**Craig Smith:** Good morning, everyone. My name is Craig Smith. I’m the Unit Manager here at the VCAA for the Victorian Curriculum F-10. It’s my great pleasure to welcome you – or welcome you back, if you came to yesterday’s session – to the second of our series for the Koorie Education Workforce: Making Visible Aboriginal Perspectives.

Today’s topic is Whole-School Curriculum Planning and this webinar will be presented by Zeta Wilson, my colleague and Project Manager here at the VCAA, and our special guest, Lisa Daly. Lisa is currently working in a classroom in a remote Aboriginal community in South Australia. So welcome and hello, Lisa.

In the background, we have Alicia Farrell. Alicia handles the background...sorry, the technical side of the webinar, and will be hoovering up any questions that you might put in the chat box and pop them into the Q&A section.

Our preference would be for you to use the Q&A. It works slightly differently to the chat box function, and allows us to see what questions have been answered. We will have time in today’s presentation to open up Q&A for your questions and comments, so please feel free to put them in – either save them until the end or put them in as we go. Either way would be fine, but I will make sure I bring them to the attention...bring them to the attention of our presenters later in today’s session.

So, Zeta, I’ll throw over to you.

**Zeta Wilson:** Thank you, Craig. And I would just like to say quickly, welcome to everybody. Alright, so, before I begin this presentation, I would like to do an acknowledgement of country.

I would like to acknowledge the traditional custodians of the Wadawurrung people and of the ancestral land that I’m 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. And as we share of our knowledge in teaching and learning, may we also pay our respects to our elders, both past, present and emerging, as it is their knowledge, wisdom and experiences that hold the key to 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.

So, the purpose of the webinars. The overall purpose of these webinars is to build and/or to develop your confidence in your role, to have the conversation, or the beginning of a conversation, with school principals and teachers about embedding Aboriginal perspectives across the Victorian Curriculum F-10. These webinars can be used as a tool resource kit, which you can build upon as you gather more information and you expand your knowledge in unpacking the Victorian Curriculum F-10. Now you can add to your resource kit, is the information about the whole-school curriculum planning. So, from today, the sharing of information and resources available on the VCAA and the Victorian Curriculum website, when you have time, take the opportunity to explore. Search through the Victorian Curriculum and navigate your way around the website, so you can become familiar with some of the content. Because the content on these websites can support you in your role and to gain some understanding about the Victorian Curriculum and how schools can plan to deliver the curriculum to the students, and the place of embedding Aboriginal perspectives in schools.

Making visible Aboriginal perspectives. As this slide illustrates, think of the three-key combination. Having an understanding about the three-key combination can help you in your role to provide the support and advice to schools, and to help schools to unlock and make visible Aboriginal perspectives across the curriculum. And today’s webinar will highlight some of the resources and tools available on the VCAA website to support whole-school curriculum planning, and how schools can plan to embed Aboriginal perspectives into the school’s teaching and learning program.

Unpacking the Victorian Curriculum F-10. Before we move on to today’s webinar about the whole-school curriculum planning, I would like to summarise the first webinar about unpacking the Victorian Curriculum F-10. Now, yesterday, if you were one of the participants, you may have heard me talk about exploring the Victorian Curriculum website and navigating your way around some of the functionality and features of the website as if you were a tourist travelling to a foreign country. Also, I provided a brief overview of some of the lingo, the terminology, about the curriculum, and how the cross-curriculum priority learning about the histories and cultures of Aboriginal and Torres Strait Islander peoples can fit naturally across the learning areas. And the resource available on the VCAA and Victorian Curriculum website, which can be downloaded and can also help you to build upon your own knowledge base about the Victorian Curriculum and the teaching resources that are available to support teachers to implement the curriculum.

So, overview of the whole school curriculum planning and resources. So I would like to begin by talking to you about the content of this presentation. In it, I will cover an overview of the whole-school curriculum planning, and the VCAA resources available to support schools in the planning process. As outlined on the slide, these points will be covered. The curriculum and teaching and learning program. The whole-school curriculum planning, about looking at the four interrelated layers. As regards to the curriculum and teaching and learning program, it’s just looking at how...the relationship between both. The curriculum planning resource portal, that just looks at resources that are available. And then some hints and tips to support schools.

Now, I do have one question to the Koorie Education Workforce. And, now, you can respond, whether that’s in the Q&A or chat, but all I’m seeking is just a very simple yes or no. Just something to think about. Have you ever participated in a whole-school curriculum planning day, is my question to you. So just think about it. Yes or no. Have you ever participated? So, just think of your time in education – have you ever participated in a whole school curriculum planning day? Just put yes or no. I’d be interested to know. I’m just a bit curious. But let’s go back to the purpose now, while you think of that.

So, the purpose of this webinar is to highlight to the Koorie Education Workforce about the planning process involved with schools to develop their teaching and learning program, and by unpacking the four interrelated layers to whole school curriculum planning, and to show the planning tools and resources to support and guide schools to unpack their curriculum.

I’m sure, somewhere along the line, we might get a little bit of feedback about the results.

Alright, now, here is the curriculum and the teaching and learning program. So, before we leap into the content about the whole-school curriculum planning, we need to have an understanding of these meanings of these two terms – the curriculum, and the school’s teaching and learning program. Because it’s important to recognise the relationship between the two.

As noted on the slide, the first point about the curriculum defines it as this – what it is that students will have the opportunity to learn as their result of their schooling. The content of the curriculum that includes both the knowledge and skills. And that the school curriculum is set out in the Victorian Curriculum F-10. The school’s teaching and learning program, simply put, is a school-based plan for delivering a common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. But there’s a relationship between the two – the curriculum and the teaching and learning program.

Whole-school planning. So, firstly, the purpose of gaining some knowledge about the whole-school curriculum planning is for me to share with you some of the information provided on the Victorian Curriculum website of resources and content that’s available to support schools, to unpack the curriculum and how schools can plan to implement the curriculum.

So, let’s first consider whole-school planning. What is it? As noted on the slide, the whole-school curriculum planning has four interrelated layers. And it’s noted there on the slide – by school, by curriculum area, by year level and by units and lessons. Now, each of these interrelated layers highlights different elements and have different focus on how the curriculum is organised into the school’s teaching and learning program. The whole-school curriculum planning is an ongoing process. The plan helps to improve student learning, and is basically a plan that sets out the content of what students will learn and develop, and provides that structure of how students will be taught.

So, whole-school curriculum planning days are days that are planned throughout the year. It allows for teachers and school leaders the opportunity to get together as a school and to plan and look at ways to implement the curriculum across the four interrelated layers. Now, in the planning process phase, this will assist teachers and school leaders to map out and be able to easily identify in areas of the curriculum where there is any double-up, where there’s an overlap or gaps in the delivery of the curriculum. So, that’s just a quick summary about, I suppose, the purpose of whole-school planning.

Now we’re going to be looking at each of those four interrelated layers. And can I say here, what I’ll be sharing with you will be very brief, as well. So let’s consider the first example – by school. Now, the following information to follow, like I said, will be brief, but I just wanted to share what the elements and focus of each of the interrelated layers related to the whole-school curriculum planning, and just see where embedding Aboriginal perspectives across the curriculum will fit in these areas.

So, the whole-school, as noted by school, is a high-level...as you can see on the slide, is 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. Now, schools have considerable flexibility in determining how best to organise and structure their teaching and learning program, just to make sure that there is coverage across all the curriculum areas. So that’s in brief, the school.

Now by curriculum area. The curriculum area is a sequence of key knowledge and skills across the years of schooling to support a progression of learning. So, that...the student’s learning is sequential. And, as noted on the slide, the layer of the documentation of curriculum area will include these three points – an overview of overarching concepts, ideas, across the years of schooling, the contexts and topics that will be used for the development of the knowledge and skills, and then it’s just the sequencing of key knowledge and skills. Therefore, teachers will need to be very familiar with the curriculum content and to ensure that the sequencing of the teaching and learning to ensure student progress.

By year level. By year level – it is a coherent program for a student’s perspective that enables effective connections across the curriculum areas. The year level planning documentation, as noted on the slide, sets out three points, really, and that is to set out time allocations and sequencing of these units and topics to enable connections across domains to be identified and built upon. So, just basically, what units and topics that will be covered in the term or semester. And also, too, to make those connections between the units and topics. And scheduling of assessment and co-curricular activities. Now, the coherent program is useful for sharing with students and parents, so that they can see what units and topics are being taught, and in what order.

Now, for a moment, I would like you to take the time and reflect, and think especially if you have children who are at school. Have you ever received...or maybe in a school newsletter informing parents that, in term two, all students in Year 4 will be learning about a specific unit of work or topic? And also, I have seen this – that when one or some of the classroom teachers will share with the parents what unit of work or topic this term that their students will be learning about. So, that sort of fits in the year levels.

