

Koorie Education Workforce: Making visible Aboriginal Perspectives

Whole School Curriculum Planning

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18-11-20

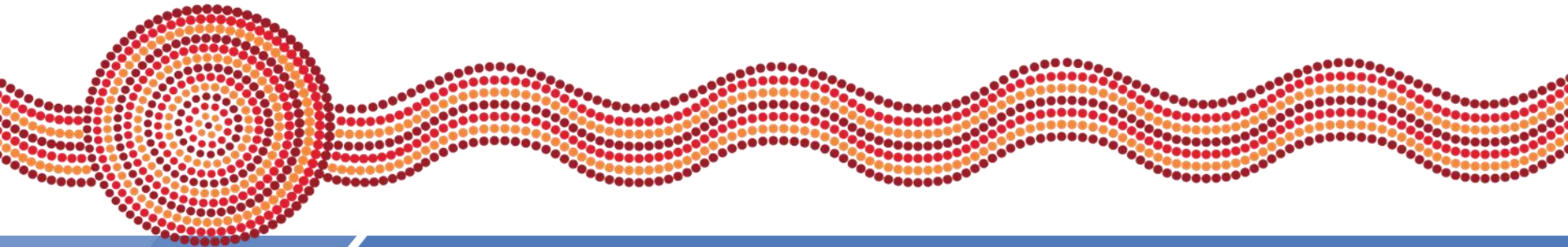


Acknowledgment of Country

I would like to acknowledge the traditional custodians of the Wadawurrung people and of the ancestral land that I am speaking to you from today. I also acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

As we share of our knowledge in teaching and learning, may we also pay our respect to our Elders, both past, present, and emerging as it is their knowledge, wisdom and experiences that holds the key to the success of future generations.

I would like to acknowledge the Aboriginal and Torres Strait Islander people and their deep feeling and continuing connection to land, sea and community.



The purpose of the webinars

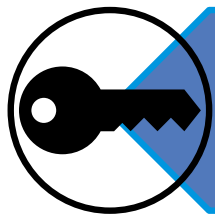
The VCAA is providing a series of three professional learning webinars for the Koorie Education Workforce who are interested in gaining an overview of the Victorian Curriculum F-10 and the cross-curriculum priority area Aboriginal and Torres Strait Islander histories and cultures.

This series of webinars will provide the opportunity to further explore the resources and planning tools available on VCAA to support whole-school curriculum planning and how the Koorie Education Workforce (KEW) can be support the implementation of Aboriginal perspectives across the curriculum in schools.

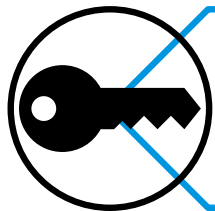
The structure of the professional learning webinars is designed to provide advice to the Koorie Education Workforce so they can gain an understanding about the Victorian Curriculum F-10 and to develop their confidence to have conversations with educators about embedding Aboriginal perspectives across the curriculum.



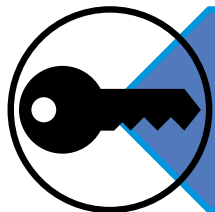
Making visible Aboriginal perspectives



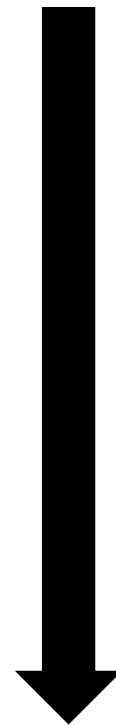
Victorian Curriculum F-10



Whole School Curriculum
Planning



Implementation



Unpacking the Victorian Curriculum F-10

Navigation of the Victorian Curriculum
and VCAA website

Victorian Curriculum Design F-10:

- Learning Areas & Capabilities

Terminology

- Introduction and Curriculum content



Overview – whole-school curriculum planning and resources

This webinar will focus on providing an overview of the whole-school curriculum planning and resources.

- Curriculum and teaching and learning program
- Whole school curriculum planning
- Curriculum Planning Resource portal
- Hints and Tips



Curriculum and the teaching and learning program

The curriculum is:

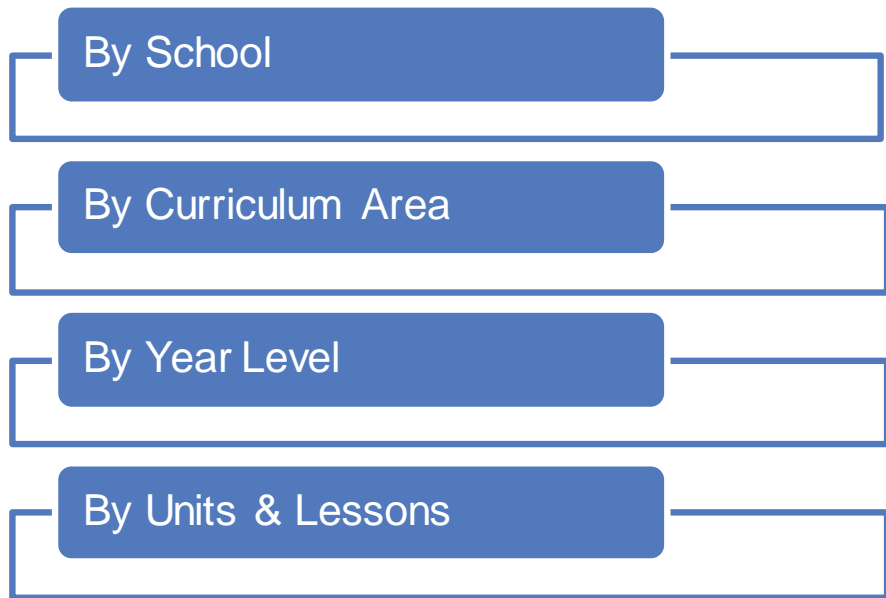
- defines what it is that students will have the opportunity to learn as a result of their schooling.
- The content of the curriculum includes both knowledge and skills.
- School curriculum is set out in Victorian Curriculum F-10

The school's teaching and learning program is:

- The school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts.

Whole School Planning

Whole-school curriculum planning involves four interrelated layers:



<https://curriculumplanning.vcaa.vic.edu.au/home>

- [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

Whole-school

By School

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

There are two parts involved at School level planning:

- Articulating a clear policy direction informing Victorian Curriculum F–10 implementation.
- Documenting a high-level summary of the way the teaching and learning program is structured reflecting the decisions, resources and priorities of the school, such as multi-age classrooms, elective programs, semester length offerings, focusses on literacy and numeracy, integrated teaching units, specialist programs such as religious instructions.

<https://curriculumplanning.vcaa.vic.edu.au/by-school>

Curriculum Area

By Curriculum Area

By Curriculum Area – the sequencing of key knowledge and skills across the years of schooling to support a progression of learning

Schools are asked to consider the extent to which they have documented the teaching and learning plan for each curriculum area, including the learning areas and capabilities, across the years of schooling to support a progression of learning.

This layer of documentation ensures that student learning is sequential and cumulative, rather than random, which risks either unnecessary repetition or serious gaps in student learning.

The layer of documentation by Curriculum Area includes:

- an overview of overarching concepts/ideas across the years of schooling
- the contexts/topics that will be used for the development of the knowledge and skills
- the sequencing of key knowledge and skills

<https://curriculumplanning.vcaa.vic.edu.au/by-curriculum-area>

Year Level

By Year Level

By Year Level – a coherent program from a student perspective that enables effective connections across curriculum areas

Schools are asked to consider the extent to which they have documented the teaching and learning program across the curriculum areas for each year level.

This layer of documentation enables the curriculum to be viewed from a student perspective and for effective and relevant connections to be made across the teaching and learning program.

The Year Level documentation includes:

- time allocations and sequencing of units/topics to enable connections across domains to be identified and built upon
- scheduling of assessment and co-curricular activities.

<https://curriculumplanning.vcaa.vic.edu.au/by-year-level>

Unit & Lessons

By Units & Lessons

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

Schools are asked to consider the extent to which they have documented the daily/weekly teaching and learning program specifying Victorian Curriculum F–10 content descriptions and achievement standards, activities and resources, and assessment tasks to ensure students of all achievement levels are able to progress.

