# Curriculum Development Day

Planning for AusVELS,
Inquiry Learning and 21C Skills

TRARALGON COLLEGE

TRARALGON COLLEGE

GROWING TOGETHER AS ADAPTABLE, CONFIDENT, SUCCESSFUL LEARNERS AND CITIZENS.

# Agenda

## Goal

**Primary:** To grow together in our capacity to plan for quality inquiry process and 21C skill focused units aligned to KLD and Trans-disciplinary AusVels domains and dimensions.

**Secondary:** Develop significant component of 2014 Curriculum Programs for Years 7-10

## Program

| Time | Activity | Presenters | Venue |
|---|---|---|---|
| 8:45 am | **Welcome and Introduction**<br>Our Strategic Agenda | PVA | The Stadium |
| 9:15 am | **2013 Reflection – Inquiry and 21C Skills**<br>- JC Inquiry PLT<br>- SC Inquiry PLT<br>- SC eLearning PLT | | The Stadium |
| 10:00 am | **Morning Tea** | | |
| 10:30 am | **Planning for Student Understanding**<br>- TC Planning Overview – 3 Levels<br>- Design Template Rationale and Process.<br>Move to designated rooms | AWY<br>VBR | The Stadium |
| 10:45 am | KLD Check-in<br>Year Level Plan<br>Confirm sub-groups and planning delegation. | KLD Leaders | The Stadium<br><br>Designate KLD Rooms |
| 11:00 am | Unit Outline Planning – Session 1 | Everybody | Designated KLD rooms. |
| 1:00pm | **Lunch** | | |
| 1:45 pm | Peer Feedback Process | MSE | The Stadium |
| 2:00 pm | Peer Planning Review and Feedback | Everybody | Designated KLD rooms. |
| 2:40 pm | Unit Outline Planning – Session 2 | | |
| 3:45 pm | **Close** - Social Drinks and MC Sweep | | JC Staff Room |
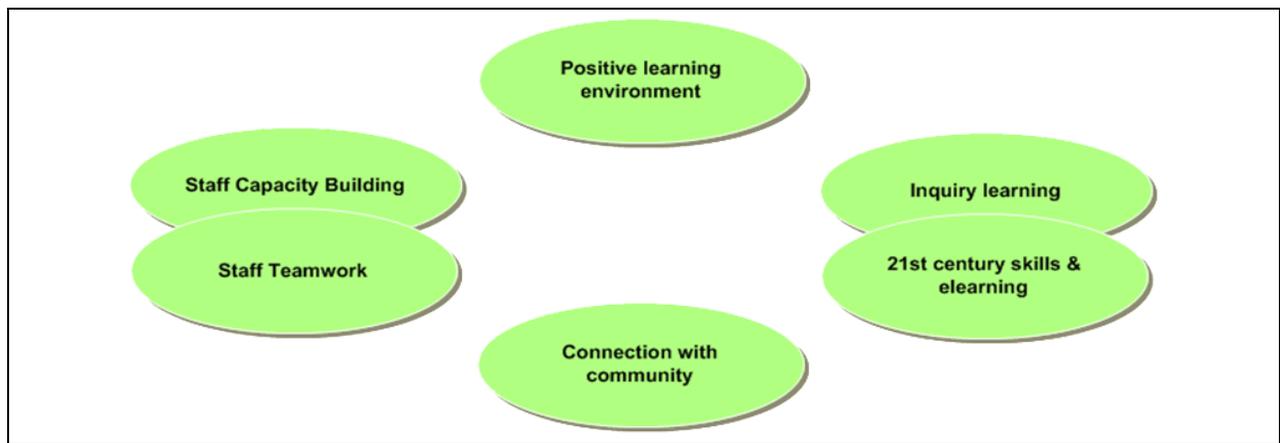
**Figure 1:** Traralgon College Strategic Priorities 2013 – 2016
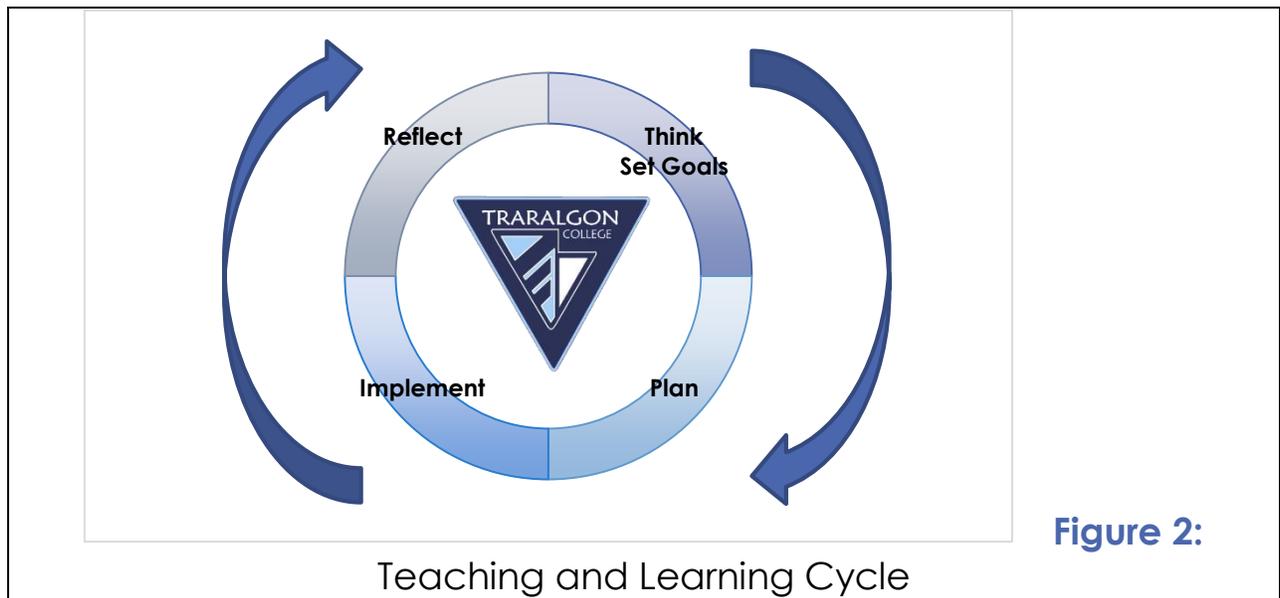


