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Members of the state wide curriculum team are available to work with teachers and school leaders in all Learning Services. Contact details are provided on page 4 of this newsletter.

To help guarantee a service, we would appreciate giving curriculum officers as much notice as possible, particularly for support with scheduled Student Free Days and staff meetings.

From the Manager.... Assessment and Moderation – Main messages

During October Assessment and Moderation teacher planning meetings have been conducted in all four Learning Services.

The two main purposes of the meetings have been to

- share main messages about assessment, reporting and moderation to assist schools – and particularly school moderators - prepare for the end of 2008, and
- share ideas and provide feedback to each Learning Service, EPS and the Curriculum Team about preferred models and resources for moderation and reporting in 2009.

The main messages include:

1. Facing the past: examining the need for changes in assessment and reporting from the Essential Learnings to the Tasmanian Curriculum
2. Explaining the purpose and positioning of the minimum arrow (on student reports)
3. Examining modifications to SARIS based on Task Force recommendations and teacher feedback
4. Statistical Moderation: what reports are available and how can schools access them?
5. Using the curriculum documents: opportunities to learn for planning; Assessment Evidence Guides for assessing
6. Schools managing their own assessing and reporting workload
7. Planning for assessment and moderation in 2009: what support is needed?
8. Keeping assessment and reporting in perspective.

For a PowerPoint presentation outlining the main messages and other resources used during the workshops, please visit the REPORT section of the eCentre at: <http://www.ecentre.education.tas.gov.au/Report/default.aspx>

Please contact your Manager, Learning, EPS or the Manager, Curriculum for more information.

For questions or comments about curriculum implementation, email irene.gray@education.tas.gov.au

For **Curriculum Matters** on the web visit <http://www.education.tas.gov.au/curriculum/resources/updates>
Public information about the curriculum can be accessed at: <http://www.education.tas.gov.au/curriculum>

2009 curriculum planning – scope and sequence

This is the second of three articles on curriculum planning for 2009. The first article on Learning Sequences can be accessed in [Issue 1.9](#) of *Curriculum Matters*.

Issue 1.11 (December) will focus on general information gained from the state-wide curriculum audit conducted recently.

What is a scope and sequence?

A scope and sequence is a plan or series of documents that shows the *content coverage* (scope) and *developmental order* (sequence) of the school curriculum. It organises what is taught and the order in which it is taught. This is usually done by mapping curriculum content or processes against year or grade levels.

For some introductory information about developing scope and sequence, click [here](#).

Aren't the areas of the Tasmanian curriculum 'scoped and sequenced' already?

Yes: the seven K-10 syllabuses and cross-curricular ICT framework of the Tasmanian curriculum are scoped and sequenced. The seven syllabuses and ICT framework describe curriculum content (strands and learning opportunities); outline the order in which it should be taught (standards and stages); and suggest resources (including learning sequences). The Tasmanian curriculum is organised into stages (1-15) that correspond broadly to year levels (Kinder-Year 10) as indicated in the table below.

Year level	Kinder – Prep	Years 1 and 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Stages	1 - 4	3 - 6	5 - 9	7 - 11	9 - 13	11 - 15

However, as the Tasmanian curriculum is scoped and sequenced by standard and stage rather than year levels, and does not provide lesson plans or time allocations for curriculum areas, schools and teachers usually find it helpful to develop more detailed scope and sequence documents that reflect their particular school and classroom context, resources and needs.

What kinds of scopes and sequences are there?

Scope and sequence can be

- A whole school plan of the curriculum for all grades and teachers
- A whole grade or whole curriculum area based plan e.g. year 9 or English-literacy K-6
- A description of how the curriculum is being implemented using curriculum area specific and integrated time
- An individual teacher's year or term planner for a particular class, subject or grade group.

What can a scope and sequence be used for?

The main purpose of a scope and sequence is to assist curriculum planning. This can occur at the whole school level, within a grade, subject or curriculum area, or with individual or team teacher planning.

Scope and sequence can have multiple uses including

- Assisting personal, team or whole school teacher planning
- Ensuring adequate coverage of key content, processes, understandings and skills
- Building a [coherent, and balanced curriculum](#) (see the editorial in [Issue 1.8 of Curriculum Matters](#))
- Minimising the potential for repetition or omission of content
- Assisting local planning with combined classes across year groups
- Maximising limited resources across the grade or school
- Outlining how specialised and integrated content and skills are taught
- Providing teachers, students and parents with curriculum information
- Enabling links with neighbourhood or similar schools.