The documentation of Unit / Lessons includes:

- specific content descriptions and achievement standards
- resources and activities to develop knowledge and skills for all students, recognising the time allocation assessment to monitor and progress learning.

<https://curriculumplanning.vcaa.vic.edu.au/by-unit-lessons>

Curriculum Planning Resource portal

Curriculum Planning resources

- Victorian Curriculum F-10: Revised Planning and Reporting Guidelines
- Templates for whole-school planning
- Curriculum Mapping Templates
- Books and Articles
- Links to educationalist websites
- Commercial curriculum planning software



<https://curriculumplanning.vcaa.vic.edu.au/resources>

Example of template for whole-school curriculum planning – Year 7 and 8

Victorian Curriculum Plan: Years 7 and 8

		The Arts					Critical and Creative Thinking	English		Ethical Capability	Health and Physical Education	Intercultural Capability		The Humanities				Languages	Mathematics			Personal and Social Capability	Science	Technologies																
		Dance	Drama	Media Arts	Music	Visual Arts		Visual Comm. Design	Reading and Viewing			Writing	Speaking and Listening	Understanding Concepts	Decision Making and Actions	Civics and Citizenship	Economics and Business		Geography	History	Communicating			Understanding	Number and Algebra	Measurement and Geometry	Statistics and Probability	Self-Awareness and Management	Social Awareness and Management	Science Understanding	Science Inquiry Skills	Technologies and Society	Technologies Contexts	Creating Designed Solutions	Digital Systems	Data and Information	Creating Digital Solutions			
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Questions and Possibilities	Reasoning	Meta-Cognition	Reading and Viewing	Writing	Speaking and Listening	Understanding Concepts	Decision Making and Actions	Personal, Social and Community Health	Movement and Physical Activity	Cultural Practices	Cultural Diversity	4 5 6 7	1 2 3 4 5 6 7	Geographical Concepts and Skills	Geographical Knowledge	Historical Concepts and Skills	Historical Knowledge	Communicating	Understanding	Number and Algebra	Measurement and Geometry	Statistics and Probability	Self-Awareness and Management	Social Awareness and Management	Science Understanding	Science Inquiry Skills	Technologies and Society	Technologies Contexts	Creating Designed Solutions	Digital Systems	Data and Information	Creating Digital Solutions
		see key																																						
Learning program Year:	Annual programs																																							
	English																																							
	Mathematics																																							
	Semester 1 programs																																							

Example of template for whole-school curriculum planning template – Year 7 and 8

Key: The Arts

Dance strands	Drama strands	Media Arts strands	Music strands	Visual Arts strands	Visual Communication Design strands
1 Explore and Express Ideas	1 Explore and Express Ideas	1 Explore and Represent Ideas	1 Explore and Express Ideas	1 Explore and Express Ideas	1 Explore and Express Ideas
2 Dance Practices	2 Drama Practices	2 Media Arts Practices	2 Music Practices	2 Visual Arts Practices	2 Visual Communication Design Practices
3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform	3 Present and Perform
4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret	4 Respond and Interpret
5 All strands covered	5 All strands covered	5 All strands covered	5 All strands covered	5 All strands covered	5 All strands covered

Key: The Humanities

Civics and Citizenship strands	Economics and Business strands
1 Government and Democracy	1 Resource allocation and making choices
2 Laws and Citizens	2 The business environment
3 Citizenship, Diversity and Identity	3 Consumer and financial literacy
4 All strands covered	4 Work and work futures
	5 Enterprising behaviours and capabilities
	6 Reasoning and interpretation
	7 All strands covered

Note the Revised Curriculum Planning and Reporting Guidelines:

Breadth Stage (Years 3–8):

- (a) A structured teaching and learning program in English, Mathematics and Science at each year level
- (b) Substantial attention to Health and Physical Education
- (c) A languages program
- (d) A Humanities program, including History, Geography and Civics and Citizenship in each two-year band, and Economics and Business from Year 5
- (e) An Arts program, including all 5 Arts disciplines at Years 3-4, and at Years 5-6 and 7-8 includes at least two Arts disciplines, one Performing Arts and one Visual Arts
- (f) A Technologies program
- (g) A learning program that includes each of the Capabilities

More information on page 20:

<http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf>

Please also refer to applicable sector-specific information.

