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| Guaranteed and Viable Curriculum @ Helensvale |
| 2016 |

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**Guaranteed and Viable Curriculum @ Helensvale**

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‘The Vale Guaranteed Viable Curriculum for Learning’

**A Guaranteed and Viable Curriculum (GVC)**

**Guaranteed** in terms that we are all clear about what we want our students to be able to Know, Understand and Do (KUDs) in this unit of work.

**Viable** means that the amount of planned learning (content and processes) is teachable in the time available for instruction.

***Relates to Critical Question 1***

**Intellectual Quality**

Higher order thinking through IMP**ACT** Apply, Connect, Transform (ACT)

ACT is mapped against CCEs and Bloom’s Revised taxonomy

Intellectual Quality foregrounded through the ‘Deep Understandings’ and ‘Essential Questions’ described in the unit.

**Developing a Guaranteed and Viable Curriculum @ Helensvale**

**Building a Quality Curriculum**

**Alignment**

Derived from National Curriculum, QCAR, Syllabus standards

* We are absolutely clear about what my students should know or be able to do as a result of my instruction?
* The essential outcomes are linked directly to the Australian Curriculum/QCAA Syllabi and the achievement standards for this year level?

**Success for One Student (SOS) Model**

***The Four Critical Questions of a PLC:***

1. What is it we expect our students to learn (GVC)?
2. How will we know when they have learnt it (ongoing common formative assessment)?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

**Quality Assessment (Formative and Summative) – Our Five Design Principles**

1. Personalised
2. Student Voice
3. Product based
4. Intellectually challenging
5. Clarity of purpose



**IMPACT** – Our lesson and unit sequence:

 **I**nspire – Model- Apply- Connect- Transform

**Tactical Teaching of Reading (TTR**) embedded in planning and strategies informed by reading data

Using data to inform the strategies used in each curriculum area.

**Data Wise Culture – GVC Design process is fluid and data informed. How is the curriculum responsive to the needs of cohorts, classes and individuals?**

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**JUSTIFICATION AUDIT TOOL**

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| **SUBECT** |  |
| **UNIT** |  |
| **HOD** |  |
| **CURRICULUM COORDINATOR** |  |

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| ***Why*** do we determine if a Content Descriptor is *Essential* or *Supporting*? | If a Content Descriptor is **Essential**, we need to spend the appropriate amount of time to ensure there is a deep understanding of this Content Descriptor, and for students to achieve mastery. |
| If a Content Descriptor is **Supporting**, it is still taught, but allocated less time and is not necessarily formally assessed. |

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| What is *Essential*? | Is the Content Descriptor absolutely necessary, *‘need to know’*? |
| What is *Supporting*? | Is the Content Descriptor *‘nice to know’*? |

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| **Achievement Standard** | **Content Descriptor** | **ENDURANCE** | **LEVERAGE** | **READINESS** | **TEACHER JUDGEMENT** | **ASSESSMENT CONNECTED** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| Will this provide knowledge and skills that will be of value beyond a single test date? | Will this provide knowledge and skills that will be of value in multiple disciplines? | Will this provide students with the “tools” they need for success at the next level or grade. | Do you as the content expert believe this skill/knowledge is critical for all students to know or be able to do? | Will this skill/knowledge be assessed on an instrument used for instructional decision-making? |  |  |  |  |
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**Summative Assessment Design: Quality Assessment Endorsement**



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**Summative Assessment Design: Quality Assessment Audit Tool**

**Assessment Design:**

* Using the Quality Assessment Tool, HODs and Curriculum Coordinators to develop the assessment task, aligning with the KUDs and the Data

