Professional Learning Aims

To develop an understanding curriculum planning and the part it plays in driving quality learning
Four interrelated layers

- **By School** – a high-level summary of the coverage of all the curriculum areas, reflecting the school’s goals, vision and any particular areas of specialisation or innovation
- **By Curriculum Area** – the sequencing of key knowledge and skills across the years of schooling to support a progression of learning
- **By Year Level** – a coherent program from a student perspective that enables effective connections across curriculum areas
- **By Unit / Lessons** – specifying Victorian Curriculum F–10 content descriptions and achievement standards, activities and resources to ensure students of all achievement levels are able to progress
Where are you at?

Whole school plan
Yearly or subject plans
Term planners
Weekly or unit planners

# Self Assessment Tool

**Victorian Curriculum F–10: Self-Assessment Tool**

<table>
<thead>
<tr>
<th>By School</th>
<th>Fully developed</th>
<th>Partially developed</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does the school have a written statement/policy that:</strong></td>
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<tr>
<td>- outlines the aim and purpose of the teaching and learning program</td>
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<td>clearly, including any specialist area/s where relevant?</td>
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<td>- is consistent with the school’s strategic/improvement/action plans?</td>
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<td>- is based on the Victorian Curriculum F–10?</td>
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<tr>
<td>Comments/Actions</td>
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</table>

**Does the school have a diagram or table to represent its teaching and learning program:**

- for all year levels or bands/stages of schooling?                      | ○               | ○                    | ○          |  ○         |
- across curriculum areas including the learning areas and capabilities? | ○               | ○                    | ○          |  ○         |
- showing approximate time allocations for all curriculum areas?         | ○               | ○                    | ○          |  ○         |

Comments/Actions

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[Logo: Victorian Curriculum and Assessment Authority]
The guidelines provide advice on the effective use of the curriculum to develop whole-school teaching and learning plans and to report student learning achievement.
Key points from the guidelines

• the defined curriculum content (knowledge, skills and understanding) is the basis for student learning

• schools should develop and publish a whole-school curriculum plan that documents their teaching and learning program

• schools have flexibility in the development of the teaching and learning program to reflect decisions, resources, expertise and priorities of the school
Student learning

Curriculum (what)
Pedagogy (how)
Assessment (how well)
Reporting (where)
Why is curriculum planning so important?

- A guaranteed and viable curriculum is the school level factor that has the most impact on student achievement.
- A guaranteed and viable curriculum is defined as a combination of opportunity to learn and time to learn (What works in schools: Translating research into action Marzano 2003).
- It is not enough for a curriculum to be implicit, it must be explicit and it must be coherent.
- Effective planning and documentation is a significant part of providing a guaranteed and viable curriculum.
“Good planning, like good instruction, is as intentional as it is adaptable.”

(David Pearson, personal interview, 1995)

How does purposeful planning make a difference to teaching?