

## Activity 4: Planning (30 minutes)

This activity will enable you to complete Deliverable part B.

Explore the information under the *Planning* tab.

Read through *What does it look like?* at the whole school **and** stage/year level (pages 8 and 10 in *Curriculum planning and programming for quality teaching, assessing and reporting*).

For each of these levels, use the questions under *How do we do it* to stimulate discussion.


Remember, collaboration is an essential part of effective curriculum planning and programming.

If you are working alone select the level most appropriate to your situation. If possible, talk to colleagues at school or use communication channels such as Maang or other social media to share ideas and gain feedback.

Process Activity 4


### The curriculum planning and programming process

Teachers need to make decisions about planning and programming in the context of the situation they are working in. Read through the information in the diagram below by clicking on a context that is most suited to your situation. Hover over each item on the left and consider your responses to the questions posed.



Why do we do it?	<p><b>Why do we do it?</b></p> <p>The purpose of curriculum planning and programming in a school is to improve student learning experiences and outcomes by facilitating quality teaching, assessing and reporting practices.</p>
Considerations	<p>At the whole school level, the executive and teachers undertake planning to reach agreed and achievable processes for curriculum planning and programming. The processes are aligned with the school plan and can be effectively implemented in the school context to meet student learning needs, within school capacity and resources.</p>
What does it look like?	

### Whole school



**Why do we do it?**

The purpose of curriculum planning and programming in a school is to improve student learning experiences and outcomes by facilitating quality teaching, assessing and reporting practices. At the whole school level, the executive and teachers undertake planning to reach agreed and achievable processes for curriculum planning and programming. The processes are aligned with the school plan and can be effectively implemented in the school context to meet student learning needs, within school capacity and resources.

**What does it look like?**

The school has:


- alignment between the school plan and curriculum planning and programming processes
- an agreed curriculum planning and programming process in the school that includes clear actions, responsibilities and resourcing support development, implementation, monitoring and evaluation of teaching practices and programs
- information available to the school community about curriculum planning and programming processes
- teaching programs that are working documents which support quality teaching, assessing and reporting and are monitored, registered and evaluated on a regular basis
- records management processes to manage and retain teaching programs as official school records

**How do we do it?**

The following questions inform decisions about whole school curriculum planning and programming.

- What evidence do we have about learning needs, interests and outcomes for our students? What else do we need to know or find out?
- What are we doing well and what could we do better in curriculum implementation?
- Are there any significant changes in curriculum requirements that will require us to change what we do?

### Stage and year



**Why do we do it?**

At the stage and year level, executive and teachers develop a scope and sequence that provides a systematic and explicit plan for building student knowledge, skills, understanding, values and attitudes described in syllabuses.

**What does it look like?**

For each stage/year and syllabus the school has:

- an agreed process for developing a scope and sequence that includes clear actions, responsibilities and resourcing which takes into account:
  - student learning needs and interests
  - staff expertise and professional learning needs
  - school organisation such as events and timetabling issues
  - school resources such as facilities, materials and equipment
  - school assessment and reporting requirements.
- a scope and sequence that:
  - allocates, to specific periods of time, the syllabus outcomes and content that will be taught and assessed, then reported to students and parents
  - promotes connections within and across learning areas/stages and makes links with content beyond school.

**How do we do it?**

The following questions inform decisions about stage and year level planning and programming.

- What evidence do we have about student learning needs and outcomes for this stage/year? What else is required?
- Are there changes in syllabus requirements that will require changing what we do at this stage/year? If so, what and how?
- Who may be teaching the stage/year? What are the curriculum and pedagogical understandings and expertise of teachers? What professional learning may be required?
- How will curriculum be differentiated to meet the learning needs of all students in this stage/year? How will students with individualised learning requirements be supported?