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| ***Principle of Quality Assessment*** | ***Evidence within the assessment item******(completed by Curriculum Coordinator)*** |
| ***Content Validity*** |  |
| Does it provide the opportunity for students to demonstrate coverage of the course? Junior Assessment: Is the assessment clearly aligned to the Achievement Standards (Australian Curriculum), Essential Learnings (QCARF)?Senior Assessment: Is the assessment clearly aligned to the Exit Standards as outlined in the Senior Syllabus, and within VET aligned to the Competency Standards? |  |
| Does it provide both scope and scale to allow students to validly respond using subject knowledge and skills evident in the learning experiences? Is it reasonable and within the conditions of the task? |  |
| Does the assessment connect with and use real world contexts and current issues? |  |
| ***Construct Validity & Clarity*** |  |
| Does it provide opportunities for students to demonstrate the objectives across the range of standards?  |  |
| Does it include a standards matrix that aligns with the task requirements? Are you assessing what you are asking the students to do? |  |
| Is the criteria written in student accessible language? Are students able to evaluate their work using the descriptors and be clear about what they need to do to achieve a particular standard? |  |
| Does it meet the requirements of the assessment technique? Does the task scope allow opportunities to address the assessment technique? Are we assessing them on what we are asking them to do? |  |
| Does the assessment task require the creation of a product that has a real world context and realistic and targeted audiences, where applicable? |  |
| Is there an annotated exemplar of the assessment item? |  |
| ***Language*** |  |
| Does the task provide definite instructions that clearly state what the students must do? |  |
| Does the task require students to engage in a range of Higher Order Thinking skills (CCEs & Bloom’s taxonomy)?  |  |
| Does the task sheet identify the essential vocabulary and the appropriate language needed to complete the task? |  |
| ***Equity & Student Voice*** |  |
| Does the task provide opportunities for all students to achieve the standards? |  |
| Can the presentation of the assessment be negotiated between teachers and students to ensure success for all students?  |  |
| Is there an opportunity for student voice to influence what, how, when and where the assessment is completed and the modes in which it is completed and presented? |  |
| Is the assessment designed around students’ capabilities and/or interests, fostering individual talents and encouraging learning success? |  |
| ***Layout*** |  |
| Is the task on our school assessment template? |  |
| Does it use a format that allows students to navigate the assessment?  |  |
| Does it include cues, visuals, sequencing and format that are clear and appropriate for the task? |  |
| ***Conditions*** |  |
| Are the conditions consistent with Senior Syllabus/VET Competency Standards/Australian Curriculum/QCARF requirements? |  |
| Is the task able to be completed within the set conditions? |  |
| Does the task provide an opportunity for the student to receive verbal and written feedback? |  |
| ***Alignment*** |  |
| Does the task align with the planned curriculum and requires students to engage in higher level thinking skills that address the ‘Deep Understandings’ and ‘Essential Questions’ foregrounded in the unit? |  |

Endorsement:

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| Curriculum Coordinator  |  |
| HOD |  |
| GVC Lead Teacher |  |
| Chief Curriculum Officer |  |

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**Unit Planning Tool**

**Unit Planning Tool**

**SUBJECT: UNIT: YEAR:**

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| **UNIT OUTLINE** |
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| **CURRICULUM INTENT** |
| **DEEP UNDERSTANDINGS:****ESSENTIAL QUESTIONS:** |
| **SCHOOL PRIORITIES** |
| List the school priorities that will be embedded in this unit:* IMPACT
* TACTICAL TEACHING OF READING
* STUDENT VOICE
* SOS MODEL
 |
| **CURRICULUM PRIORITIES** |
| List the curriculum that will be covered in the unit. List relevant areas from your syllabus.Australian Curriculum [Content Descriptors] OR Essential Learnings [K&U, WOW] |
| ***NUMERACY*** | ***LITERACY*** | ***CCEs*** |

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| **ASSESSMENT** |
| **Overview of assessment items/timing of assessment****(please place a hyperlink to the Standards Elaborations QCAA)** |
| **FEEDBACK FOR LEARNING** |
| **When and how does this occur within the unit? (Pre-test, formative, common formative and summative)** |

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| **TEACHING SEQUENCE** |
| **Description of Learning Activities** | **Resources** | **WALT****Students should be able to:** | **WILF****Can the students?** | **IMPACT** |
| WEEK 1 Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |
| WEEK 2Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |
| WEEK 3Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |
| WEEK 4Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |
| WEEK 5Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |
| WEEK 6Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |
| WEEK 7Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |
| WEEK 8Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |
| WEEK 9Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |
| WEEK 10Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |