A process for supporting whole school implementation of the Capabilities

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Acknowledgment of Country

We are all joining today's session from across Victoria and I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

For myself and those of us in the metropolitan area, we acknowledge the traditional custodians of the Kulin Nations. The Wurundjeri call this Naarm. We call this Melbourne.

When acknowledging Country, we recognise Aboriginal and Torres Strait Islander people's spiritual and cultural connection to Country.

We acknowledge the continued care of the lands and waterways over generations and celebrate the continuation of a living culture that has a unique role in this region.

And as we share of our knowledge in teaching and learning, may we pay our respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.
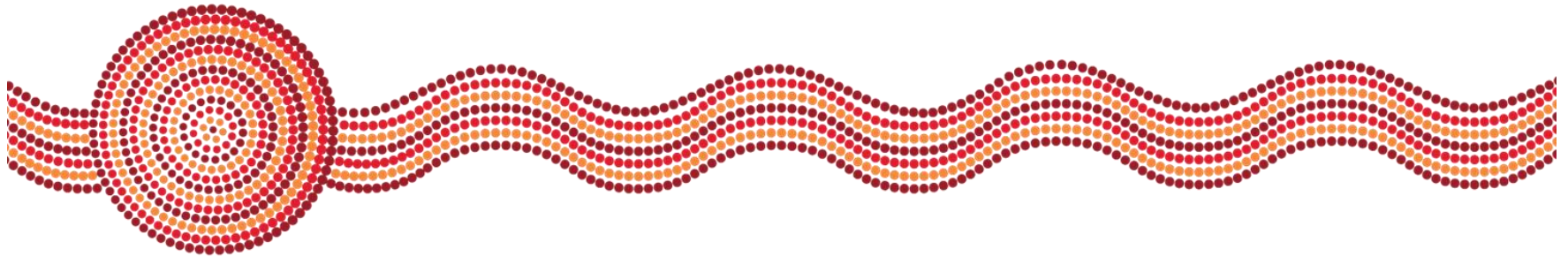
Objective: to gain insight into

Curriculum focused process – implementation of change is obviously broader than just this.

General guide to implementation:

Evidence for Learning (see https://evidenceforlearning.org.au/guidance-reports/putting-evidence-to-work-a-schools-guide-to-implementation/)

Outline of session

Part One: Overview

- **Background**
- **Snapshot of the curriculum planning process**

Part Two:

- **Unpacking the process**
- **Assessment**

Background

- Workshops with subject associations and curriculum leaders helped to identify barriers and enablers and curriculum links

VCAA resource:

https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/Pages/OverviewoftheCapabilities.aspx

Factors informing a school's approach

- **School's broader vision and strategic plan**

- **Structure and size of the school**

- **Buy in from staff and broader school community**

- **Establishment of practices such as documentation of curriculum and communication across faculties**

Why undertake whole school curriculum planning?

- **Avoids duplication in content delivery**

  Introduction and application of knowledge and skills can be tracked

- **Enables rich multi-disciplinary learning links to be identified**

- **Provides coherent vertical pathway**

Overview of process
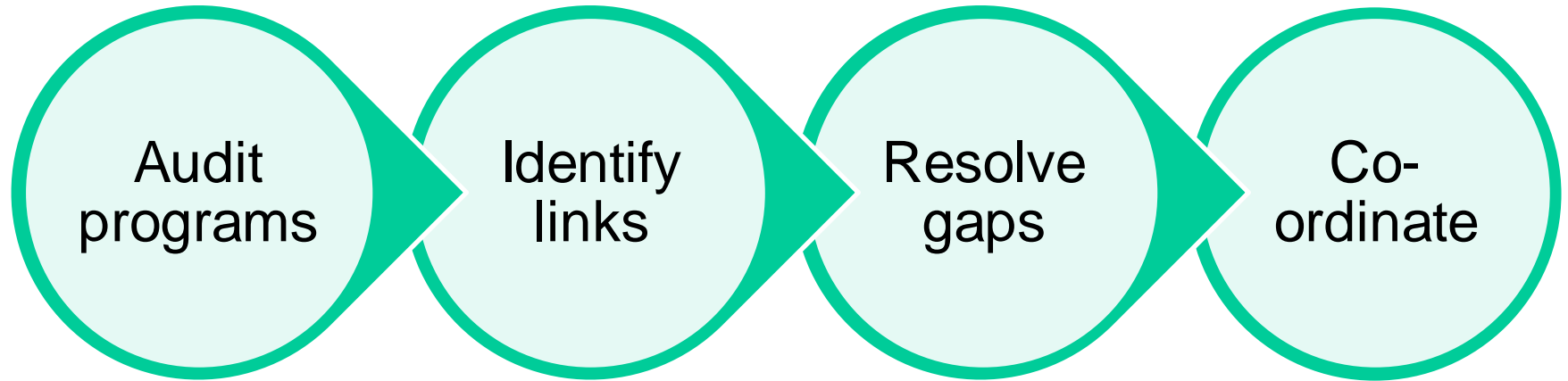
A. Audit current programs

