other relevant information that will impact on whole school curriculum planning. This will need to be completed prior to the session.
- slide 27 lists the questions from template 1.2A *Data/information analysis for whole school curriculum planning*

### **Slide 26 - Staff knowledge and expertise**

The purpose of this slide is to show a summary of the main points from the staff knowledge and expertise category that will impact on whole school curriculum planning.

Present the summary to participants and then provide time for them to share additional information that can be incorporated into the slide or displayed around the room. Questions to focus the discussion could include:

- What do staff know about our students and the community that needs to be considered for whole school curriculum planning?
- What are we good at?
- What do we want and need to focus on in the future?

This summary will assist us to identify appropriate professional learning to better support student learning.

### **Slide 27 – Template 1.2A**

Ask participants to refer to the summary and other information as they complete template 1.2A *Data/information analysis for whole school curriculum planning*.

Using template 1.2A *Data/information analysis for whole school curriculum planning* participants respond to the questions.

### **Slide 28 – Handout 1.2B**

Provide participants with copies of Handout 1.2B *Intentions of the Student Learning initiatives*. Allow time for participants to read and discuss each of the initiatives. Also provide time for any clarifying questions.

### **Insights from trialling with schools**

"We are going to establish an issues board at the beginning of this whole school curriculum planning process. Then when we can't answer a question or something needs to be further explored before a decision can be made we won't lose the issue. We think that in this context there will be questions about reporting and we

may need to download information from the Reporting website to provide further details for our staff.”

### **Slide 29 – Template 1.2A**

Using Template 1.2A *Data/information analysis for whole school curriculum planning* and Handout 1.2B *Intentions of the Student Learning initiatives* participants respond to the questions.

### **Slide 30 – Template 1.2C**

Using the information from each of the categories of Template 1.2A *Data/information analysis for whole school curriculum planning* ask participants to summarise the analysis for our whole school and for particular cohort groupings.

Template 1.2C *Summary of data analysis* may need to be adapted to reflect the student groupings within your school.

### **SUMMARY**

The facilitator collates the information on a master copy of Template 1.2C *Summary of data analysis* and identifies any contradictory ideas that need to be followed up with the whole school.

This is the last slide for Activity 1.2 *School context*.

### **Insights from trialling with schools**

“The analysis of our student data using AIM showed that results for students in year 5 were declining. The teachers of our year 5 students said that reading comprehension was an issue for these students and provided some examples from their assessment to support this. Reading comprehension was recorded for the year 5 cohort. As the discussion continued with reference to reading for students in years prep to 4 we decided to make reading comprehension a whole school issue as well. Acknowledging that what happens in the early years is reflected in year 5.”

### **Slide 31 – Activity 1.3**

Links to other activities

#### **This activity will build on Activity 1.2 School Context:**

Template 1.2A *Data/information analysis for whole school curriculum planning* documented information on student learning data, school strategic planning, staff knowledge and expertise and student learning initiatives. Template 1.2C *Summary of data analysis* was then used to summarise the data for the whole school and cohorts of students.

#### **This activity will provide the context for future decision making, particularly on:**

- topics/subjects/big ideas that will capture students’ interests and focus their learning (Activity 1.4 *Drivers for student learning*)
- how to organise the school for enhanced student learning (Activity 1.5 *Curriculum design*)
- consideration of effective learning, teaching and assessment practices (Activity 1.6 *Learning, teaching and assessment*)

#### **This activity will focus on six of the ten characteristics explained in Activity 1.1 *Characteristics of effective whole school curriculum planning*:**

Characteristic 1: places the learner at the centre of curriculum planning through having the students’ diverse needs, backgrounds, perspectives, interests, achievements and ways of learning inform curriculum design

Characteristic 3: reflects shared values, beliefs and understandings about the knowledge, skills and behaviours students are to learn and how this can be achieved

Characteristic 4: provides connectedness between the strands, domains and dimensions of the Victorian Essential Learning Standards across the levels to ensure coherence, balance and continuity

Characteristic 6: encourages student learning at a deeper, transferable and enduring level through a co-ordinated approach to learning and teaching across different year levels, subjects/programs

Characteristic 7: reduces the level of disparity between classes

Characteristic 9: encourages all staff to build knowledge and expertise together as they share responsibility for improving student learning outcomes

## **Slide 32 – Activity 1.3 Outcomes**

### **Outcomes**

This activity will enable you to consider and discuss the stages of learning and the domains in the Victorian Essential Learning Standards to focus on the future learning needs of our students. Template 1.2A *Data/information analysis for whole school curriculum planning* and Template 1.2C *Summary of data analysis* will be used as the basis for decision making on future learning needs of students.

### **Templates and handouts**

Template 1.3A *Stages of learning*

Template 1.3B *Victorian Essential Learning Standards*

## **Slide 33 - Activity 1.3 Key questions**

### **Key questions to be explored**

Template 1.3A *Stages of learning* will be used to focus discussion and to document: How does our curriculum reflect this stage of learning? What are the gaps? What needs to be strengthened?

Template 1.3B *Victorian Essential Learning Standards* will be used to identify future learning needs of our students. As part of the discussion, refer to the standards for each of the dimensions to ensure that students are being challenged in their learning. You will also need to select which domains will be emphasised to best meet the future learning needs of our students.

For instance:

- How much time will students in the early years need to spend on literacy and numeracy?
- Personal learning is going to be a focus for our students in years 7 & 8.
- What priority will this be given in future planning and curriculum design?

## **Slide 34 – Stages of learning**

“The Standards have been developed in response to the growing body of evidence on how people learn and the developmental stages of learning that young people experience at school. This research recognises that while student learning is a continuum from Prep through to Year 10, and that different students development at different rates, they broadly progress through three stages of learning from: Prep to Year 4 (laying the foundations), where the curriculum focuses on developing the fundamental knowledge, skills and behaviours in literacy and numeracy and basic physical and social capacities which underpin all future learning; to

Years 5 to 8 (building breadth and depth) where students progress beyond the foundations, their literacy and numeracy becomes more sophisticated, and important discipline-based and interdisciplinary capacities are progressively introduced; to

Years 9 and 10 (developing pathways) which constitute a bridge to the post-compulsory years and where students begin to focus more clearly on areas of particular interest related to both their future schooling and intended pathways beyond school while developing their understanding of, and connection to, the community in which they live."

*Victorian Essential Learning Standards Overview p. 2*

### **Slide 35 – Template 1.3A**

Ask participants to complete Template 1.3A *Stages of learning*. This template provides a structure for reflecting on the stages of learning and characteristics of learners for whole school curriculum planning. The questions provide a prompt to consider how current curriculum reflects the stages of learning and what is required to strengthen whole school curriculum planning to best reflect student characteristics.

