

## Curriculum, Assessment and Reporting, Pedagogy and Planning Action Plan – Toolkit 2

The Australian curriculum, as an inclusive curriculum, is the result of international and national efforts. All planning should align to the AC flowchart. EQ policy has given direction around the provision of curriculum, some advice regarding assessment and reporting. The general capabilities form the learning focus for students with highly individualised needs.

**School Goals**

- The MDSS School Improvement agenda, under the leadership of school principal, deputy principal and head of curriculum, recognises that 'consistent curriculum, planning and implementation' (EQ, 2011) improves learning for all students. Coherent and sequenced planning from a rigorous and rich curriculum, along with high quality teaching practices will ensure all students at MDSS achieve improved learning outcomes.
- This team will work to align the MDSS tracking tool with the Australian Curriculum, General Capabilities. It will develop and trial unit planning templates and work with the leadership team to review/revise the schools pedagogical framework (which will include Explicit Instruction). This work will be done in consultation with Toolkit 1 to ensure alignment between this work and the school's assessment and reporting procedures.
- In collaboration with the Learning and Development officer, the team will develop and provide relevant professional development to staff to ensure an understanding about the 'what' and 'why' of the Australian Curriculum, using the General Capabilities for students requiring a highly individualised Curriculum.

	2011	2013	2014	2015/2016
<p><b>EQ (2011), United in the Pursuit of Excellence</b></p> <p><b>Explicit Instruction</b> Presentation at staff meetings:</p> <ul style="list-style-type: none"> <li>Introduction to the strategy</li> <li>Share regional explicit instruction plan over the next four staff meetings</li> <li>Leadership team to research special education and explicit instruction</li> <li>Amend AIP – actions and priorities with performance measures</li> <li>Establish Toolkit 2 – Special education and effective teaching – explicit instruction- appoint team leader and identify team members</li> <li>Connect with Rosella Park and see how they are traveling with Model 2</li> <li>Development of MDSS action and implementation plan with a focus on Literacy – Reading and Writing the Four Blocks Way</li> </ul> <p><b>Develop Pedagogical Framework</b></p> <ul style="list-style-type: none"> <li>Guiding principles includes the belief that every child can learn if carefully taught and that anyone can teach successfully when given effective programs and instructional delivery techniques</li> </ul>	<ul style="list-style-type: none"> <li>Establish Toolkit 2 – selection of team members through consultation with principal</li> <li>Head of Curriculum to lead team</li> <li>Planning day to deliver information about EQ and CQ mandates including information about Australian Curriculum</li> <li>Development of draft framework for curriculum document</li> <li>Begin to align the MDSS curriculum resource with the Australian Curriculum</li> <li>Professional development to familiarise staff with SWD C2C units</li> <li>Explicit Instruction - Model 2 networked schools – negotiated group support from capability team members with Principal network facilitation. Checklist of session on wall – Explicit Instruction. Teaching and Learning sequences with consideration given to include daily instruction techniques</li> <li>Exemplar units developed and trialled using planning templates by team members</li> <li>Professional development delivered to staff on planning templates</li> <li>Professional development delivered to staff on the MDSS pedagogical framework</li> <li>MDSS has met regional expectations – fully embed school with pedagogical framework with specific emphasis on Explicit Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Planning will be drawn from the AC, General Capabilities</li> <li>Develop moderation guidelines drawn from C2C literacy portfolio – liaise with Toolkit 1</li> <li>Individual Curriculum Plans (ICP) done on One School</li> <li>Planning and timetable on One School</li> <li>HOC to distribute and discuss Managing Student Diversity Alignment framework with new teachers during new staff induction</li> <li>Teachers engage with Managing Student Diversity Curriculum Alignment framework</li> <li>Learning expectations documented in the ICP become part of planning, assessment and reporting</li> <li>YDM – continue with training and refining MDSS Numeracy plan</li> <li>Review the QASAS senior school curriculum and alignment with ASDAN</li> <li>Create a Numeracy plan aligned with General Capabilities Numeracy Level 1, MDSS tracking tool, and YDM pre foundation processes</li> <li>Plan to have sharing sessions with teachers implementing YDM in the classroom</li> <li>Intensive Interaction PD – Janeen Williamson</li> <li>HOC to do OneSchool training on ICP, timetable and unit planning</li> <li>SECC to give direction when we should implement the Australian Curriculum with EQ, policy around Curriculum, Assessment and Reporting</li> </ul>	<ul style="list-style-type: none"> <li>HOC plan PD to distribute and discuss MDSS Managing Student Diversity Alignment framework</li> <li>PD delivered by HOC to all teachers on ICP and Timetabling on OneSchool</li> <li>Planning and Timetable on One School</li> <li>HOC to distribute and discuss MDSS Managing Student Diversity Alignment framework alignment with new staff and consult with all staff confirming a common understanding of the Curriculum and alignment framework</li> <li>Learning expectations documented in the ICP become part of planning, assessment and reporting</li> <li>HOC meets with teachers twice a term to discuss student learning expectations, context and content</li> <li>Planning will be drawn from the AC, General Capabilities</li> <li>YDM – continue with training and implementing Numeracy plan</li> <li>Introduce ICP on One school to teachers 100% of teachers</li> <li>embed Australian Curriculum in their practice</li> <li>Teachers implement the Managing Student Diversity Curriculum framework alignment document when planning</li> <li>Engage in MDSS Numeracy Plan ( YDM and AC)</li> <li>Use One School Planning</li> <li>Use One School timetable</li> <li>Have all ICP's done on One School</li> <li>Learning and Development program with professional development in place for teachers in Explicit Instruction, Active Learning, Intensive Interaction, Yumi Deadly Maths, Reading and Writing the Four blocks Literacy</li> </ul>	

Awareness

Implementation

Refinement