Now we’re down to the units and lessons. Now, as I was just going through these ideas, I was just thinking, Lisa, if you have something to add in between these, because I know I’m moving through, and I forgot to ask for your input into this, so... I’m know that I’m up to the... I’m so sorry. I’m up to the final little part about the units and lessons. If I come back...

**Lisa Daly:** That’s OK, Zeta. You finish what you’re saying, and then maybe I will just backtrack a little and just provide some examples of what that actually looks like in a school. Yeah.

**Zeta Wilson:** Lovely. Thank you. So, the last point of the four interrelated layers is the units and lessons. Now, by units and lessons – specifying the Victorian Curriculum that you can see there, F-10 content descriptions and achievement standards, activities and resources, to ensure students of all achievement levels are able to progress, which is noted on the slide. And then you look on to the other side, we’ll talk about the documentation of the lessons that it includes. And two points, maybe three – specific content descriptions and achievement standards, and the resources and activities to develop the knowledge and skills for all students, recognising the time allocations, the assessments to monitor and progress learning.

Now, like I said, this is the last of the four interrelated layers to the whole-school curriculum planning. One question I would like to ask – where do you think Aboriginal perspectives would fit in these layers? Now, that’s something for you to think about.

But I’ll hand over to Lisa, and she can add her in-betweens and look at the connections between the four interrelated layers. Thank you, Lisa.

**Lisa Daly:** Thanks, Zeta. Zeta, would you mind just going back to the slide that shows us the four elements, please? Thank you. Perfect. Thanks. I just want to say, while Zeta was talking about...particularly in the end of that session, talking about units and lessons, and this is where most of our questions are, from yesterday, and perhaps some overnight questions as well. A lot of the questions are in relation to resources, and where can I find information to support the inclusion of Aboriginal and Torres Strait Islander content in classrooms?

It’s important to note that that is actually the final part of whole-school planning. We need to start, as you can see, from a systemic level, so a very carefully guided plan by the whole school initially. Without that driving force from leadership, line managers, and other staff within a school who have authority to make decisions on what happens in curriculum planning...without that support, it’s actually...I see it time and time again that students...teachers are the ones responsible for making it happen in their classrooms, and can actually do a very, very good job of doing that sometimes, with the right support and resources. But what typically happens in schools is that the teacher may be doing a great job in their own classroom, but it’s not extending to the year level, it’s not extending to the whole-school curriculum map, and it’s not necessarily aligned to the site improvement plan or the strategic plan of the whole school. So, this is why this model is really important to understand, that we don’t just jump in as teachers, and where’s the resources? It really needs to be a systemic progression of how we approach it.

Now, I do know that all of your schools’ leadership and teachers do have, as part of their AITSL teacher and leadership standards...they are required to provide opportunities for all Aboriginal students to learn effectively in the classroom. That’s the standard 1.4. The standard 2.4 is about inclusion of content for all Australian students to promote reconciliation. So, it is a requirement of teacher registration, and also leadership participation, that these two areas are actually covered. And AITSL is an external organisation to VCAA, but support VCAA’s approach to curriculum, or their curriculum.

So, in the whole-school by-school planning, that top level, we really should be understanding where Aboriginal learners and Aboriginal content fit into the site’s strategic plan, first of all. It should be visible. Secondly, going down to the curriculum area... Alicia, if you can just pop in that link that I shared with you about the RAP, Narragunnawali RAP. Link... The Narragunnawali is the education arm – (COUGHS) sorry – of Reconciliation Australia, and they have a really good curriculum audit tool for use as a whole school. So, I wouldn’t suggest one teacher picks it up and goes with it, but this is actually a tool that you can confidently take back to your schools, to talk with leadership or your line manager, or even a classroom teacher, and ask, you know, “Is this happening in our school?” And just using that audit check as a visual and a collection of data to show where or where not the embedding of Aboriginal content is actually happening in your school.

By year level, there’s a curriculum... Zeta’s already shown you a curriculum link there, but there’s also a curriculum map that is accessible from the Victorian Curriculum Authority’s website. And if you just pop that one in the chat there for me, Alicia... You can actually use this as a guide, I guess, for...it’s almost like a scope and sequence, which shows the progression of learning across the year levels for your school, and it’s got some very concrete knowledge and skills that students should be learning about and mastering.

And the last one, by units and lessons, I’ve already touched on that. That is the final thing that we do once we have all these other things in place. And they’re all aligned, all crosschecked, as Zeta was saying before, for double-ups. Then is the time for teachers and the Koorie Education Workforce to actually start planning some concrete, engaging and relevant learning experiences for the students. That happens at that level.

I think that I’m finished, Zeta. Unless anyone has any questions.

**Zeta Wilson:** Alright. Thank you, Lisa. And if they do, we can answer that at the end.

Alright, flipping through to the Curriculum Planning Resource portal. So, simply here, the information about the Curriculum Planning Resource portal provided on this slide is just to highlight and share with you the different types of curriculum planning resources that are available to support schools in mapping out the Victorian Curriculum. And with that in mind, I just want to share with you just one of the curriculum planning resource, and that’s the example of a template for whole-school planning.

So, here’s an example of a template for whole-school curriculum planning. As you can see, the example is for Years 7 and 8. This template has been divided into two sections, just to show you the whole-school curriculum planning template. If I could fit the whole document on there, you would have that. Therefore, that’s why you have two sections. The template here just provides the options for schools to consider when deciding how best to represent their teaching and learning program, and to make sure that the coverage of all the learning areas and capabilities are covered. So, if you look on top of that template, you’ll see all the learning areas, and down the side, there is a space there for... And my eyes are not that good, but it’ll have annual programs and your sort of units and topics, and whether it’s in term one, semester one, semester two, and it’ll break it down. So, here’s the second part of that document. So, that’s the top half of the template for Years 7 and 8, and that’s what it would look like. This is the second part of it. So, the bottom part of that document again. It’ll just have the – as you can see there – the curriculum areas, really, and that’s just so they can sort of mark it off and make sure that there is coverage. So there’s one example. So, there are resources available to support schools with their curriculum planning. I just want to share at least one of those documents.

Hints and tips – whole-school curriculum planning. The hints and tips are provided to support schools, the leadership school...or the school leadership team, to fully understand the layers within the whole-school curriculum planning process and the interrelationship between these layers. My suggestion is, if you want to know the answers to these questions about the hints and tips, take the time, have a read, as it will put some perspective on the planning process involved in the development...of the whole-school curriculum planning for schools. So that’ll be just... Yeah. If you’d like to know more, have a read of those hints and tips and the questions. And the link below will provide you to that page.

Making visible Aboriginal perspectives across the Curriculum F-10. I just want to repeat what I had mentioned already about making visible Aboriginal perspectives across the Victorian F-10, that the Victorian curriculum includes the knowledge and skills that students are expected to develop when learning about Aboriginal and Torres Strait Islander histories and cultures, and...and, unpacking the content descriptions in the curriculum, teachers will come across content that has cultural references, which will require their understanding and knowledge about the histories and cultures, and how they can incorporate Aboriginal perspectives in the curriculum.

Our role, or the roles of the Koorie Education Workforce, you can at least direct them to support, and those...Aboriginal people in community that have the cultural knowledge and the understanding to be able to share the skills and understand...well, the knowledge and understanding about the histories and cultures of Aboriginal people.

Lastly, where to from here? The last web...the last webinar. So, from our previous discussions about unpacking the Victorian Curriculum, to whole-school curriculum planning, the last webinar will consider the implementation process of supporting schools in their teaching and learning program. And as we know, teachers would like to know how to incorporate Aboriginal perspectives across the curriculum. So the last webinar will provide you with information that you can share with your schools in how teachers need to know the difference between teaching about content relating to culture, cultural knowledge, and perspectives in the curriculum.

Alright. Now it’s open over to the participants for the Q&A. Over to you, Craig.

**Craig Smith:** Thank you, Zeta. Thank you, Lisa. We’ve had a number of questions come in, and some we can answer through the Q&A box, but perhaps the first one to start with is the question you posed, Zeta, asking how many people have actually participated in a curriculum planning session. And...

**Zeta Wilson:** Yeah.

**Craig Smith:** ...the vast majority, the answer was no. So, yeah, that...it’s a very, I guess, important question to ask, because it’s one of those things you... One really needs to be around the table in terms of curriculum planning in order, you know, to make sure... Well, it’s asking a really fundamental question – “What is our school going to be teaching for the next, whether it’s one year, two years or a three-year curriculum plan?”

And which nicely segues, if I say so myself, to a question Kerry asks, and I’ll throw this open to both yourself, Zeta, and Lisa.