1. **Identify underpinning learning area/s**

    Enables better control of coverage of the whole curriculum
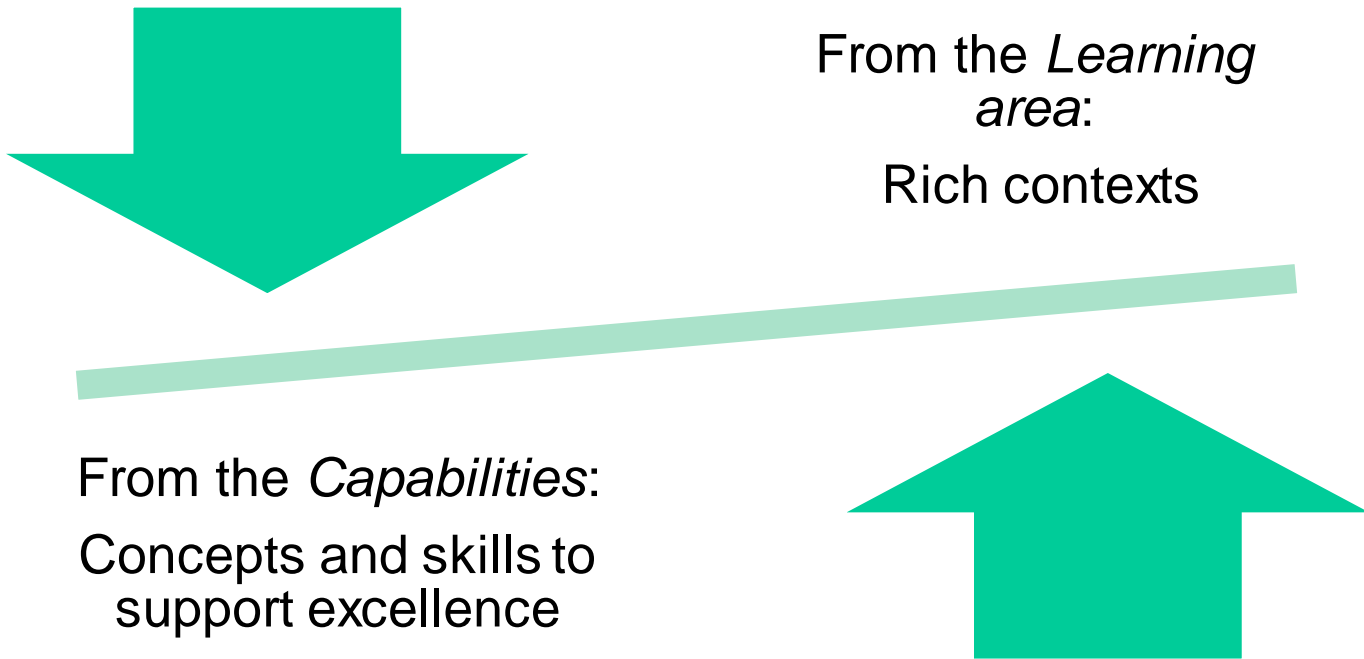
    Look for explicit progression of learning

Supporting template at https://curriculumplanning.vcaa.vic.edu.au/resources

Title of programs and year level

Curriculum areas

Strands

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B. Identifying strongest links

From the *Learning area*:

Rich contexts

From the *Capabilities*:

Concepts and skills to support excellence

What to look for

- **Are Capability concepts featured in the content descriptions of Learning Areas?**

- **Would unpacking of Learning Area content descriptions involve or benefit from Capability knowledge and skills?**

