Phase 2: Planning & Resourcing  
Whole School – Design options

Notes to accompany Design Options PowerPoint

Slide 1
This power point presentation with associated worksheets supports a process for decision making on curriculum planning at a whole school level based on the Victorian Essential Learning Standards and where appropriate Post Compulsory Education and Training pathways.

The presentation has been divided into two sections.

Section 1: The purpose of whole school planning – to best reflect our values, beliefs and understandings about the purpose of education, to create a synergy between what is powerful to learn, what is powerful learning and what promotes it and how do we know if it has been learnt to improve student learning for all students.

Section 2: Considerations for whole school planning, with discussion and decision making on possible options.

Slide 2
The Victorian Essential Learning Standards have not been designed as an organisation template on which to develop timetables or school structures. They are designed to be used for whole school curriculum planning.  
*(Victorian Essential Learning Standards Overview: Using the Standards p. 5)*

The Standards are not intended as a total curriculum for schools. They instead seek to describe what is essential for students to achieve during the compulsory years of school.  
*(Victorian Essential Learning Standards Overview: Implementing the Standards p. 13)*

Slide 3
How do the Flagship Strategy 1: Student Learning initiatives connect to support student learning?

Need to start with our PURPOSE as educators. Our educative purpose reflects our values, beliefs and understandings. A set of principles is outlined in the Victorian Essential Learning Standards framework:
• Learning for all
• Pursuit of excellence
• Engagement and effort
• Respect for evidence
• Openness of mind.

(Victorian Essential Learning Standards Overview 2005: pages 4 and 5)

Are these consistent with your views?

Clarity around both educative purpose and values anchors school decision-making to a consistent and agreed reference point. ‘What is it powerful to learn?’ – A question we are seeking to answer through work around understanding and implementing the Victorian Essential Learning Standards.

However this work can’t be considered in isolation. The Principles of Learning and Teaching help to answer the question how should the learning process occur if we are to promote achievement of the Essential Learning Standards.

Assessment Advice will allow us to know if learning has occurred. Reporting on student achievement, including plans for their future learning is communicated to students, parents and other teachers. In addition schools report on student achievement to the education system.

**Slide 4**
The *Victorian Essential Learning Standards* propose that students need to develop a set of knowledge, skills and behaviours which will prepare them for success in a world that is complex, rapidly changing, rich in information and communications technology, demanding high-order knowledge and understanding and increasingly global in its outlook and influences. Each of these purposes is imbedded within the three core strands of the *Victorian Essential Learning Standards*, and incorporated into specific standards.

*(Victorian Essential Learning Standards: Overview p 4)*

**Slide 5**
Together, the three strands provide the basis for students to develop deep understanding – an ability to take their learning and apply it to new and different circumstances.

*(Victorian Essential Learning Standards Overview: Essential Learning p. 2)*

By combining all three strands in a common framework for creative implementation, the Essential Learning Standards provide a
comprehensive curriculum response to the challenges of today’s
globalised knowledge economy, consistent with research findings on
how students learn.

*(Victorian Essential Learning Standards Overview: Priorities at
different stages p. 2)*

What is new, however is that Victoria now has a set of standards for
ensuring that all three strands, and their domains, are addressed by
all schools in their teaching programs and in their assessment and
reporting practices.

*(Victorian Essential Learning Standards Overview: Using the
Standards p. 5)*

**Slide 6**
Whole school planning involves interpreting the Victorian Essential
Learning Standards and the post-compulsory frameworks to create
a curriculum plan that has a clear focus on what is to be learnt
(VELS), how learning will occur (Pedagogy) and how it will be
assessed (Assessment) at a whole school level. Consideration is
given to organisational structures and resourcing that account for
student diversity.

**Slide 7**
The Standards are not intended as a total curriculum for schools.

Schools will construct appropriate curriculum programs which
ensure these essential outcomes are achieved, in ways which reflect
the resources and expertise available, and the particular needs and
interests of the school community.

The timing and extent of change for implementation of the
Standards therefore requires a holistic, whole school decision.

**Slide 8**
“Many schools are already doing valuable work in building students’
knowledge, skills and behaviours in the areas identified in the
5)*

It is important that schools build on the work they are already doing
that allows their students to meet the *Victorian Essential Learning
Standards*. At the same time it is important to reflect on those
aspects of school organisation and curriculum which may need to be
addressed in order to fully implement this new reform.

**Slide 9**
There are many ways in which schools can structure their program.
(Victorian Essential Learning Standards Overview: Implementing the Standards p. 13)

The Victorian Essential Learning Standards Overview proposes three broad examples for consideration.

What approach you take will depend on where you are at now, where you want to be in the future and the approach that best meets the needs of the students.

The accompanying worksheet can be used to focus and record discussion on each of these options.

List and describe other options that may be appropriate for your school.

**Slide 10**
“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)

Note: If your school is already implementing this approach you may not want to go into a detailed discussion.

**Slide 11**
“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)
Note: If your school is already implementing this approach you may not want to go into a detailed discussion.

**Slide 12**
“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)*

Note: If your school is already implementing this approach you may not want to go into a detailed discussion.

**Slide 13**
Once the implementation option that best suits the needs of the students has been decided, the school can begin to plan for implementation. It may not necessarily be the same option for all levels within the school.

Implementation plans will be part of the School Strategic Planning process.

Note: This planning process can be incorporated into your annual plan.

**Slide 14**
The Curriculum Planning Guidelines provide information and tools for curriculum planning in schools and are designed to stimulate discussion among staff, in order to assist schools to audit current practice and to plan, implement and evaluate future practice in a consistent and coherent way.

The Guidelines allow for connections to be made with a range of initiatives and research by interfacing with other relevant websites to provide up-to-date and meaningful information that can assist schools in planning their curriculum.
The Guidelines provide a **curriculum planning model** that supports a whole-school approach to curriculum planning.

It identifies five phases through a continuous cycle of analysis, planning, implementation, monitoring and evaluation to assist schools to construct curriculum in line with the Victorian Essential Learning Standards and Post Compulsory Education and Training Pathways.

By clicking onto the model, the five phases can each be applied at three levels:

- at the whole school
- at the program and student groupings level and
- at the individual student level.

Note: Phases may overlap. For example planning may be further refined during implementation; and continuous monitoring will occur during implementation.

**Slide 15**

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Schools will construct appropriate curriculum programs which ensure these essential outcomes are achieved, in ways which reflect the resources and expertise available, and the particular needs and interests of the school community.

The timing and extent of change for implementation of the Standards therefore requires a holistic, whole school decision.