Using the stages of learning statement and the characteristics of student level statements consider the following for whole school curriculum planning:

- How does our curriculum reflect this stage of learning?
- What are the gaps? What needs to be strengthened?

Other considerations that you may want to explore:

- What is being done now to prepare students for future learning?

### **Insights from the trialling with schools**

"Our staff is going to be organised according to cohorts so that the focus of the discussion stays on the students rather than a discipline. Throughout the module our staff have been organised in different ways for each activity."

### **Slide 36 – Victorian Essential Learning Standards**

"... the Standards provide a clear picture of the sequence of development a student should progress through in the three strands. The standards enable teachers, parents and students not only to determine the knowledge and skills a student currently demonstrates, but also what that student needs to know and be able to do to progress to the next level, through to the end of Year 10.

The standards are set at a challenging, not minimum, competence level in age and developmentally appropriate ways. This helps to ensure that students are stretched to learn, rather than doing work they may find easy and uninteresting."

*Victorian Essential Learning Standards Overview page 8*

Progression points have been developed in English and Mathematics. They will provide further support in determining progress from one level to the next.

### **Slide 37 - Victorian Essential Learning Standards**

"By focussing on what is essential, the Standards achieve two important objectives. First, they reduce the reporting requirements in some domains at some levels to better reflect the development of student learning. Second, they give formal recognition to the knowledge and skills being developed by schools in the areas of physical, social and personal learning and interdisciplinary areas by providing a common language for teaching and learning, assessing and reporting."

*Victorian Essential Learning Standards Overview p.3*

### **Slide 38 – Introduction of standards**

"This does not suggest that students should not or cannot be introduced to concepts from particular domains before standards apply, ..."

*Victorian Essential Learning Standards Overview page 10*

At the program planning level for cohorts of students, learning focus statements for domains and dimensions that don't have standards will need to be referred to.

## Slide 39 - Introduction of standards

This chart shows the introduction of the standards across Prep to Year 10.

## Slide 40 – Template 1.3B

The completed master copy of Template 1.2C *Summary of data analysis* in Activity 1.2 *School Context* will assist participants to complete Template 1.3B.

As you complete Template 1.3B *Victorian Essential Learning Standards* identify where you want to take students in their learning for each of the domains. As part of this discussion refer to the standards for each of the dimensions. It is equally important to refer to more than one level as this will assist in identifying groups of students and individuals within the cohort that may require additional support or challenge. The progression points could also be referred to as the detail in these will strengthen the discussion about identifying the future learning needs of students.

Depending on the students you may also need to refer to the *Victorian Essential Learning Standards Students with Disabilities Guidelines* and the *English as a Second Language (ESL) Companion to the Victorian Essential Learning Standards*.

Depending on the stage of learning of the students and their particular strengths and needs, decisions are required on the emphasis given to each of the domains. For instance, in the early years there will be more emphasis on English and Mathematics and for a particular group of students in the middle years there may be a greater emphasis on Communication. Use Template 1.3B *Victorian Essential Learning Standards* to highlight which domains and dimensions will be emphasised.

### SUMMARY

The facilitator, with other staff, collates the information on the Template 1.3A *Stages of learning*. If there is contradictory information then the facilitator will need to follow up and clarify.

The facilitator, with other staff, reads Template 1.3B *Victorian Essential Learning Standards* and identifies any overlap or any important future learning ideas missing. If there is contradictory information then this can be followed up with appropriate staff.

This is the last slide for Activity 1.3 *Victorian Essential Learning Standards*.

### Insights from the trialling with schools

“Our secondary school staff are going to be organised into cohort groups, for our school year levels, rather than in discipline domains so that all teachers have insights into all of the domains.”

“In our primary school we have established expert teachers for English and Mathematics. They will work together to identify a learning scope and sequence for English and Mathematics before the rest of the staff work on this template.”

## Slide 41- Driver for student learning

### Links to other activities

#### This activity will build on:

#### Activity 1.1 Characteristics of effective whole school curriculum planning

Data collected on student and parent perspectives on learning will be invaluable in identifying curriculum drivers that will engage students in their learning

#### Activity 1.2 School context

Completed Template 1.2C *Summary of data analysis* will provide the key understandings that we want to focus on with our students at the whole school and

cohort levels. If you require more detail on the analysis of student data then refer to Template 1.2A *Data/information analysis for whole school curriculum planning*.

Activity 1.3 Victorian Essential Learning Standards

Completed Template 1.3B *Victorian Essential Learning Standards* will provide directions for future learning and the aspects of learning to be emphasised. This will assist in identifying the most appropriate curriculum drivers for our students.

**This activity will provide the context for future decision making, particularly on:**

- how to organise the school for enhanced student learning (Activity 1.5 *Curriculum design*)
- consideration of effective learning, teaching and assessment practices (Activity 1.6 *Learning, teaching and assessment*)

**This activity will focus on four of the ten characteristics explained in Activity 1.1 *Characteristics of effective whole school curriculum planning*:**

**Characteristic 1:** places the learner at the centre of curriculum planning through having the students' diverse needs, backgrounds, perspectives, interests, achievements and ways of learning inform curriculum design

**Characteristic 3:** reflects shared values, beliefs and understandings about the knowledge, skills and behaviours students are to learn and how this can be achieved

**Characteristic 4:** provides connectedness between the strands, domains and dimensions of the Victorian Essential Learning Standards across the levels to ensure coherence, balance and continuity

**Characteristic 6:** encourages student learning at a deeper, transferable and enduring level through a co-ordinated approach to learning and teaching across different year levels, subjects/programs

## Slide 42 – Outcomes and key questions

### Outcomes

Curriculum drivers are a way of structuring learning (topic/subjects/big ideas) to provide connectedness between the domains and dimensions in the Victorian Essential Learning Standards and what our students need to learn to achieve the Standards. This does not mean that each of the curriculum drivers has to reflect all of the domains and dimensions. Curriculum drivers set the context for student learning and therefore need to reflect the learning needs of all students in our school. Curriculum drivers can be identified from a whole school as well as cohort perspective, and will vary in length and change over time.

The delving deeper section in the advice for Activity 1.4 *Drivers for student learning* will provide examples of specific approaches that explore the concept of curriculum drivers, such as 'Throughlines' from the *Teaching for Understanding Framework (Harvard)*.

### Key questions to be explored

Curriculum drivers need to reflect an integrated focus on learning that incorporates more than a single discipline. This will support students to understand themselves as learners and develop interdisciplinary knowledge, skills and behaviours that they can apply in a range of contexts.