As with individual planning, school scopes and sequences can be quite idiosyncratic and specific to a particular school context. A scope and sequence from School A in 2008 rarely proves to be meaningful or useful to School B in 2009.

Participants often report that the *process* of developing the scope and sequence is what gives the document its full meaning and value.

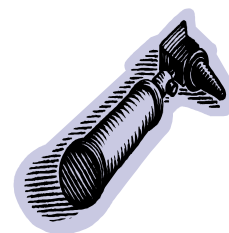
Finally, the scope and sequence has most value when it reflects the actual curriculum – what teachers are teaching and when they are teaching it, rather than an intended or idealised view of the school curriculum.

How detailed should a scope and sequence be?

The level of detail in a scope and sequence should be just enough to achieve its purposes (i.e. curriculum continuity and balance) but not so detailed that it becomes unmanageable for teachers. There may be multiple scope and sequences for specific purposes. For example, a whole school or curriculum area scope and sequence might describe general coverage of topics, skills and concepts by grade. More detailed sequences might specify units for particular classes, the order of topics or concepts and available resources.

How detailed a scope and sequence needs to be depends on many factors including:

- Teacher expertise in the curriculum area/s or grade group
- Level of teacher experience in the current school and rate of staff year to year
- Teacher familiarity with the current curriculum documentation
- Teacher and school leadership team commitment to implementing the sequence
- Level of cross-curricular and cross-grade collaboration in the school
- Relationships with neighbourhood schools (e.g. for 6/7 or post-Year 10 transition).



What can assist the process of developing scope and sequence?

- Map current curriculum provision using an [audit](#) or other process
- Link scope and sequence with the values, purposes and goals of the curriculum
- Ensure that the learning, teaching and assessment principles are reflected in the scope and sequence
- Decide what needs to be retained, deleted or amended in the current curriculum
- Involve staff, students and parents in the process of auditing current curriculum provision
- Involve all teachers in the development of the scope and sequence
- Establish a clear need for a scope and sequence and staff commitment to implementing it
- Share knowledge and experiences of successful scope and sequence from other schools
- Determine what additional resources will be required to develop and implement the scope and sequence
- Establish a timeline for implementation and a process for review
- Describe how the scope and sequence will improve learning, teaching and assessment.

What can hinder the process?

- Insufficient understanding of the requirements of the curriculum
- Lack of support for the need for change
- Low level of commitment to implementing the new scope and sequence in classrooms
- Lack of time and resources to make meaningful improvements
- Attempting to 'transplant' a scope and sequence from another time or place.

Visit the Curriculum Centre (eCentre) for:

- [Scope and sequence](#) ideas and examples
- Resources on [Writing learning sequences / units of work](#)
- General [Teaching and learning resources](#)
- [Curriculum at a glance guides](#) (one page overviews of the areas of the Tasmanian curriculum)
- [Curriculum guides](#) (overviews of aspects of the Tasmanian curriculum).

Where can I access support?

- Access syllabus documents and support materials [online](#)
- [Share](#) scope and sequence ideas, access templates and other resources
- [Comment](#) on this resource, suggest further resources, or collaborate on scope and sequence ideas
- Contact the [curriculum officer](#) for each learning area.

What do astronomy, reconciliation and natural fibres have in common?

2009 has been declared by UNESCO as the international year of:

- [Astronomy](#)
- [Natural Fibres](#), and
- [Reconciliation](#).



Next year will also still be the international decades of:

- Water for Life
- Education for Sustainable Development
- The World's indigenous people
- Literacy: Education for All
- A Culture of Peace and non-violence for the children of the world
- The eradication of colonialism; and
- The roll back of malaria in developing countries.



This range clearly provides many opportunities to link with all areas of the curriculum.

For more information about UNESCO international years, visit:

http://portal.unesco.org/culture/en/ev.php-URL_ID=35070&URL_DO=DO_TOPIC&URL_SECTION=201.html

Visit the [eCentre](#) and Curriculum area [Sharepoints](#) to access or suggest teacher resources in these areas.

For curriculum and professional learning support contact your Manager (Learning)

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The curriculum team is available to work with teachers and school leaders in all learning services. Please feel free to contact them to work with you in implementing the Tasmanian curriculum.

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Move Well Eat Well project 2009

Sustainable Schools update

Outdoor Education guidelines update