**Figure 2:** Teaching and Learning Cycle



**Figure 3:** AusVels Transdisciplinary Skills

# 2013 PLT & Personal Reflection

## Junior Campus Inquiry Based Learning PLT

| Key Notes / Reflections | What this means for me and how I could use this in my teaching practice. |
| --- | --- |
|  |  |

## Senior Campus Inquiry Based Learning PLT

| Key Notes / Reflections | What this means for me and how I could use this in my teaching practice. |
| --- | --- |
|  |  |

## Senior Campus 21 Skills – eLearning PLT

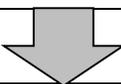| Key Notes / Reflections | What this means for me and how I could use this in my teaching practice. |
| --- | --- |
|  |  |

| **Unit Title:** | Sample |
| --- | --- |
| **Subject:** | |

| **Year Level** | | **Term:** | | **Duration:** | |
| --- | --- | --- | --- | --- | --- |

## Stage 1 – Desired Results ✓✗✓

AusVELS dimensions:

| **Domain** | **Dimension** | **Descriptor** (indicate level + individual descriptor) |
| --- | --- | --- |
| | | |

**Other priorities:**
(are there any other priorities/outcomes you are focusing on in addition to AusVELS dimensions? Cross curricular priorities, 21st century skills)
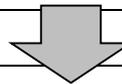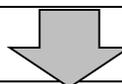
## Stage 2 – Assessment Evidence

**Learners develop a DEEP UNDERSTANDING of:**

| **Essential Questions:** (questions asked in teaching to engage learners and unpack the big learning concept) | **Enduring Understandings:** (what do you want the students to know/learn – and still understand after they have left school?) |
| --- | --- |

**Evidence of student achievement**
(What will it look like if your students have achieved these outcomes? Indicate which outcome each of these relates to and ✓ the outcome once it has been described)

a.
b.
c.