Appropriately selected curriculum drivers that meet student's interests, support and challenge them in their learning will have a greater opportunity to engage them. As student learning is focused through curriculum drivers they have opportunities to apply their learning in different contexts and therefore develop a deeper, more enduring understanding.

### Templates and handouts

Template 1.4A *Identification of drivers for student learning*

Template 1.4B *Summary of drivers*

### **Slide 43 – Curriculum drivers**

This slide provides a way of thinking about curriculum drivers within the context of the Curriculum Planning Modules. The discussion of curriculum drivers provides an opportunity to reflect on current practice. Provide time for participants to discuss each of the points and to consider programs that they implement.

The following questions that could be explored:

- What programs do we already implement that connect domains and dimensions of the Victorian Essential Learning Standards? Note: schools that are not already fully implementing the Standards reflect on their current practice as it will include aspects of Physical, Personal and Social Learning and Interdisciplinary Learning.
- What programs have been highly effective in meeting student learning needs?

### **Slide 44 – Curriculum drivers**

Provide time for participants to identify current practice and reflect on the effectiveness of this practice against each of the dot points. Following are comments to focus each dot point:

- what we want our school to stand for – reference to the School Strategic Plan/ School Charter, purpose, school values
- the diverse needs, backgrounds, perspectives, interests, achievements and ways of learning of our students – School Annual Report, reference to student data
- the ‘big ideas’ that we want our students to engage with deeply - may include social justice, environmental sustainability, reconciliation or globalisation
- the future learning needs of our students – reference to Template 1.3C *Victorian Essential Learning Standards* that identifies future learning needs of students
- particular domains - School Annual Report, reference to student data and other information that has identified the particular learning needs of our students

### **Insights from trialling with schools**

“We want to be known for our emphasis on the social development of our students. As we selected curriculum drivers we made sure that we didn’t lose sight of this. One of our major considerations is to focus on the domains of Interpersonal Development and Personal Learning.”

### **Slide 45 – Intentions of the Victorian Essential Learning Standards**

Slides 45 - 48 set the context for a brainstorm on possible curriculum drivers. Encourage participants to identify the main points from each of the slides and to consider how these will influence the identification of curriculum drivers.

“The Victorian Essential Learning Standards have set standards for student achievement that includes the disciplines but also identifies other areas that are equally important if we are to support students to meet their full potential now and in an ever changing and exciting future.

This curriculum approach directly addresses:

- the economic and social changes associated with the development of our global, knowledge-based world and their implications for schools; and

- the growing evidence base about how people learn and its implications for teaching that works.”

*Victorian Essential Learning Standards Overview p. 1*

## **Slide 46 - Intentions of the Victorian Essential Learning Standards**

This slide further exemplifies the intent of the Victorian Essential Learning Standards. The three interwoven purposes provide an opportunity to reflect on current practice. The following questions can be explored:

- What programs do we already implement that incorporate these three interwoven purposes?
- What are we doing that may not be necessary?

“The Essential Learning Standards are a framework of essential learning ..... the framework is based on the premise that in the Standards, these components become the three core strands; Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning.

**Physical, Personal and Social Learning** – Knowledge, skills and behaviours in Health and Physical Education; Personal Learning; Interpersonal Development; Civics and Citizenship

**Discipline-based Learning** - Knowledge, skills and behaviours in The Arts; English; Languages Other Than English; The Humanities; Mathematics; Science

**Interdisciplinary Learning** - Knowledge, skills and behaviours in Communication; Design, Creativity and Technology; Information and Communications Technology; Thinking Processes”

*Victorian Essential Learning Standards Overview p. 6*

## **Slide 47 – Future learning needs of our students**

Curriculum drivers should capture where students are in their learning and where we want to take them. Provide time for participants to discuss and reflect on the main points from Templates 1.2C *Summary of data analysis* and 1.3B *Victorian Essential Learning Standards*. As part of the discussion encourage them to think about possible curriculum drivers.

Questions to focus discussion could include:

- What strengths do our students have?
- What areas have we identified as requiring strengthening to improve student outcomes, such as literacy, numeracy, engagement, etc?
- Are there gaps in our students’ learning? What are they?

Students know what they want to learn and what they are interested in. Refer to any student and parent data that you have collected that provides insights into what and how students want to learn. Questions on slides 15 & 16 could provide a focus for any further data you may want to collect. An additional question could be:

- What topics/subjects do you want to learn about?

This could be a brainstorm with students to build up a picture across the school prior to this activity.

## **Slide 48 - Deeper, transferable, enduring understanding**

“We all have a reasonable conception of what knowing is: when a student knows something, he or she can bring it forth on demand-tell us the knowledge or demonstrate the skill. ... The performance perspective says, in brief, that understanding is a matter of being able to do a variety of thought-provoking things with a topic, such as explaining, finding evidence and examples, generalising, applying and analogizing, and representing the topic in new ways.”

*The Teaching for Understanding Guide* Tina Blythe and Associates 1998

Provide time for participants to share and discuss some examples that they have used with students that have supported them to develop deep understanding. Ask them to identify the topic/subject/big idea and to explain how this created opportunities for deep understanding to be developed.

### **Slide 49 - Process for identifying curriculum drivers**

This slide provides an overview of the process that participants will work through to identify and select curriculum drivers. This process will be informed by knowledge of the students and the Victorian Essential Learning Standards as discussed in the previous slides.

### **Slide 50 – Template 1.4A**

Step 1: Provide Template 1.4A *Brainstorm possible ideas*. This template has five pages, one for each of the categories. Brainstorm possible ideas that could become curriculum drivers, recording each idea on a separate sticky note. Ask participants to follow the procedure for brainstorming where all ideas are recorded.

### **Slide 51 – Bundle ideas into groups**

Step 2: Ask participants to bundle ideas. On an A3 sheet of paper, encourage them to make connections across the categories as there may be the same or similar ideas represented in more than one category. This process may lead to a discussion on aspects that can strengthen the central idea presented.

These bundles need to be saved as they will provide a basis for more detailed planning for cohorts of students. Concept mapping software such as 'Inspiration' could be used to record this information electronically.

### **Slide 52 - Label groups as curriculum drivers**

Step 3: Ask participants to look at each bundle and give it a name that reflects the intent. This is the name of the curriculum driver. For each of the curriculum drivers identify the domains and dimensions of the Victorian Essential Learning Standards that are reflected. This will be used to analyse the curriculum drivers in order to ensure balance across the domains.

### **Slide 53 - Select curriculum drivers for the whole school and cohorts**

Step 4: Reflect on the curriculum drivers that have been identified. Not all curriculum drivers identified will be appropriate. Ask participants to reflect on each of their selected curriculum drivers using the questions on the slide. The first question does not imply that all domains and dimensions be covered in one curriculum driver.

