

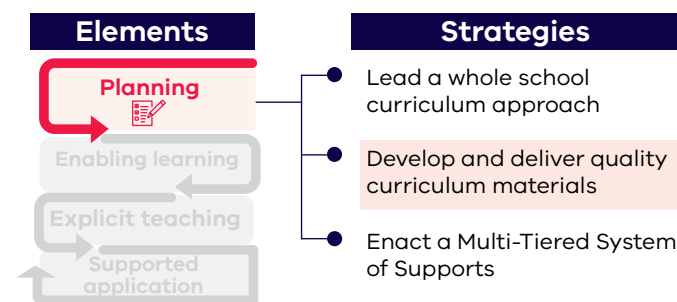


Planning

Develop and deliver quality curriculum materials

As part of a whole-school teaching and learning program, leaders guide teachers in the collaborative development and refinement of quality curriculum materials, including unit and lesson plans, assessments and classroom materials.

A collaborative approach reduces variance in curriculum delivery and enhances professional knowledge and practice. Victorian Lesson Plans (VLPs) can form the core of a quality teaching and learning program and are a key resource to support collaborative planning in schools. With shared unit and lesson plans, teachers can focus on preparing to teach their students. Effective preparation strengthens the quality of teaching, which improves student learning and engagement.



Key links to other guides

Planning, including Develop and deliver quality curriculum materials, provides a foundation for the implementation of the VTLM 2.0 Elements of teaching.

Links to departmental initiatives

- **Diverse Learners Hub**
- **Phonics Plus**
- **Professional Learning Communities**
- **Victorian Lesson Plans**
- **VCAA Whole-school curriculum planning resources**

References and further reading

arc.educationapps.vic.gov.au/learning/resource/78127

Victorian Teaching and Learning Model 2.0

Join the discussion about VTLM 2.0 guides:



Practice 1 Collaboratively develop what to teach

When teachers collaborate to create and maintain a shared bank of quality curriculum materials, including unit and lesson plans, assessments and classroom materials, they are able to share expertise and deepen their professional knowledge. Collaborative planning approaches build understanding of the Curriculum, subject knowledge and school-wide consistency in lesson delivery. The Curriculum includes the Victorian Curriculum F–10 Version 2.0, Victorian Pathways Certificate (VPC) and Victorian Certificate of Education (VCE) pathways.

Collaboratively develop common curriculum resources

HOW?

- Review units and lessons for alignment to curriculum area and year level plans, and clarity in sequencing and chunking of knowledge and skills.
- Assess existing common curriculum materials for quality, gaps and alignment to the Curriculum and VTLM 2.0 practices.
- Use VLPs as a guide for reviewing and improving current curriculum materials. VLPs show how to enact VTLM 2.0 practices and implement the Curriculum. They provide clear examples of lesson sequences, resources and assessments.
- Adopt VLPs where there are no common curriculum materials, or to fill gaps and address quality issues in existing materials. Where required, work collaboratively to update existing common curriculum materials and to create new materials.
- For each lesson, specify the learning objectives (LOs) and prior knowledge required. Determine success criteria (SC) that further chunk concepts, knowledge and skills into manageable steps.
- Plan instructional activities to facilitate the intended learning, embedding the practices of the VTLM 2.0.
- Identify key content to be consolidated through retrieval practice. E.g. use VLP retrieval resources to build mastery in Mathematics.
- Document and share unit plans, lesson plans and classroom materials, such as videos, texts, exemplars, manipulatives, slides and visual supports.



Collaboratively develop common assessment resources

HOW?

- Following the school's assessment schedule, design and select a range of assessments to measure student progress against the LOs and enable reporting against achievement standards and outcomes.
- For all assessment tasks, develop and refine criteria that are shared with students and used by teachers for marking. E.g. rubrics and checklists.
- Plan a variety of ways for students to show their understanding and demonstrate mastery. E.g. checks for understanding, retrieval quizzes and applied learning tasks.



Evaluate the impact of the planned curriculum

HOW?

- Collect evidence of students' attainment of the LOs and use this information to identify and address emerging needs in future lessons, or to make quick adjustments before re-teaching the same content to another class.
- Follow school processes for recording lesson reflections and collaboratively refining the school's curriculum materials.



Practice 2 Plan how to deliver the curriculum

When teachers have access to quality curriculum materials, they have greater opportunity to focus their professional expertise on preparing to meet their students' needs.

Drawing on their understanding of their students, they can plan for additional scaffolds, reasonable adjustments and extension, and ensure the Curriculum is accessible and appropriately challenging.

Determine class and student needs

HOW?

- Review existing evidence of your students' learning progress and prior knowledge. E.g. diagnostic assessments and screening tools, evidence collected through classroom activities and observations.
- Refer to information about your students' learning, health and wellbeing needs. E.g. access Individual Education Plans, specialist reports and input from families.
- Plan and record reasonable adjustments for students with diverse learning needs.
- Use knowledge of your students to plan adjustments to lessons, such as opportunities to respond and scaffolds to meet the needs of all students.
- Identify where pace may be adjusted and where flexible groupings can facilitate targeted teaching or extension.
- Collaborate with staff delivering Tier 2 and 3 interventions to your students to support consistency in practice across all tiers. (see **Enact a Multi-Tiered System of Supports**)



Prepare to teach students in your classroom

HOW?

- Prepare for individual units and lessons by reviewing and building understanding of planned curriculum materials and considering the detail of delivery.
- Use designated meeting times to work with colleagues to discuss lesson elements and to anticipate and prepare for potential learning challenges and misconceptions. E.g. developing alternative explanations and additional scaffolds.
- If required, adjust or supplement planned activities to match the timing of the lesson. E.g. add a 'Do Now' task to assist students to settle and refocus after lunchtime or recess.
- Where possible, make simple changes to the learning environment to support attention and enhance the planned learning activities. E.g. setting up the classroom for small group instruction or peer collaboration.



Target audience:
Teachers