- **Does best practice pedagogy for this Learning Area involve or benefit from Capability knowledge and skills?**

Example

Cultural context		
Intercultural Capability Concepts related to cultural context	**English** Cultural contexts of texts	**The Arts** Cultural contexts of works and artists

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Identifying strong links

Key questions	Example – IC and English
Does it support progress in the learning area?	Would background understanding of cultural context foster excellence?
Does it support progress in development of the Capability?	Would analysis of English texts nuance understanding of Intercultural Capability concepts such as cultural representation, cultural expression etc?
Will it deliver ongoing learning benefits?	Upcoming prescribed texts Respectful relationships Lifelong learning

Supporting template

- **Enter the Learning Area and Capability content descriptions and relevant achievement standard extracts**

- **Enter an annotation describing the strong link, e.g:**
  - Through a text study (novel, story, film, essay or other), students consider the context (temporal, spatial, geographical and **cultural**) in which characters and/or authors are located, and then look at the **representation** of those characters and/or authors and **the value afforded them** in the text.

C. Resolving gaps

- **Are all Capability strands covered?**
- **Where there are gaps:**
  - Could a different/additional learning area context (case study, scenario) resolve the gap?

  - Could revised pedagogy resolve the gap?

  - Do we need to write some significantly different learning programs?

D. Co-ordinating of…

- **Explicit teaching**

- **Assessment**

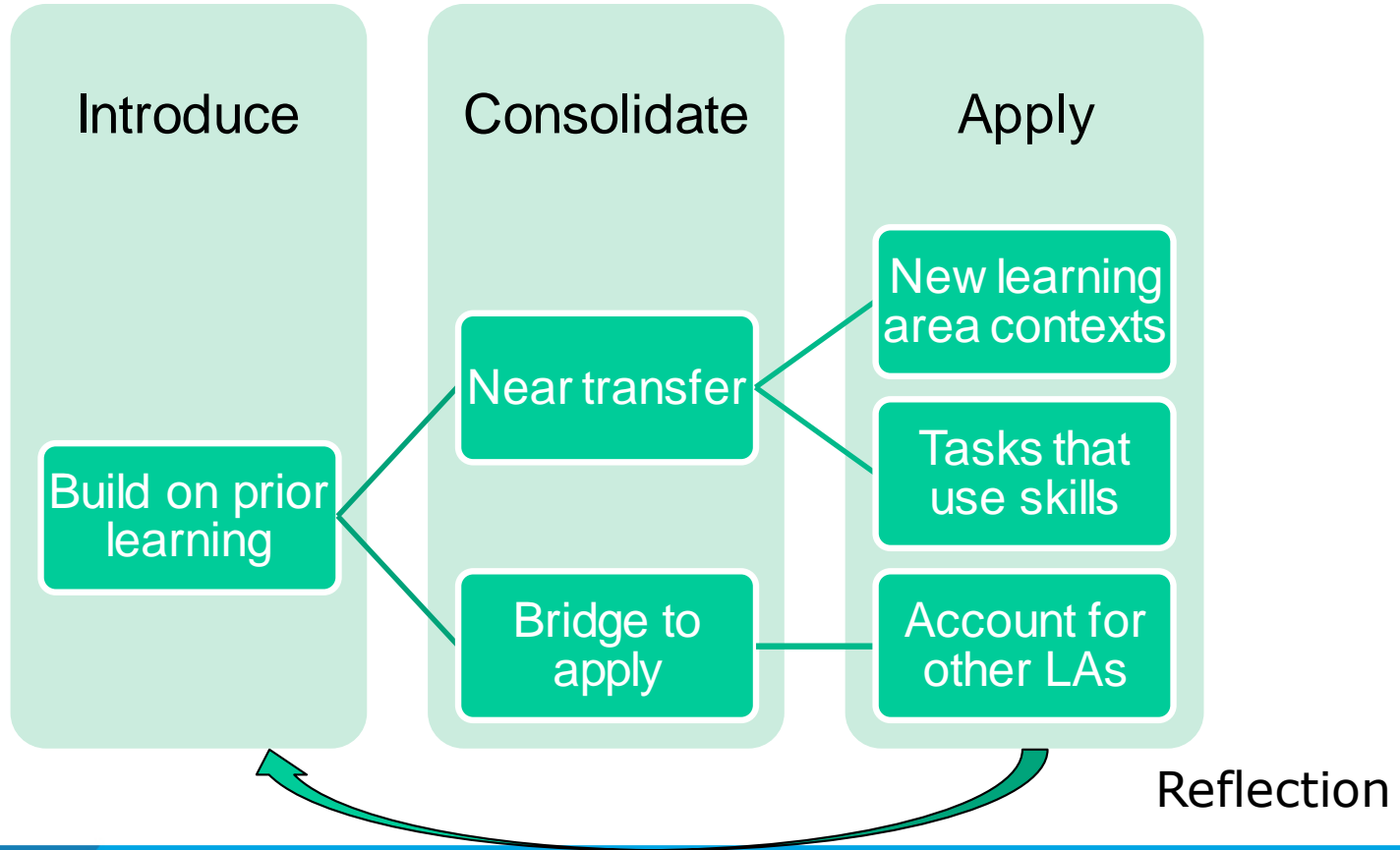- **Rich learning across learning areas**