Additional questions you may wish to explore:

- Will this curriculum driver be of interest to the students?
- Will the curriculum driver enable understanding at a deeper, transferable and more enduring level?

### **Slide 54 - Template 1.4B Summary of drivers**

Step 4 (continued) Reflect on the overall list of curriculum drivers at the whole school and cohort levels. The issues to explore now focus on the balance of the selection. Ask participants to respond to each of the questions for the group of curriculum drivers. Use Template 1.4B *Summary of drivers* to record curriculum drivers for the whole school and for particular cohorts and for each driver record the domains and dimensions of the Victorian Essential Learning Standards that will

be incorporated. Note: Template 1.4B *Summary of drivers* may need to be adapted to reflect the student groupings in your school.

Some additional questions you may wish to explore:

- How many curriculum drivers will be manageable?
- Will the curriculum drivers provide the right balance of domains and dimensions and support students to develop the essential knowledge, skills and behaviours?
- Which curriculum drivers will best reflect the priorities in the School Strategic Plan/ School Charter and the Annual Implementation Plan?
- Which domains and dimensions tend to connect better within the drivers we have identified?
- Do the curriculum drivers connect the domains and dimensions in different ways?

### **SUMMARY**

The summary for this activity needs to be completed with the whole staff, although refinement of the drivers for each of the cohorts could be discussed in professional learning teams. It may be more appropriate for this activity to be conducted over two sessions enabling staff to have time to reflect on the curriculum drivers presented before making a commitment.

This is the last slide for Activity 1.4 *Drivers for student learning*.

## **Slide 55 - Activity 1.5 – Curriculum design**

### **Links to other activities**

#### **This activity will build on:**

Activity 1.4 *Drivers for student learning* particularly Template 1.4B *Summary of drivers* where the drivers are linked to the domains and dimensions of the Victorian Essential Learning Standards.

Activity 1.2 *School context* Template 1.2A *Data/information analysis for whole school curriculum planning (section 2)* that outlines connections to the School Strategic Plan/School Charter and Annual Implementation Plan.

Activity 1.3 *Victorian Essential Learning Standards* particularly Template 1.3A *Stages of learning* and Template 1.3B *Victorian Essential Learning Standards* where future learning needs have been identified.

#### **This activity will provide the context for future decision making, particularly on:**

- consideration of effective learning, teaching and assessment practices (Activity 1.6 Learning, teaching and assessment)

This activity will focus on seven of the ten characteristics from activity 1.1

Characteristics of effective whole school curriculum planning:

Characteristic 1: places the learner at the centre of curriculum planning through having the students' diverse needs, backgrounds, perspectives, interests, achievements and ways of learning inform curriculum design

Characteristic 4: provides connectedness between the strands, domains and dimensions of the Victorian Essential Learning Standards across the levels to ensure coherence, balance and continuity

Characteristic 5: clearly links standards, pedagogy, assessment and reporting practices

Characteristic 6: encourages student learning at a deeper, transferable and enduring level through a co-ordinated approach to learning and teaching across different year levels, subjects/programs

Characteristic 7: reduces the level of disparity between classes

Characteristic 8: involves selection of the most appropriate organisation, structures and resourcing to best support students to achieve the standards in the Victorian Essential Learning Standards and Post Compulsory Education and Training  
 Characteristic 10: establishes a procedure for monitoring and evaluating the planning process

## **Slide 56 – Outcomes and key questions to be explored**

### **Outcomes**

This activity begins with consideration of the drivers that were selected in Activity 1.4 *Drivers for student learning*. Within this context the selection of a design option should be the next consideration rather than beginning with the detail of timetabling and resourcing. Often these issues can change the focus of decision making from placing the learner at the centre to making decisions based on already established practice.

Note: It may be particularly valuable to have an issues board for this activity. Issues can then be acknowledged as existing but dealing with them can be deferred to a more appropriate time within or beyond the activity.

### **Key questions to be explored**

The selection of a curriculum design needs to reflect how we want students to learn and how we can best utilise our knowledge and expertise. We need to be flexible in selecting our curriculum design for the different cohorts of students so that we keep the focus on student learning and we don't create a 'one size fits all' view of curriculum design. Reference to Template 1.3A *Stages of learning* will strengthen the discussion on design options most appropriate for different cohorts. Another consideration is the selection of the curriculum driver. Some curriculum drivers will lend themselves to an extended project while others may be more domain focussed so therefore a discipline-based approach incorporating the other strands may be more effective. Other curriculum drivers may not be implemented through a single subject/program but would underpin all learning. Decisions will also need to focus on when and how design options will be implemented.

### **Templates and handouts**

Handout 1.5A *Design options for implementing the Standards*

Template 1.5B *Reflecting on design options*

Template 1.5C *Yearly planner*

Template 1.5D *Organisational considerations*

Template 1.5E *Leadership responsibilities*

Template 1.5F *Professional learning teams*

## **Slide 57 - Imagining what's possible**

Ask participants to select one of the curriculum drivers and to consider how this could be implemented in 'a perfect world'. This provides an opportunity for participants to think creatively and to move from what already is, to a view of what could be. Record those points from the discussion that demonstrate creative ways to implement curriculum drivers. Display this information throughout this activity so that creative ideas aren't lost when discussing the detail. Concept mapping software such as 'Inspiration' could be used to record this information electronically.

## **Slide 58 – Implications of our drivers**

As a 'reality' check, ask participants to reflect on each of the questions and to list the implications at a whole school level, for professional learning teams and for the individual teacher. Record all comments related to the whole school and place these next to the ideas recorded from the previous slide. Together they will

provide a point of reference throughout the activity. Concept mapping software such as 'Inspiration' could be used to record this information electronically.

### **Slide 59 - The Standards**

There are as many design options as there are schools. "There are many ways in which schools can structure their program."

*(Victorian Essential Learning Standards Overview: Implementing the Standards p. 13)*

The approach you take will depend on where you are at presently, where you want to be in the future and the approach that best meets the needs of your students, teachers and school community.

### **Slide 60 - Design options**

This slide lists five possible curriculum design options. The first three are proposed in the *Victorian Essential Learning Standards Overview* document. The fourth provides an opportunity for participants to share good practice they have seen operating in other schools or research based practice they have read about. The fifth option provides an opportunity to reflect on current practice.

### **Slide 61 – Integrated approach**

Provide participants with Handout 1.5A *Design options for implementing the Standards* and Template 1.5B *Reflecting on design options*. Ask them to read the section on the integrated approach and complete the template.