Towards Foundation

Years F to 2

Years 3 and 4

Years 5 and 6

Years 7 and 8

Years 9 and 10



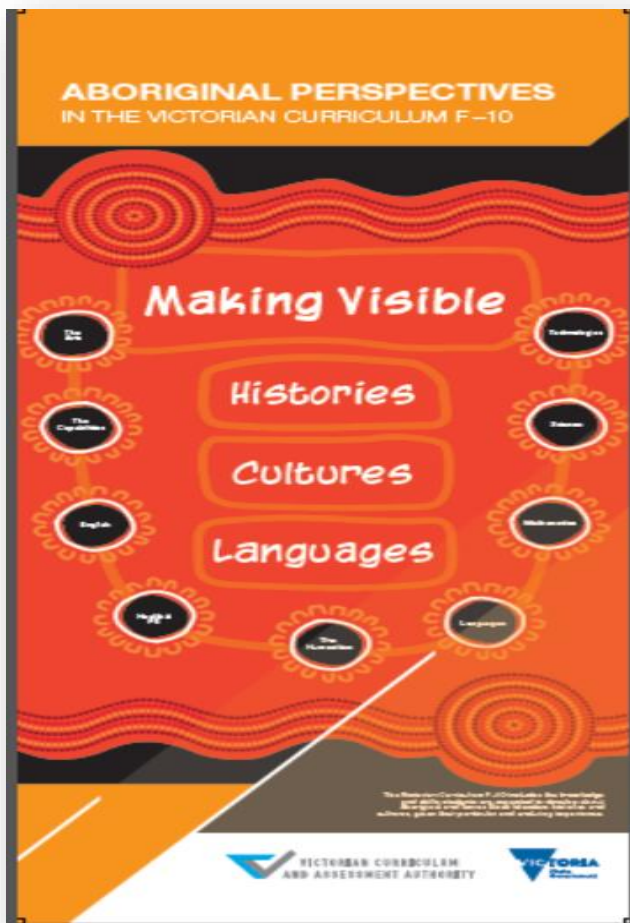
<https://curriculumplanning.vcaa.vic.edu.au/resources>

Hints and tips – Whole-school Curriculum Planning

Hints and tips

- Why is a whole-school curriculum plan important?
- Defining curriculum and the teaching and learning program
- Where should we start?
- Understanding the four interrelated layers in curriculum planning
- Is curriculum planning ever complete?
- How should we use the examples on this website?
- The many audiences for curriculum planning documents
- How do we indicate a time allocation at each layer of curriculum planning?
- How can a whole-school curriculum plan help improve student learning?
- Developing and using the curriculum policy/statement
- Why develop a diagram or table representation of the teaching and learning program?
- What is the benefit of examining the curriculum from a student's perspective?
- Getting started with Curriculum Area documentation
- Developing a unit plan or sequence of lessons

<https://curriculumplanning.vcaa.vic.edu.au/global/hints-and-tips>



Making visible Aboriginal perspectives across the Victorian Curriculum F-10

- Knowledge, understanding and skills
- Cross-curriculum priorities of Learning about the histories and cultures of Aboriginal and Torres Strait Islander peoples

Webinar

Topic	Date	Time
Where to from here?	Thursday 19 th Nov	11am-12noon

Where to from here? This webinar will consider the implementation process of supporting schools in their teaching and learning program of embedding Aboriginal perspectives across the curriculum.



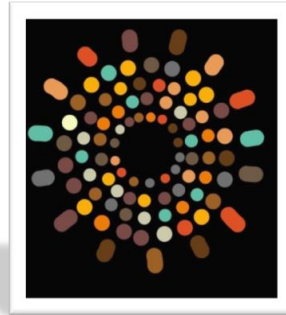
Q & A



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