Approaches to implementation: School Curriculum and Assessment Planning
Outline

1. Research base
2. Framework
3. Self-assessment tool
4. Resources
Challenges

• Managing the complexity of curriculum planning: 8 learning areas + Physical, Personal and Social Learning Strand, Interdisciplinary Learning/key competencies/general capabilities.
• Lessons from VELS implementation: not enough support for whole school rather than subject-based planning.
• Building on contemporary research about effective schools and effective learning.
• Building on good existing practice.
What does implementation mean?

**Phase 1:** Use of English, Mathematics, Science and History Australian Curriculum for curriculum planning, assessment and reporting within VELS or other existing curriculum framework.

**Phase 2:** Use of other Australian Curriculum learning areas for curriculum planning, assessment and reporting within revised VELS structure or revised other existing curriculum framework.
What does implementation mean?

Personalised learning within guaranteed curriculum provision

Implementation of Australian Curriculum in English, Mathematics, Science and History means that all students are enabled to:

1. Access the learning defined in these areas as the entitlement of every young Australian
2. Progress towards the achievement standards that represent their next level of individual achievement
School curriculum and assessment plan: research base

- Marzano’s five “areas of action”
- Hattie’s assessment “effect size”
- McTighe’s model of “backwards design”
Does curriculum planning matter?

• Robert Marzano’s analysis of school effectiveness research (2003):  
  *a guaranteed and viable curriculum as the school level factor that has the most impact on student achievement.*

• Empirical evidence that a characteristic of underperforming schools is lack of curriculum documentation

• Empirical evidence that what is not taught is not learnt – osmosis is not an effective teaching and learning strategy
Marzano identifies five areas of action for the implementation of curriculum:

- identify and communicate the content considered essential for all students
- ensure the essential content can be addressed in the amount of time available for instruction
- sequence and organise the essential content in such a way that students have ample opportunity to learn it
- ensure that teachers address the essential content
- protect the instructional time that is available
An effect size of $d = 1.0$ indicates an increase of one standard deviation on an outcome... typically associated with advancing children’s achievement by two to three years

(Hattie 2009, p.7)

Feedback 1.13
Students’ prior cognitive ability 1.04
Instructional quality 1.00
Backwards planning

‘Backwards Design’ (McTighe and Wiggins)

1. Identify outcomes
2. Determine evidence
3. Plan learning experiences
Curriculum and Assessment Planning cycle

- Assessment data analysis
- Whole school CAP
- Individual student CAP
- Cohort CAP
An opportunity for multi-level curriculum renewal

1. Whole school planning
   If *yes*, go to 2

2. Student cohort planning
   If *yes*, go to 3

3. Individual student planning
Whole school curriculum planning

1. Whole school planning
   
a) Does our school have a clearly stated vision of the goal of our curriculum?

b) Is the overall organisation of the curriculum (for example: by year level, core and elective, multi-age classes, vertical streaming) clearly documented?

c) Is the overall structure of the curriculum within that organisation (for example: by theme, subject, integrated topic, specialist subjects) clearly documented with associated time allocations?

d) Does that structure enable the delivery of the content and skills defined by the Australian Curriculum learning areas of English, Mathematics, Science and History?
2. Cohort planning

For this purpose, a cohort of students is defined as more than one class operating at a similar organisational level, for example, a year level (e.g. five Year 9 classes), multi-age grades (e.g. three P-1 classes) or vertical groupings (e.g. Year 7-8 Level 4 Mathematics group.)
Cohort curriculum planning

2. Cohort planning

a) Has a particular learning focus for this cohort been identified? (e.g. literacy and school engagement in P; local environment in Year 4; community engagement in Year 6; Learning outside the classroom in Year 9; Pathways in Year 10). If so, is it clearly defined?

b) Are the specific components of learning areas provided to this cohort clearly documented, together with associated time allocations?

c) Are the learning contexts (eg. unit topics, integrated units of work) and associated resources through which the components are provided clearly documented?

d) Is an expected sequence of learning for each component of the learning areas clearly documented?

e) Is there a planned program of assessment for learning?
Individual student planning

3. Student planning

a) Have the reporting mechanisms and/or assessment tasks that will identify the students’ current and future levels of achievement been determined?

b) Is the way the curriculum will be differentiated for students working at differing levels documented?
What about pedagogy?

the what

the how
Conclusion

• Implementation of Australian Curriculum an opportunity to build on and extend current curriculum reform

• Schools can use the implementation of Australian Curriculum for both incremental change and substantial curriculum renewal