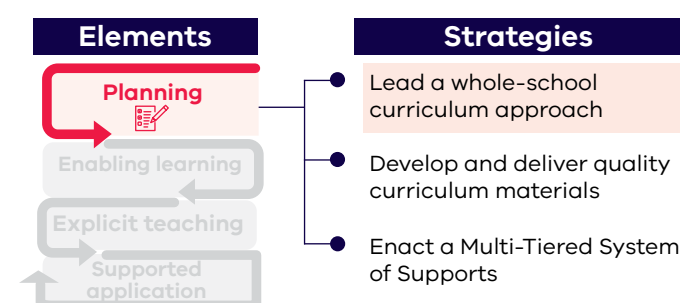## Lead a whole-school curriculum approach

A whole-school curriculum approach is characterised by clear structures, roles and processes that enable collaborative development, monitoring of implementation, and ongoing improvement of a documented teaching and learning program. Curriculum planning and improvement are key aspects of a wider approach to school improvement.

The school's teaching and learning program includes four interrelated layers of planning: whole school, curriculum area, year level, and unit and lesson plans. A whole-school curriculum approach supports teachers to enact the Curriculum with a shared plan for what they will teach and how students will be assessed.

Elements	Strategies
Planning	Lead a whole-school curriculum approach
Enabling learning	Develop and deliver quality curriculum materials
Explicit teaching	Enact a Multi-Tiered System of Supports
Supported application	

Key links to other guides

Lead a whole-school curriculum approach and the other Planning strategies provide a foundation for the implementation of all the VTLM 2.0 elements of teaching.

Links to departmental initiatives

- **Victorian Lesson Plans**
- **Phonics Plus**
- **Victorian Curriculum and Assessment Authority (VCAA)**
- **VCAA Whole-school curriculum planning resources**
- **School Networks**

References and further reading

arc.educationapps.vic.gov.au/learning/resource/78083

Practice 1 — Enable curriculum development

Leaders put systems and processes in place to plan, share and improve the school's teaching and learning program. The teaching and learning program brings together the Curriculum, VTLM 2.0 practices and the school's policies and priorities. The Curriculum includes the Victorian Curriculum F–10 Version 2.0, Victorian Pathways Certificate (VPC) and Victorian Certificate of Education (VCE) pathways.

Establish whole-school processes

HOW?

- Establish key accountabilities for curriculum development, such as School Improvement Teams, designated meeting time for middle leaders and teachers, and norms for effective use of time.
- Confirm processes to review current curriculum documentation for quality, gaps and alignment to the Curriculum and the VTLM 2.0, and identify areas for improvement.
- Use designated meeting time to enable collaborative development and review of curriculum documents. E.g. PLCs, curriculum area meetings and teaching team meetings.
- Collect evidence of the effectiveness of the teaching and learning program, including student achievement data and teacher reflections.
- Determine a location for curriculum documents to be saved and accessed by all staff.

Build capability and expertise

HOW?

- Establish clear roles, responsibilities and required expertise to enable ongoing monitoring and improvement of the teaching and learning program.
- Use school networks and Communities of Practice (CoPs) to share effective approaches, address shared challenges and build expertise. E.g. school visits to share curriculum documentation, observe classroom practice and leadership discussions, and participate in professional learning activities.
- Establish observation and instructional coaching protocols to support teachers to enact the teaching and learning program and the VTLM 2.0 practices.

Practice 2 — Develop and document the school's teaching and learning program

A coherent and organised teaching and learning program ensures that knowledge is sequenced to build in depth and complexity within curriculum areas across year levels (vertical alignment) and to establish connections between curriculum areas at each year level (horizontal alignment). In small schools, planning processes may need to be adapted but the principles remain the same. For example, a small school may collaborate in its network to use and adapt quality materials from another school.

Develop a whole-school curriculum plan

HOW?

- Develop and document a whole-school curriculum overview that outlines how the curriculum will be organised and implemented, including how time is allocated across curriculum areas.
- Work with middle leaders to develop curriculum area plans that sequence the building of key knowledge and skills over time (vertical alignment) and identify cumulative unit outcomes. E.g. a scope and sequence for the F-2 phonics program or year 7-10 History topics, knowledge and skills.
- Develop year level plans that establish appropriate cross-curricular connections and timing (horizontal alignment). E.g. students learn to calculate the mean of a data set in Mathematics before they are required to use averaging to reduce the impact of random errors in experiments in Science.
- Confirm how resources, specialist staff and timetabling will be allocated to deliver the teaching and learning program. E.g. timetabling 25 minutes of daily explicit teaching of phonics and phonemic awareness.
- Adopt Victorian Lesson Plans (VLPs) and/or use them as a model in the review and improvement of the whole-school curriculum. VLPs can be used as the core of a teaching and learning program, to fill gaps, and as a quality benchmark for lesson sequences that enact the VTLM 2.0 and the Curriculum.
- Lead teams/teachers to develop quality curriculum materials that reflect the VTLM 2.0 and the school context. This includes common units, lesson plans, assessments and classroom materials (see **Develop and deliver quality curriculum materials**). Where appropriate, source and share quality curriculum documents through school networks and COPs.

Develop a whole-school assessment approach

HOW?

- Develop and document an assessment schedule as part of the school's teaching and learning program for assessing and reporting on student progress against achievement standards and outcomes.
- Undertake assessments for all students, including diagnostic and mandatory assessments, to enact the school's Multi-Tiered System of Supports.
- Embed moderation processes to calibrate teacher judgements.

Lead ongoing curriculum improvement

HOW?

- Monitor that the documented teaching and learning program is being delivered with fidelity through regular review and reflection processes. E.g. a literacy Learning Specialist visiting Foundation classes to observe and provide feedback on the implementation of Phonics Plus lessons.
- Analyse emerging data to track progress (individual, cohort and whole-school) and evidence of effectiveness of the teaching and learning program. E.g. use insights from 'Effective teaching time' in the Attitudes to School Survey to monitor student experience of learning objectives, explanations and checks for understanding.
- Use teacher reflections and evidence collected to identify opportunities for improvement and to update unit and lesson plans. E.g. teachers use a traffic light system to reflect on the effectiveness of a lesson plan and leaders review the data to identify and prioritise areas for improvement.