**Assessment Task/s**
(Describe the learning task by organizing your evidence into an overall task. Indicate which 'evidence' will be collected by this task, and which outcomes are demonstrated)

## Stage 3 – Learning Plan

**Learning experiences.**

(indicate which outcomes will be addressed by each learning experience and ✓ the knowledge/skill once it can be assessed)

# Using a backwards design process.

These instructions are designed to be used with the **senior campus unit outline** template. The overall rationale applies to both templates, as they are based on the same ideas, while the specific step-by-step instructions apply to the senior campus document. This template is based on the 'Understanding by Design' Process developed by Grant Wiggins and Jay McTighe. This process has been studied and used this year by the Senior Campus inquiry learning PLT, as well as a number of other groups across both campus's, in various forms. This process is also one of 3 key sources that make up the research base that underpins the implementation advice for AusVELS, as outlined in the VCAA's 'Approaches to Implementation: School Curriculum and Assessment Planning' document, and is the recommended model of instructional design.

http://www.vcaa.vic.edu.au/Documents/vce/school_curriculum_and_assessment_planning.pdf

## RATIONALE

The understanding by design process (UBD) follows a philosophy that the teacher (and in many cases - the learner as well) should be clear on exactly what it is they want their students to learn – the big picture, real world, useful outcome of a learning process. The authors talk about the 'twin sins of instructional design', where we can get caught either 'covering content' with no explicit big picture deep understanding goal, or running activities around a theme – still without the clear deep understanding goal. The trouble with these approaches is that while they typically lead to efficient, well organised units that run smoothly, it is often difficult to tell at the end whether any deep, transferable and lasting understanding has occurred.

The UBD process outlines a 3 step process to enable us to identify these big goals, and effectively teaching and measuring them:

1. Identify your desired outcomes (what do you want students to achieve/understand?).
2. Establish acceptable evidence (what will it look like when the learners succeed?)
3. Design learning activities (what do they need to do before they can demonstrate this evidence?)

There are a number of differing formats that can be, and have been used at Traralgon College over the last few years. Today, the JC and SC have slightly different unit outline templates. But as long as these 3 elements are respected and included as the normal planning process in ANY learning plan, the specific template used is not usually important.

This process also includes working out key questions that need to be asked to lead students towards the deep understanding you have identified, and the enduring understandings they will take out of the class by answering these questions. This is an important element for us at Traralgon College, as inquiry learning is one of our 2 primary teaching & learning goals in the strategic plan.

In this process today, you will be required to fully develop each of these steps before moving on to the next, and at the end, an observer should be able to identify a specific learning goal, find out how it will be assessed, and how it will be learnt.

On the following pages, specific, step-by-step instructions are recorded in red, while *context and advice for using the document is recorded in purple and italicised*.

# Unit Outline – Teacher Instructions

Instructions to help you use this document are recorded in red.

| Unit Title: | |
|---|---|
| **Subject:** | |
| **Year Level** | Term: | Duration: |

## Stage 1 – Desired Results ✓✗✓

AusVELS dimensions:
- Record each **specific** learning outcome that you have for your class.
  These cannot just be an AusVELS dimensions, or VCE/VCAL outcomes. Make sure you include:
  - Specific content/standard descriptors if using AusVELS
  - Key knowledge's and skills if using VCE
  - Learning outcome descriptions (PD 1.1, 1.2 etc) if using VCAL
- *If you are planning a year 10 unit today, this section of your unit plan will already be completed.*
  *These are taken directly from the year level plan for your subject, which have been chosen by the KLD team and confirmed by T&L committee, and cannot be changed without going through the same process.*
  *More information about domains, dimensions and level descriptors – AusVELS website*

| Domain | Dimension | Descriptor (indicate level + individual descriptor) |
|---|---|---|
| | *The dimension is what will appear on student's reports.* | *Specific descriptions within a dimension that you will need to teach. Student achievement across this range of descriptors gives you evidence to make an overall judgment on their ability for the dimension.* |

**Other priorities:**
(are there any other priorities/outcomes you are focusing on in addition to AusVELS dimensions? Cross curricular priorities, 21st century skills)
*At times there will be other priorities that you have for student learning in the unit, apart from the external curriculum objectives.*
*You may or may not be reporting on these priorities, but if you will teach them, you need to identify them as learning goals, so that you are able to collect evidence to determine if they are being learnt or not.*
Record any extra priorities, which could include:
- 'Minor' AusVELS interdisciplinary dimensions. Another subject may be taking responsibility for teaching and reporting on this skill, and you are reinforcing it in your unit.
- Reinforcing AusVELS discipline dimensions. You may have explicitly taught a skill/knowledge in a previous unit. It is not the main focus of this unit and you will not report on it, but you would still like to include it.
- Lower ability levels to plan for differentiation. Your goal is for every student to get to the level you have already outlined, but you may like to include required skills/knowledge from earlier AusVELS levels to enable you to design tasks to help students progress to the desired level.
- 21st Century Skills – ITL Model
- ACARA cross-curriculum priorities
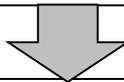
## Stage 2 – Assessment Evidence

**Learners develop a DEEP UNDERSTANDING of:**
*Read through the list of desired results you have for your students.*
*How is this useful for students in their own lives?*
*What is the real world application of this knowledge?*
*What is the big, complex thing they will be able to do at the end of it?*
Write a short sentence which explains the deep understanding that students will have that is:
- Clear and explicit (you shouldn't need specific content knowledge to understand the goal of the unit)
- Complex – involves a number of smaller parts and a significant amount of learning needs to take place before they have this understanding
- Relevant to student's needs, interests and prior learning (applicable to something outside of the context of the class)
*For example: Instead of **'students will understand how to write a persuasive essay'**, the deep understanding could be that **'learners will develop a deep understanding of how to use written language to convince someone of their point of view'**, which is what they will be able to do if they know how to write a persuasive essay. Writing a persuasive essay is not inherently valuable, but is a useful skill if you are trying to convince someone of your point of view.*

| Essential Questions: | Enduring Understandings: |
|---|---|
| (questions asked in teaching to engage learners and unpack the big learning concept) | (what do you want the students to know/learn – and still understand after they have left school?) |
| *Record the questions that you would need to ask if you were trying to work towards this goal yourself.* | *These understandings can be seen as the 'checkpoints' students will achieve on their way to the deep understanding.* |
| These questions are the 'stepping stones' that will guide students towards the deep understanding. | Record key understandings that are explicit – they state exactly what the learner will know. |
| You might consider using a concept map to plan out these questions. | *Example (History):* |
| | <u>*Deep understanding*</u> – 'the causes of WWI |
| | <u>*Key question*</u> – *what relationships existed between countries before the beginning of WWI (this question needs to be answered before a deep understanding about WW1 can be achieved).* |
| | <u>**Enduring understanding**</u> – *Germany and Britain were close allies in the years leading up to WW1* |

**Evidence of student achievement**

(What will it look like if your students have achieved these outcomes? Indicate which outcome each of these relates to and ✔ the outcome once it has been described)

*\*\*\*WARNING\*\*\* Do not plan your assessment item yet!*

*These assessment items need to include evidence of <u>**all**</u> of your desired outcomes. If you want them to learn it, you must have evidence that they have learnt it. Without listing <u>**all**</u> the evidence you need to collect, you may miss some, and will not know whether they have achieved this or not.*

- For each of your desired outcomes, write down what it will look like when the student is successful.
- You will most likely have multiple statements for each desired outcome.
- This evidence needs to be observable and measureable – what would you see, hear etc a student do. It should include what they will **know** and what they will be **able to do.**
- For each evidence statement you write, indicate which desired outcome it provides evidence of.

**Assessment Task/s**

(Describe the learning task by organizing your evidence into an overall task. Indicate which 'evidence' will be collected by this task, and which outcomes are demonstrated)

*You need a task, or tasks that students will complete to demonstrate this knowledge.*

Arrange as much of the evidence as possible into tasks. Try to think of tasks that:
- Are authentic
- Have a genuine purpose
- Are a real presentation/product that matters
- Are engaging and intellectually challenging.
- Incorporate a wide range of your desired results

Make sure you include both **formative** assessment to collect data about student progress and modify the learning process, and **summative** tasks to collect information about their overall achievement.

# Stage 3 – Learning Plan

**Learning experiences.**

(indicate which outcomes will be addressed by each learning experience and ✔ the knowledge/skill once it can be assessed)

*At some stage, you will need to plan out the timeline for the unit – when you will do what.*

**Before doing this, make sure you are clear on all of the learning experiences you would like students to do – then you can plan out the time.**

- For each piece of evidence you have identified, record an experience students would participate in to help them learn what they need to demonstrate this.
- Do not feel you need to have 1 learning experience to 1 piece of evidence – really good learning experiences will help students work towards a range of outcomes.
- Make sure you indicate which desired outcome is achieved by undertaking this learning activity.

*Learning experiences could be a wide range of activities – teacher run sessions, independent research or activities, group work, class discussions, 'expert' visitors, power point lecture.*

*By this stage, you should be able to identify a desired outcome, identify how it will be assessed, and identify how it will be learnt.*

*A high quality learning plan will include experiences that:*
- *'HOOK students in at the start*
- *Allow for student input*
- *Provide opportunity for early feedback*
- *Include deliberate practice opportunities to construct meaning*
- *Include self-assessment and reflection opportunities*
- *Include opportunities for students to extend and refine their understanding*
- *Involve a performance task*

# UNIT OUTLINE –

| KLD: | Developed by: | Year Level: |
|---|---|---|

<table>
<tr><td colspan="3" style="background:red"><strong>STAGE 1</strong></td></tr>
<tr><td colspan="3"><strong>Domains / disciplines addressed</strong> (including Interdisciplinary and Physical, Personal & Social Learning Domains)</td></tr>
<tr><td><strong>Domain</strong></td><td><strong>Dimension</strong></td><td><strong>Descriptors/Achievement Standards</strong></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td><strong>AusVELS - specific levels addressed.</strong></td><td colspan="2"></td></tr>
<tr><td><strong>Unit Idea:</strong><br>Summary of the issue, challenge, investigation, scenario or problem</td><td colspan="2"></td></tr>
</table>

| | |
|---|---|
| **STAGE 2** | |
| **The Big Ideas explored:** (how to make learners care/want to learn about the Big Idea) | |
| **Essential Questions:** (questions asked in teaching to engage learners and unpack the concept learnt) | |
| **Enduring Understandings:** (what do you want learners to know/learn relevant at 6 y.o, 16 y.o and 60 y.o) | |
| **Assessment:**<br>(consider both Formative & Summative Assessments) | |
| **STAGE 3** | |
| **Learning experiences:** (what are the class activities you have planned for learning?) | **Hook-in:**<br>**Construct learning:**<br>**Apply learning:** |

# UNIT OUTLINE – 'Character Development'

| **KLD:** English | **Developed by:** XXX, YYY, ZZZ | **Year Level:** 8 |
|---|---|---|

## STAGE 1

**Domains / disciplines addressed** (including Interdisciplinary and Physical, Personal & Social Learning Domains)

| Domain | Dimension | Descriptors/Achievement Standards |
|---|---|---|
| English | Reading & Viewing <br> Writing | • Students select evidence from the text to show how events, situations and people can be represented from different viewpoints. <br> • They create texts for different purposes selecting language to influence audience response. <br> • Students select vocabulary for effect. |
| **AusVELS - specific levels addressed.** | Level 8 | |
| **Unit Idea:** <br> Summary of the issue, challenge, investigation, scenario or problem | Students will explore how language/vocabulary choice can be used to show characters' personality, thoughts, feelings, behaviour as well as appearance. Students will learn to develop their characters in their own writing through planning for development through plot events and using language in different ways for different effects on an audience. | |

## STAGE 2

| | |
|---|---|
| **The Big Ideas explored:** (how to make learners care/want to learn about the Big Idea) | Character traits |
| **Essential Questions:** (questions asked in teaching to engage learners and unpack the concept learnt) | How do we show who people really are in our writing? <br> How do we show how they change/develop through experiences? |
| **Enduring Understandings:** (what do you want learners to know/learn relevant at 6 y.o, 16 y.o and 60 y.o) | We are more than just our looks. <br> The experiences we have shape who we are. |
| **Assessment:** <br> (consider both Formative & Summative Assessments) | Short story character and language analysis <br> Random character descriptions <br> Character development plan <br> Narrative |

## STAGE 3

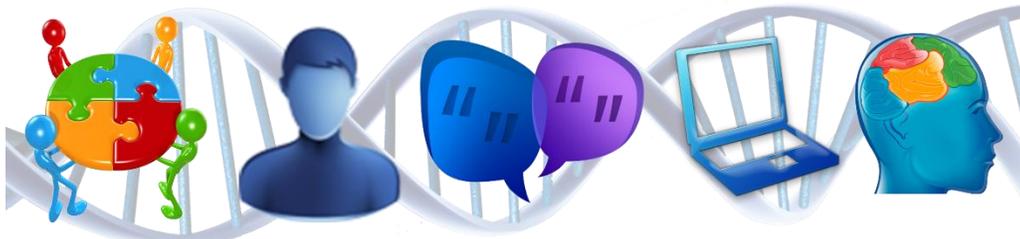| | |
|---|---|
| **Learning experiences:** (what are the class activities you have planned for learning?) | **Hook-in:** Random Character Game <br> **Construct learning:** Analyse characters in a short story <br> **Apply learning:** Plan and write a narrative to show character development |