To focus the discussion the following questions could be explored:

- Benefits for student learning – How will this design option support student learning?
- School community views – How would the school community respond to this design option?
- Strengths – What is it about this design option that will suit our school – the students, teachers and the community?
- Limitations – How will this design option limit student learning?
- Implementation issues – What will be the most significant issues that will need to be considered if we selected this design option?

The following text is on Handout 1.5A *Design options for implementing the Standards*.

"Schools may opt to use an integrated approach where one or more disciplines and other relevant domains are combined and addressed through key questions or themes. A number of schools are, for instance, constructing curriculum programs around such high level questions as an investigation of the human genome project and its implications, which draw on a number of disciplines (English, Science, History, etc.) and a range of physical, personal and social and interdisciplinary domains. The role of the school as a whole is to ensure full coverage of the Standards as appropriate to the level involved".

*(Victorian Essential Learning Standards: Overview, p. 13)*

### **Slide 62 - Discipline-based subjects incorporating other strands**

Provide participants with Handout 1.5A *Design options for implementing the Standards* and Template 1.5B *Reflecting on design options*. Ask them to read the section on discipline-based subjects incorporating other strands and complete the template.

To focus the discussion the following questions could be explored:

- Benefits for student learning – How will this design option support student learning?
- School community views – How would the school community respond to this design option?
- Strengths – What is it about this design option that will suit our school – the students, teachers and the community?
- Limitations – How will this design option limit student learning?
- Implementation issues – What will be the most significant issues that will need to be considered if we selected this design option?

The following text is on Handout 1.5A *Design options for implementing the Standards*.

“Schools may, choose to incorporate the interdisciplinary and physical, personal and social strands of the Standards into existing discipline-based subjects and broaden their focus in this way. For example, teachers of different subjects within an existing curriculum can determine collectively the extent to which other domains are addressed already in their teaching and learning programs (for example, Thinking, ICT, Interpersonal Learning, etc. within English, or History, etc.) and the opportunities to extend this so the full range of relevant standards can be met. Under the leadership of the principal, the school as a whole will then need to ensure appropriate coverage of the Standards across the relevant developmental levels, and that areas of shortfall are addressed”.

*(Victorian Essential Learning Standards: Overview, p. 13)*

### **Slide 63 - Extended projects**

Provide participants with Handout 1.5A *Design options for implementing the Standards* and Template 1.5B *Reflecting on design options*. Ask them to read the section on extended projects and complete the template.

To focus the discussion the following questions could be explored:

- Benefits for student learning – How will this design option support student learning?
- School community views – How would the school community respond to this design option?
- Strengths – What is it about this design option that will suit our school – the students, teachers and the community?
- Limitations – How will this design option limit student learning?
- Implementation issues – What will be the most significant issues that will need to be considered if we selected this design option?

The following text is on Handout 1.5A *Design options for implementing the Standards*.

“Schools may seek to combine all three strands in the context of extended projects that students are to complete. Students in Years 9 and 10 in particular can benefit from extended projects which require them to learn and apply knowledge and skills across many, interrelated domains. For example, students may participate in a comprehensive, extended, city-based project involving significant investigation and research, visiting and interviewing, report writing and presentation of results, and more. As with each example listed above, the school must ensure that students' learning experiences throughout the year will enable them to meet the full range of standards which apply to the level in which they are involved”.

*(Victorian Essential Learning Standards: Overview, p. 13)*

### **Slide 64 – Other**

Encourage participants to share good practice they have seen operating in other schools or research based practice they have read about. Some of this reading will

be research based. Ask participants to complete Template 1.5B *Reflecting on design options*.

To focus the discussion the following questions could be explored:

- Benefits for student learning – How will this design option support student learning?
- School community views – How would the school community respond to this design option?
- Strengths – What is it about this design option that will suit our school – the students, teachers and the community?
- Limitations – How will this design option limit student learning?
- Implementation issues – What will be the most significant issues that will need to be considered if we selected this design option?

### **Slide 65 - Our current design option/s**

Ask participants to complete the *our current design option* section of Template 1.5B *Reflecting on design options*.

To focus the discussion on current design option/s the following questions could be explored:

- Benefits for student learning – How do our design options support student learning?
- School community views – How does the school community view these design options?
- Strengths – How do these design options suit our school – the students, teachers and the community?
- Limitations – How do these design options limit student learning?
- Implementation issues – What makes these design options easy to implement? What are our challenges?

### **Slide 66 - Selecting design options**

Ask participants to identify design options that 'stand out' as being most appropriate for our school. Note: If you can't get to an agreed reasonable number of design options that 'stand out' then you could consider this question: What are the design options that we definitely don't want?

Refer to the ideas recorded on Template 1.5B *Reflecting on design options* to set the context for decision making. Record the 'stand out' design options to support decision making in the selection of subjects/topics/programs.

Note: It may be more appropriate for this activity to be conducted over two sessions enabling staff to have time to reflect on possible design options before creating a yearly planner based on identified drivers and design options.

### **Slide 67 – Subjects/programs**

The terms subjects and programs have been used to reflect descriptions of learning sequences. A question you may want to explore is: How will the titles of our subjects/programs reflect what is going to be learnt? You may want to change the title on the slide to reflect how learning sequences are described in your school, such as projects, units etc.

Use completed Template 1.4B *Summary of drivers* and Template 1.5B *Reflecting on design options* to focus the discussion on the selection of subjects/programs to create a yearly planner.

### **Slide 68 - Template 1.5C Yearly planner**

Once subjects/programs have been selected, decisions on the following will be required to ensure that there is balance and continuity across the school:

- Balance – does the coverage (emphasis) of the domains and dimensions reflect the decisions recorded on Template 1.3B *Victorian Essential Learning Standards*
- Duration – how long will be required for students to develop a deep understanding?
- Sequence – how can the subjects/programs be sequenced to build on student learning? How will learning be sustained and strengthened across the subjects/programs?
- Most appropriate time of year – do the subjects/programs connect with local, regional, national, international events?

### **Slide 69 - Evolution or revolution**

Before moving into discussion on the detail consider how and when the design options will be implemented in our school.

### **Slide 70 – Template 1.5D Organisational considerations for our yearly planner**

This overview slide identifies each of the organisational considerations for implementing a whole school curriculum plan. Slides 70 – 78 provide a series of questions to consider and templates to complete. The three templates are: 1.5D *Organisational considerations*, 1.5E *Leadership responsibilities* and 1.5F *Professional learning teams*. These templates can be used to form a whole school organisational picture.

Use Template 1.5C *Yearly planner* as a basis for making organisational arrangements. Once decisions have made on how students will be grouped other decisions will follow. Organisational arrangements are interrelated and need to be considered as a whole. As the questions are being explored and templates completed this will provide opportunities to reflect on and refine the yearly planner.