**Zeta Wilson:** Yes.

**Craig Smith:** Kerry asks, “How can we move schools beyond the two- to three-year cycle of planning and using old, outdated or racist resources?”

**Zeta Wilson:** Mm. Interesting.

**Lisa Daly:** Craig, sorry – was that question for Zeta or myself? I didn’t quite hear.

**Craig Smith:** It’s for both of you, Lisa.

**Lisa Daly:** OK.

**Craig Smith:** I guess there are two parts to it. One is, schools using a two- to three-year curriculum planning cycle, which, just to be completely up-front, the VCAA, we advise schools to use a two-year curriculum planning cycle as a preferred model. The reason for that is we have a number of curriculum areas that are in bands, and a school actually needs, like, a two-year cycle to see curriculum coverage over a two-level band. But, having said that, I take the point around, you know, what about a longer, more strategic focus for a school, especially when you’re trying to make, you know, change, as making visible Aboriginal perspectives really is. And the second part of that is, how do we move the school along from a familiar reliance to resources that, you know, are not just outdated, but are actually racist by today’s standards?

**Zeta Wilson:** Well, definitely, I would have to say somebody would need to do an audit of... We talk about resources – you would think that somebody would need to do an audit, I suppose, yeah, as regards to what they’re presenting or...and provide some real current and up-to-date... I think, if you want to teach about the histories and cultures of Aboriginal and Torres Strait Islander history, you know, three words, or two words, come to my mind – is enduring, thriving and rich, the richness. And I think we need to capitalise on that in...when it comes to developing any unit of work, in a way.

And I think the other little point as well, too, that, when it comes to developing any unit of work and that, you’re best to consult, as well, with Aboriginal community members, because they will guide teachers in what’s appropriate content to put in and to teach to students. That’s my thought on that one. Lisa, you can answer that.

**Lisa Daly:** Thanks, Zeta. I will add to that. Thank you. I think it’s really important to upskill teachers in this area. It’s a...it’s a big issue that I see right across Australia, where teachers lack confidence, and the knowledge to actually engage in this area in the first place. So, that’s where the whole-school plan and the strategic plan of the school come into play, because, if that is a priority for the whole school, then that will become a priority for professional learning and professional development, which then will filter through to the teachers being upskilled in how to embed perspectives and content in their own curriculum. So, it goes back to the whole-school model.

That’s in relation to the first part of that question, and I would suggest that any school that’s using a two- to three-year cycle, there should be a review and renew of that map every two to three years, because the world doesn’t stay the same... (CHUCKLES) ...in any respect or regard. So, if schools aren’t updating their curriculum maps, then that is problematic for the students, because they are not accessing current and relevant knowledge and skills.

So, I think that might address the first question, and the second one...again comes to upskilling teachers in this area of...of how they can access relevant, reliable, credible resources to assist in their curriculum planning and teaching, but I also see the Koorie Education Workforce as key in helping to facilitate that as well. Something I was thinking about yesterday was...and reflected with Zeta about, is that, for a lot of Koorie Education Workforce, there’s a lot of pressure on you guys, because you are the Koorie person in the school. And there’s a huge misconception and misunderstanding that Aboriginal people know everything about Aboriginal histories and cultures, which I know, you know... (LAUGHS) ...is actually not true. So... But I think the role of the Koorie educator is to actually walk with the teachers on this journey. And if you are not confident in your own knowledge and understanding of Aboriginal histories and cultures, then you can walk with the teacher in that and...and work together, trying to find connections to your local community, to the local knowledge as well. So putting relevant...material in front of the teaching staff is actually a real...it’s a real key. And if you have an opportunity to talk to your smart leaders, professional learning for teachers in this area is...is a must.

**Craig Smith:** Thank you for that, Lisa and Zeta. And can I just add, I guess one last thing as well, from VCAA’s perspective, we do a careful audit of the resources we put up, and we audit them regularly. And one of our, you know, filters, as it were, is always this...begs this question around the accuracy, the appropriateness of the resources that are put up. And we rely and lean heavily on our colleagues, especially from VAEAI, for guidance in issues like this.

So, the other thing I’d like to add there, Simon also throws up a suggestion around a reconciliation audit check as well. So I hope we’ve given you some ideas around how to tackle quite a...both a complicated and quite an involved, you know, question around, how does one, you know, get a school to sort of step up and change some of their own practices?

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