# Room Allocations

## Junior Campus Groups

| KLD Group | Maths | Science | English | Humanities (History) | Health/PE | Art | Technology |
|---|---|---|---|---|---|---|---|
| **Room** | **T1** | **T7** | **Library** | **T4** | **T5** | **T3** | **T6** |
| **Sub group - unit planning team** | **Year 7:**<br>JMI<br>JBR<br>RAD<br><br>**Year 8:**<br>VBR<br>EPI<br>KGI | **Year 8:**<br>CMU<br>JSH<br>STG<br><br>**Year 9:**<br>DHU<br>LBL | **Year 7:**<br>JJE<br>MCO<br>SBR<br><br>**Year 8:**<br>TBL<br>DCM<br><br>**Year 9:**<br>PRE<br>RAN<br><br>**Year 9:**<br>NLO<br>SKD<br><br>**BOLD:**<br>EKE<br>AHU | **Year 7:**<br>ILI<br>DFA<br>JZH<br><br>**Year 8:**<br>KEA<br>RKI<br><br>**Year 9:**<br>ASI<br>SWH | **Year 8:**<br>KWA<br>MSU<br><br>**Year 9:**<br>STY<br>LBA | BRY<br>TCA<br>JSP | **Year 7**<br>**Wood/Metal:**<br>DMI<br>TCM<br><br>**Foods:**<br>TTH<br>NLU |

## Senior Campus Groups

| KLD Group | Maths | Science | | English | Humanities (History) | | Health/PE | Art | Technology |
|---|---|---|---|---|---|---|---|---|---|
| | SKI<br>DSM<br>BDN<br>ESC<br>PDU | MTH<br>LHN<br>PCR<br>MMA<br>PDU<br>QAM<br>HVE | | PFO<br>NAS<br>GGU<br>CSM<br>LKO<br>MSP | MHO<br>JJO<br>PLA<br>BDI<br>CKO<br>IOU | | ARE | GJA<br>TLE<br>DRI<br>CLE | KAL<br>LPE<br>AGU<br>JLY<br>SCL |
| **Room** | **W1** | **W7** | | **W2** | **W4** | | **W5** | **W3** | **T2** |
| **Sub group - unit planning team** | Members | Members | Unit | Members | Members | Unit | | | |
| | | PDU<br>LHN<br>MMA | Biology<br><br>Physics | PFO<br>NAS<br>MSP | MHO<br>JJO | Rights & Freedoms | | | |
| | | MTH<br>QAM<br>PCR<br>HVE | Chemistry<br><br>Astronomy + Earth | GGU<br>CSM<br>LKO | PLA<br>BDI<br>CKO<br>IOU | Pop Culture<br><br>WW2 | | | |

# Peer Feedback Protocol

The primary purpose of the peer feedback session is to help ourselves and our colleagues "grow together" as we constantly seek to extend our capacity to plan for effective AusVELS alignment, IBL and 21C Skills, and ultimately maximise student learning experience and outcomes.

| Time | Step / Activity | Purpose and Key Focus Points |
|---|---|---|
| 2:00 pm | Critique Partners Unit Outline | 1. Go through unit outline<br>2. Use the Peer Feedback form to structure your reflection and feedback.<br>3. Acknowledge different people / groups are at different stages of their journey towards a consistent inquiry based approach and embedding of transdisciplinary skills.<br>4. If reviewing a unit in a group – give at least 10-15 minutes to read and critique individually and then get together to collate feedback for last 5 minutes.<br>5. Make an honest judgment<br>6. Structure written feedback with aim to **help improve the unit / peer's growth** and understanding of alignment, engagement, 21C, IBL.… Use concrete examples where possible.<br>7. **DO NOT DISCUSS UNIT DURING THIS TIME**<br>   a. (just make judgment – unit writer can take into account when receiving feedback). |
| 2:20 pm | Give Feedback to Person/Group A | 1. One person/group starts by giving their feedback to the other person/group.<br>2. Start by identifying what you thought were the 1-2 most positive aspects of the Unit Plan.<br>3. The person / group receiving feedback needs to try really hard to **listen** and only ask clarifying questions regarding the feedback.<br>4. If time permits – discuss way the feedback can be used to enhance unit **(HOW).** |
| 2:30 pm | Give Feedback to Person Group B | 1. Swap roles and give feedback to the other person/group.<br>2. Start by identifying what you thought were the 1-2 most positive aspects of the Unit Plan.<br>3. The person / group receiving feedback needs to try really hard to **listen** and only ask clarifying questions regarding the feedback.<br>4. If time permits – discuss way the feedback can be used to enhance unit **(HOW).** |
| 2:40 pm | Unit Outline Planning Session 2 | 1. Continue working on your unit.<br>2. Try to make some changes (or at least notes) that address your peer's feedback straight away whilst it is still fresh in your mind. |

# Peer Feedback – Unit Outline

| | |
|---|---|
| **Unit Title:** | |
| **Subject:** | |
| **Year Level** | |

## Stage 1 – Desired Results ✓✗✓

| 1. AusVELS Dimensions / Curriculum Intent | |
|---|---|
| **The Curriculum Intent is clearly identified and appropriate for the unit and targeted cohort**, including: <br> - KLD Area <br> - Inter-Disciplinary/21 Century Skills | **Comments:** |
| *Shade / Circle the scale below the standard to which this has been addressed:* | |

| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

## Stage 2 – Assessment Evidence

| 2a. Deep Understandings & Essential Questions | |
|---|---|
| **Appropriate DEEP understanding and Essential Questions have been identified.** <br><br> Considerations: <br> - are they explicit and clear? <br> - do they focus 0n Big Ideas? <br> - do they set an appropriate context for learning that encourages depth (not breadth)? <br> - are they relevant to students' needs, interests and prior learning? <br> - are the questions provocative, do they foster inquiry, understanding, transfer of learning…? | **Comments:** |
| *Shade / Circle the scale below the standard to which this has been addressed:* | |

| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

| 2b. Enduring Understandings and/or 2c. Evidence of Student Achievement | |
|---|---|
| **ALL of the knowledge and skills students are required to demonstrate meet/fulfill the intended outcomes have been identified.** | Comments: |
| *Shade / Circle the scale below the standard to which this has been addressed:* | |

| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

| 2c. Assessment Task/s | |
|---|---|
| **The methods of assessment have been considered and an appropriate tasks have been identified.** <br><br> Possible Considerations <br> - Is the task intellectually challenging? <br> - Is there an authentic / genuine purpose, presentation, product, solution. | Comments: |

| - is the method of assessment appropriate to gather valid and reliable evidence to make judgments against curriculum intent (AusVels) | |
|---|---|
| *Shade / Circle the scale below the standard to which this has been addressed:* | |

| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | | | | | |

## Stage 3 – Learning Plan

| **Learning experiences.** | |
|---|---|
| **The Learning Plan articulates a range of explicit and effective learning experiences that will enable students to achieve the intended results/outcomes.**<br><br>Considerations:<br>✓ Provide challenging opportunities for students to apply Deep understanding in meaningful/real life activities.<br>✓ Allows for Student Input<br>✓ Includes some kind of "HOOK" at the onset.<br>✓ Allows for individual and/or team brainstorming and development of solution options.<br>✓ Provides opportunity for early feedback<br>✓ Includes deliberate practice opportunities to construct / make meaning.<br>✓ Includes self-assessment and reflection opportunities.<br>✓ Includes opportunities to extend and refine understanding.<br>✓ Includes development towards a performance task. | Comments: |
| *Shade / Circle the scale below the standard to which this has been addressed:* | |

| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | | | | | |

## Overall Reflection

| **Most Positive Aspects / Strengths**<br>Identify 1-3 of the strongest aspects of the Unit Outline | **Comments - Alignment KLD AusVELS:** |
|---|---|
| | **Comments - Alignment Interdisciplinary AusVELS:** |
| **Checking for Alignment**<br>Can you follow each of the learning intentions through from Stage 1 to Stage 2 to Stage 3?<br>*Suggest you use a different colour highlighter for each AusVels Outcome and shade the relevant information in the other stages.* | **Comments – Inquiry Based Learning Approach:** |
| **Share your Learning**<br>What did you learn from looking at this outline? What might you take away and consider using in some of your own teaching. | **Additional General Comments:** |