The process for decision making could include organising participants into small groups. Each group completes the templates which are then collected. The leadership team or other identified group analyse and summarise the responses for presentation at a subsequent meeting. They identify similarities and record these as aspects that have been decided on and identify conflicting views. For each of the conflicting views a solution is proposed and presented to the whole staff for discussion and decision making.

This discussion needs to stay focussed at the whole school level. It may be helpful to document any issues raised that will impact on particular cohorts of students to focus discussion during Module 2: Planning programs for cohorts of students.

### **Insights from trialling with schools**

We have effective decision making processes that we regularly use. We move to professional learning teams according to cohorts. Each team develops a proposal that best meets the needs of their students. The leadership team uses this information to develop a whole school plan. The question that we then explore is – how can everyone make this work?

### **Slide 71 – Students**

Record the subjects/programs that have been selected onto Template 1.5D *Organisational considerations*. Consider the student groupings now. List new student groupings, if required for each of the subjects/programs.

### **Slide 72 – Staffing**

Use Template 1.5D *Organisational considerations* to record staffing for each of the student groupings and subjects/programs. Staffing considerations can be documented onto the template, for instance taking responsibility for learning, teaching assessment and reporting and any specific expertise that may be required. Professional learning considerations can also be recorded.

### **Slide 73 – Reporting advice**

This slide provides the context for decision making for reporting. These are minimum requirements. Ask participants to identify other ways that they report to parents and the frequency. This information will need to be incorporated into decision making on reporting.

### **Slide 74 – Reporting**

Use Template 1.5D *Organisational considerations* to record who will take responsibility for reporting against the different domains for different cohorts of students and timelines for reporting against each of the domains.

Following is the timeline for reporting against the domains in the Victorian Essential Learning Standards. Note: schools can choose to report against domains earlier than the timeline presented.

2007 – English, Mathematics, Health & Physical Education, Personal Learning, Civics and Citizenship, The Humanities, Economics, Geography, History, Communication, ICT

2008 – (all other domains) Interpersonal Development, The Arts, Languages Other Than English, Science, Design, Creativity and Technology, Thinking Processes  
All schools will use the new Student Report Cards from 2007.

### **Slide 75 – Timetabling**

Use Template 1.5D *Organisational considerations* to record the duration and frequency students need to spend on each of the subjects/programs. This information can then be used as a basis for whole school timetabling.

### **Slide 76 – Learning spaces**

Use Template 1.5D *Organisational considerations* to record the types of learning spaces that will best focus learning in each of the subjects/programs. You may like to consider new spaces that could be created in the future.

### **Slide 77 – Resources**

Use Template 1.5D *Organisational considerations* to record the types of resources that will best support learning for each of the subjects/programs.

### **Slide 78 – Leadership**

Identify the different leadership roles required to best support student learning. Record onto Template 1.5E *Leadership responsibilities* who will take on leadership and roles and responsibilities in your school. This template may need to be adapted to reflect the different types of leadership responsibilities within your school.

### **Slide 79 - Professional learning teams**

Identify the different professional learning teams that will be required. Record onto Template 1.5F *Professional learning teams* who the members of the team will be and their roles and responsibilities. This template may need to be adapted to reflect the different types of leadership responsibilities within your school.

This is the last slide for Activity 1.5 *Curriculum design*.

## **Slide 80 - Activity 1.6 – Learning, teaching and assessment**

### **Links to other activities**

#### **This activity will build on:**

Activity 1.4 Curriculum design which brings together the whole school curriculum planning process by identification of the subjects/programs and organisational arrangements for implementation.

#### **This activity will provide the context for future decision making, particularly on:**

- Planning programs for cohorts of students (Module 2)

#### **This activity will focus on four of the ten characteristics from Activity 1.1**

##### ***Characteristics of effective whole school curriculum planning:***

Characteristic 1: places the learner at the centre of curriculum planning through having the students' diverse needs, backgrounds, perspectives, interests, achievements and ways of learning inform curriculum design

Characteristic 5: clearly links standards, pedagogy, assessment and reporting practices

Characteristic 7: reduces the level of disparity in student achievement between classes and within classes

Characteristic 9: encourages all staff to build knowledge and expertise together as they share responsibility for improving student learning outcomes.

## **Slide 81 – Outcomes and key questions**

### **Outcomes**

The Principles of Learning and Teaching P-12 are six explicit statements that aim to capture the essence of effective learning and teaching and provide a basis for teachers to review and develop teaching practices. The Principles can be used to reflect on our learning and teaching practice and identify whole school priorities. The major thinking about the Principles of Learning and Teaching P-12 should occur when planning programs occurs for cohorts of students.

Assessment Advice has been provided to identify the purposes of assessment – for/as/of learning. This advice can be used to focus thinking on assessment practices as a powerful way to improve learning for students. Decisions at a whole school level are required to support the process for reporting to students, their parents and other teachers. Issues to explore include how assessment information can best be used for reporting and the establishment of consistent approaches across the school.

### **Key questions to be explored**

Template 1.6A *Reflecting on the Principles of Learning and Teaching P-12* provides a structure for thinking about the Principles and identifying whole school issues that need to be addressed when planning programs for cohorts of students. If your school has participated in the PoLT training you may not need to complete this template.

Identification of effective assessment approaches across the whole school and for particular cohorts will support improved student learning. Issues to explore at the whole school level will also include discussions on:

- the use of moderation to promote consistent teacher judgement
- the use of an assessment schedule to support selection of the most effective approaches, and the timing of these
- how student learning can be tracked to support reporting to students, their parents and other teachers within the school.

### Templates and handouts

Handout 1.6A *The Principles of Learning and Teaching P-12*

Handout 1.6B *The Principles Unpacked*

Template 1.6C *Reflecting on the Principles of Learning and Teaching P - 12*

Handout 1.6D *Assessment Advice*

Template 1.6E *Whole school assessment and reporting schedule*

Template 1.6F *Priorities and directions for learning, teaching and assessment*

*Reporting Advice* (the reporting web site has been provided as this has up to date information:

<http://www.education.vic.gov.au/studentlearning/studentreports/default.htm>

### Slide 82 – Curriculum Planning model

This activity provides an opportunity to continue whole school curriculum planning through the lens of the Principles of Learning and Teaching P-12 and the Assessment and Reporting Advice. It brings together the selected curriculum design of our school and strengthens this through identifying future priorities and directions.

### Slide 83 - Beliefs about learning

A commitment to excellence in achievement for all students in Victorian schools stems from a set of core beliefs about learning, teaching and assessment that are grounded in modern education research. Using the slide *Beliefs about learning* as a stimulus ask participants to reflect on school practice. Template 1.2A *Data/information analysis for whole school curriculum planning* (particularly page 2 for School strategic planning) can be used to focus the discussion. Template 1.2C *Summary of data analysis* can also be referred to. Encourage participants to identify evidence that reflects each of these beliefs.

### Slide 84 - Current research

Over the past decade there has been an explosion of research into how learning occurs and what is good teaching. *Closing the Loop: Curriculum, Pedagogy, Assessment & Reporting P. 8*

The Principles of Learning and Teaching P–12 have been based on current research into learning and teaching.

### Slide 85 – Principles of Learning and Teaching P-12

The Principles of Learning and Teaching P–12 (PoLT) support the implementation of pedagogical change in Years P–12. It offers a means by which schools and clusters can examine their teaching practices, identify key areas for improvement and develop a plan to initiate improvement and monitor change.

Key messages:

The principles -

- provide a shared language for discussing learning and teaching
- indicate the direction in which effective teaching practice should move
- support the whole school and professional learning teams to focus on issues of learning and teaching that are likely to lead to substantial and lasting improvement in student learning
- provide a basis for auditing of teacher practice to focus professional learning

Note: Component mapping is an element of the PoLT training program that provides rich data on student perceptions and teacher self reflection of current teaching practice. This can be used as a basis for improving teaching practice.

For further detail on the Principles refer to: Handout 1.6A *The Principles of Learning and Teaching P-12* and Handout 1.6B *The Principles Unpacked*.

Reference to the Background paper, in the *delving deeper* section of the facilitator notes will provide a rationale for the Principles of Learning and Teaching P–12 .

### **Slide 86 - Template 1.6C Reflecting on the Principles of Learning and Teaching P-12.**

Using Handout 1.6A *The Principles of Learning and Teaching P-12* and Handout 1.6B *The Principles Unpacked* ask participants to consider each of the Principles of Learning and Teaching P–12 by responding to the questions on Template 1.6C *Reflecting on the Principles of Learning and Teaching P - 12*. The stages of learning will be relevant to this discussion. Encourage participants to refer to the completed Template 1.3A *Stages of learning*. Reflection can be done by individuals or small groups with a summary of all responses to provide a whole school perspective.

Note: Principle 5 will be explored in more detail later, when assessment and reporting is considered for whole school curriculum planning.

At the end of this activity, participants will use Template 1.6C *Reflecting on the Principles of Learning and Teaching P–12* and Template 1.6E *Whole school assessment and reporting schedule* to complete Template 1.6F *Priorities and directions for learning, teaching and assessment*. If your school has participated in the PoLT training then the data from the program can be used instead of the Template 1.6C *Reflecting on the Principles of Learning and Teaching P – 12*.

### **Insights from trialling with schools**

Each teacher grouping had a representative from each year level. This enabled a whole school view to be developed rather than a view that reflected a particular way of teaching students at a stage of learning. Each group was given a different Principle and then asked to share the feedback with the rest of staff.

### **Slide 87 - PoLT Online Professional Learning Resource**

The *Principles of Learning and Teaching (PoLT) P – 12 Online Professional Learning Resource* is a flexible resource that can be used by individuals, professional learning teams or by the whole staff if they want to focus on key ideas for a particular Principle. The online resource is suitable for all schools. Those that have completed the PoLT training can use it for further exploration and to deepen understandings. It is also an idea for schools that wish to familiarise themselves with the Principles.

The online resource includes:

Theory Snapshot - A brief overview of the research that has led to inclusion of the components

You can try this - Hands-on, practical suggestions that teachers can use in their classrooms with suggestions that promote teacher investigation regarding assistance they will require within their environment in order to master the component

Vignettes - Snap-shots of appropriate activities and their application in a mixture of classrooms

Reflection - A series of questions to support reflection on the outcomes of using the strategies

Want to know more? - Internet links, references, articles, videos which will be easily accessible and will provide extra information to assist teachers in their mastery of each component

Glossary - This section contains three glossaries of related work

If possible provide an opportunity for participants to explore these modules online during the session.

### **Slide 88 - Principle 5 Assessment**

Principle 5 provides a description of five key features of effective assessment. These need to be considered when thinking, planning and reflecting on assessment. Refer to Handout 1.6B *The Principles Unpacked* for further detail on Principle 5.

### **Assessment Professional Learning Modules**

Principle 5 is explored in depth in the online *Assessment Professional Learning Modules*. See the next slide for details.

### **Slide 89 - Assessment Professional Learning Modules**

The *Assessment Professional Learning Modules* focus on enhancing teachers' professional knowledge, skills and understandings of assessment. Each module comprises learning activities, a presentation, professional reading, samples and stories, additional web links and references, and advisory notes for a facilitator.

One of the major features of the *Assessment Professional Learning Modules* is a self assessment tool. The purpose of the tool is for teachers to self assess their current knowledge, understandings and skills of assessment. This can be completed on-line with results provided as a guide for further professional learning within the modules. This tool can be used by individuals or professional learning teams to identify what they want to focus on as a whole staff, professional learning team and/or as individuals. You may want to encourage participants to complete the self assessment tool before Activity 1.6.

If possible provide an opportunity for participants to explore these modules online during the session.

### **Slide 90 - Assessment definition**

This is the Victorian Department of Education's definition of assessment. The advice is based on an extensive review of current research, both from Australia and overseas – particularly the United Kingdom. Extensive consultation occurred with many principals and teachers who are seen by their peers to be implementing cutting edge assessment practice in their schools.

Ask participants to reflect on each of the points in the definition and give consideration to what they do well and what they would like to strengthen. This can be done by individuals or small groups and then build upon to form a whole school perspective.

### **Slide 91 - Purpose of assessment**

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes. Refer participants to Handout 1.6D *Assessment Advice* which has the definition and following elaboration of assessment for/as/of learning.

Assessment for learning (see Module 3: Assessment FOR Learning of the online *Assessment Professional Learning Modules*)

It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It provides evidence that informs, or shapes, short term planning for learning (and because it helps shape, or form, learning it is formative assessment).

Assessment as learning (see Module 4: Assessment AS Learning of the online *Assessment Professional Learning Modules*)

It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them. (Because it helps shape learning it is formative assessment.)

Assessment of learning (see Module 2: Assessment OF Learning of the online *Assessment Professional Learning Modules*)

It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use, providing evidence to inform long term planning.

## **Slide 92 - Reflecting on assessment practice**

Slides 92 – 96 set the context for developing a whole school assessment and reporting schedule. Ask participants to list all of the assessment practices that they use and to consider these in relation to the different purposes of assessment. Encourage them to refer to Handout 1.6D *Assessment Advice*.