Explicit teaching

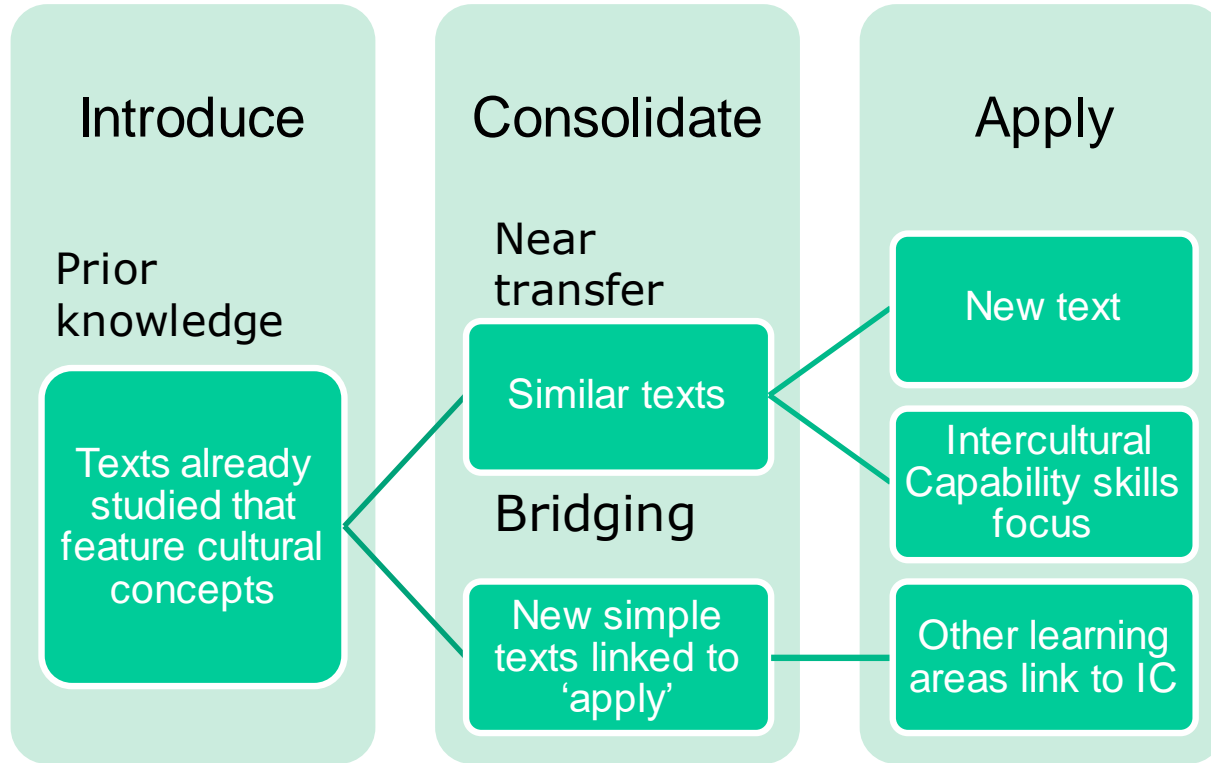**Coordination Objectives**:

Avoid duplication of teaching

Manage crowded curriculum

Enable transfer

Explicit teaching model

Introduce	Consolidate	Apply

Build on prior learning

Near transfer

New learning area contexts

Tasks that use skills

Bridge to apply

Account for other LAs

Reflection

Explicit teaching model example

Introduce

Prior knowledge

Texts already studied that feature cultural concepts

Consolidate

Near transfer

Similar texts

Bridging

New simple texts linked to 'apply'

Apply

New text

Intercultural Capability skills focus

Other learning areas link to IC

Supporting template

Current Program	Yr level	Linked LA and Capability	Description of link	Introduced	Practised	Applied	Assessed
English	7	English and Inter-cultural Capability	Cultural context	Yes	Yes	Yes	Yes

Co-ordination of Assessment

- **Those introducing and consolidating content should assess against Capability achievement standards**

- **Application even in another learning area should involve formative feedback for the student**

- **Could also provide feedback to inform future teaching**

Example rubric IC Levels 7 and 8

Intercultural Capability, Levels 5 and 6 to Levels 7 and 8			
Phase 1	*Phase 2*	*Phase 3*	*Phase 4*
Students in this phase can demonstrate an understanding of how beliefs and practices can be influenced by culture and how culture and cultural perceptions can develop	Students in this phase can analyse the factors that influence change in cultural practices and change in the understanding of cultures	Students in this phase can examine how and by whom some cultural groups are represented and comment on the purpose and effect of these representations	Students in this phase can analyse the dynamic nature of cultural practices and representations

Organising Element/s	Action		Quality Criteria			
Cultural Practices strand	1. Explores visible and hidden aspects of culture	Insufficient evidence	1.1 Analyses how beliefs and practices (visible and hidden) can be influenced by culture			1.2 Explains how cultures may share similar underlying values despite differences in visible culture
	2. Examines the dynamic nature of culture	Insufficient evidence	2.1 Identifies broad factors that can influence the development of cultural practices	2.2 Explains why cultural practices may change in different contexts		2.3 Explains with examples how culture and cultural practices can be dynamic
	3. Examines cultural stereotypes and their effects	Insufficient evidence	3.1 Identifies how beliefs can be shaped by cultural stereotypes		3.2 Discusses the impacts of negative representations on a cultural group	3.3 Explains how 'multiple stories' can change construction of cultural representations
Cultural Diversity strand	4. Investigates how understandings between culturally diverse groups can be improved	Insufficient evidence	4.1 Identifies how beliefs about other cultures develop	4.2 Explains how beliefs about other cultures can change		4.3 Demonstrates methods of fostering intercultural understanding

Further information

- **Example rubrics at**
  https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/intercultural-capability/Pages/Help-me-find-a-teaching-resource.aspx

- **Or** https://www.vcaa.vic.edu.au/assessment/f-10assessment/Pages/FormativeAssessment.aspx

Example: CCT using SOLO Taxonomy

Metacognition Content Description (Levels 7 and 8)

Consider a range of strategies to represent ideas and explain and justify thinking processes to others

Achievement standard (extract)

Students use a range of strategies to represent ideas and explain and justify thinking processes to others.
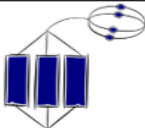
Example unpacking

- identifying different ways to represent ideas such as storyboards, mock-ups and/or symbolically, and discussing their different applications

- Relevant learning areas might include:
  - The Arts
  - Technologies

Students use a range of strategies to represent ideas and explain and justify thinking processes to others.

Rubric generated at: http://pamhook.com/solo-apps/

represent: ideas .

represent ideas	I need help to represent ideas	I can represent ideas if I am prompted or directed.	I use several strategies to represent ideas but I am not sure when and or why to use them. *(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)*	I use several strategies to represent ideas and I know when and why to use them. *(strategic or purposeful use of strategies – knows why and when).*	AND ... I can teach others to represent ideas . I act as a role model for others to help them represent ideas I improve how I can represent ideas .
Effective Strategies *[insert strategies suggested by students and teachers]*					

Data version

- A similar rubric could be generated for representing data and shared between relevant learning area teachers.

- Shared strategies would involve a consistent approach to teaching and learning within context of each learning area

- Consistent approach involves shared concepts and language but nuanced for learning area needs

Co-ordinating rich learning

Use completed templates to:

- Resolve duplicated teaching (for example between Visual Arts and English)

- Identify where assessment rubrics could be shared

- Identify potential programs that could link together similar topics/knowledge and skills

Questions?

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Planning