

SCHOOL-BASED PLANNING FOR THE AUSTRALIAN CURRICULUM

General

- (1) Schools are generally well placed with expertise to develop strong teaching/learning programs (i.e. a whole-school *learning map*) for the Australian Mathematics Curriculum.
- (2) Small schools with only a couple of teachers may want to combine with one or other schools to achieve a critical minimum level of 5-6 teachers working together on their 'whole-school' implementation plan.
- (3) To develop a whole-school learning map it just needs to be organized around a *common framework*.
- (4) MTSonline can provide the common framework using the *Scope and Sequence Planners*.
- (5) However, it must be recognized by teachers that all programs, no matter how carefully planned, are subject to the variables brought to a class at any year level by individual students. That is, be flexible to student needs regardless of how wonderful your plan is!

Scope and Sequence Planners at MTSonline

- (1) For each AU Curriculum year level there is a Scope and Sequence Planner to download.
- (2) To find out more about locating and downloading the Scope and Sequence Planners click on this link: <http://www.schoolcentre.com.au/help/using-scope-and-sequence-your-curriculum>
- (3) The Scope and Sequence Planners provide the common framework (or learning map) on which to develop coordinated programs that maximize the value of teaching time.

Professional Learning Strategy – peer review

- (1) This PL strategy uses the combined expertise of the staff, over a school year, to create a school-based program in mathematics.
- (2) To begin, each teacher prints off the Scope and Sequence for their year level (or levels if a split class).
- (3) As the half-terms, terms and year progresses teachers use the Scope and Sequence Planners to record (tick in a box) what they intend to teach and/or, if post-programming, what they have taught.
- (4) At the end of the year, collect the planners and you have a school program showing what was taught each term.
- (5) Lay out copies of each plan in Year level sequence.
- (6) Teachers can talk to their contribution describing the strengths and weaknesses of their plan in relation to student achievement.
- (7) This peer review will uncover what content was addressed, and when it was addressed, across the school. The critique will also uncover what was not taught or had limited exposure to the students.
- (8) For users of the Australian Curriculum you can also see when and to what degree teachers cover the Curriculum priorities (shown in blue italics on the Scope and Sequence Planners) for any one year level.
- (9) Similarly, teachers in junior, middle and upper classes (or curriculum Stages) can work in groups to compare Planners to critique strengths and weaknesses at those 3 levels.
- (10) While this PL event takes place over a considerable period of time it does have the advantage of providing data based on what is really happening in the school.
- (11) From the feedback gained, all teachers will be in a better position to prepare future programs using the Scope and Sequence Planners now developed. Teachers will appreciate the greater harmony reflected in such a balanced and considered approach.

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In Summary

- (1) With this organised implementation strategy teachers use the Scope and Sequence Planners as a summary of what is being taught and when at your school.
- (2) This information, if critiqued, will guide all teachers in their future planning and thus maximise student learning opportunities.
- (3) Teachers can work and plan as a team as they have a common framework (or learning map) and understanding of mathematics planning.
- (4) The time spent on this implementation plan will result in a very useful document and quality self-managed professional learning for the teachers.

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