Major assessment practices may include AIM, learning digital portfolios, moderation processes. Record assessment practices onto Template 1.6E *Whole school assessment and reporting schedule*. Other assessment practices can be listed and documented onto Template 1.6F *Priorities and directions for learning, teaching and assessment*, whilst others will need to be considered at the planning programs for cohorts of students.

## **Insights from trialling with schools**

As part of our Assessment and Reporting Schedule we will identify when AIM and the Early Years Numeracy Interview will be conducted because there are major organisational issues that need to be considered. Technology has been put in place for us to introduce Digital Learning Portfolios, so responsibility for these will be at the professional learning team and individual teacher level.

## **Slide 93 - Assessment and the standards**

Effective assessment tasks are designed to enable students to demonstrate their understanding of the knowledge, skills and behaviours identified in the *Victorian Essential Learning Standards*. The progression points support teachers to assess student achievement against the standards by describing and showing what typical student progress would look like at points in time.

Effective assessment incorporates a variety of assessment tasks and practices to best assess student learning. The development of assessment tasks need to clearly match the student learning outcomes and are integrated into learning and teaching.

This thinking will provide a focus for the planning of programs for particular cohorts of students.

### **Slide 94 – Progression points**

Progression points and assessment maps provide further support for teachers to assess student achievement against the standards. Progression points describe what typical student progress toward the standards may look like. Progression points are not standards or a syllabus. They do not prescribe what needs to be taught each semester. The progression points are not indicative of the development of all students. Students learn in different ways and at different rates. At times students will be working across a range of levels. The progression points are an attempt to capture what typical progress towards a standard may look like based on research.

Assessment maps provide illustrations of student responses to tasks that demonstrate achievement in relation to the standards. The student samples are not intended to show the full range of student achievement of the standards at a particular level.

### **Slide 95 - Making consistent judgement**

Moderation is one process that ensures consistent judgements on student learning. It enables a common interpretation of the standards and progression points and a shared understanding of how learner achievement is demonstrated.

“Sharing, reflection and collaborative assessment processes, using the sample material as needed, will enable teachers to develop common understanding of the standards and to make valid judgments about student performance that are consistent within their own classes, with their colleagues in their own school, and around the state.”

*Victorian Essential Learning Standards Overview, Page 16*

Consistency of judgment can be improved through moderation of student work samples. The moderation process allows you to compare judgments with your colleagues to clearly understand what students have achieved against expected standards. Moderation supports a shared understanding between teachers as to what the achievement of standards looks like.

Moderation can also be a form of professional learning, where teachers can share ideas about assessment processes, rubrics and standards. It strengthens planning through the identification and understanding of what is to be learnt. When there is clarity about what is to be learnt then the planning of learning experiences is more focussed.

### **Assessment Professional Learning Modules**

Moderation (see Module 5: Making Consistent Judgements of the online *Assessment Professional Learning Modules*)

### **Slide 96 – Reporting advice**

Following is the timeline for reporting against the domains in the Victorian Essential Learning Standards. Note: schools can choose to report against domains earlier than the timeline presented.

2007 – English, Mathematics, Health & Physical Education, Personal Learning, Civics and Citizenship, The Humanities, Economics, Geography, History, Communication, ICT

2008 – (all other domains) Interpersonal Development, The Arts, Languages Other Than English, Science, Design, Creativity and Technology, Thinking Processes

All schools will use the new Student Report Cards from 2007.

Ask participants to reflect on reporting processes used in the school to assist in the completion of Template 1.6E *Whole school assessment and reporting schedule*.

This slide shows the minimum requirements for reporting to parents. Ask participants to consider each of the following questions:

- Are we meeting the minimum requirements?
- What are the timelines for meeting each of the minimum requirements? When do we need to collect and analyse student data? What data entry is required? When will we conduct parent interviews? Will students be involved in parent interviews? What format will we use for written reports?

Ask participants to document other approaches currently used and ones that could be considered for the future. The following questions could be used to focus the discussion:

- What other approaches do you use for reporting to parents?
- Do you conduct parent information nights?
- Do you provide regular access to digital learning portfolios?
- Do you send out regular emails/newsletters/responses to student's journals?
- Do you have displays and exhibitions for parent and the community to attend?

Teachers' reports should be based on a range of assessment processes and evidence such as teacher observations, annotated student work samples, tests, portfolios, exhibitions and presentations. Teacher judgements in the reporting process should be based on sound evidence and a shared understanding of standards.

### **Slide 97 - Template 1.6E**

An assessment schedule provides an overview of expectations of assessment and reporting from a whole school perspective. It documents the major practices. Using the information from the discussions on assessment and reporting complete Template 1.6E *Whole school assessment and reporting schedule*. For each of the assessment practices identify the domains that will be assessed using this approach.

Use the minimum requirements for reporting and other approaches our school uses to report to parents, to complete Template 1.6E *Whole school assessment and reporting schedule*.

Provide participants with time to reflect on the assessment and reporting schedule using the following questions:

- Which domains are covered? Do we require other assessment practices for the other domains at the whole school level or do we incorporate these into planning programs for cohorts of students?
- Is timely information provided to parents on their child's learning throughout the year?

When planning programs for cohorts of students the completed Template 1.6E *Whole school assessment and reporting schedule* will provide the basis for making learning, teaching and assessment decisions.

### **Slide 98 - Activity 1.6F**

Use Template 1.6C *Reflecting on the Principles of Learning and Teaching P-12* and Template 1.6E *Whole school assessment and reporting schedule* to complete Template 1.6F *Priorities and directions for learning, teaching and assessment*.

Template 1.6F *Priorities and directions for learning, teaching and assessment* provides an opportunity to record priorities and directions for learning, teaching and assessment.

Some questions you may want to explore as part of this process include:

Are the priorities and directions the same for all stages of learning?

How will the priorities and directions influence implementation of our design options?

How will the priorities and directions be incorporated into planning programs for cohorts of students?

How will we use the PoLT online resource to deepen our understanding of the directions identified?

## **Slide 99 - Module 2: Planning programs for cohorts of students**

### Module 2

This module is designed to be used by professional learning teams who plan together to meet the learning needs of particular cohorts of students. It includes generic characteristics and questions for effective curriculum planning at this level, including: strategies to support effective professional learning teams, suggested steps for curriculum planning and a selection of possible curriculum planning templates. These templates can be selected and adapted to best support your professional learning team to plan effective student learning. Individual teachers can also explore the characteristics of effective program planning for cohorts of students and the possible planning templates.

This is the last slide for *Activity 1.6 Learning, teaching and assessment*.