



Bespoke Professional Learning

Effective Learning Frameworks

Professional Learning Cultures

Applied Learning

Personalised Coaching

Engaging

Authentic

Practical

Transformational



Curriculum Planning and Assessment

Introduction

Quite often schools have asked us to put together proposals to support them in the implementation of curriculum or improving performance within the school. The following is a guide to some of the work we do in the area of supporting schools to develop a cohesive and consistent spiral curriculum that not only engages students but supports the development of skills and understandings progressively throughout their school career.

Whilst we can do one off workshops in schools, we prefer to spend time over a number of terms with the schools that we are coaching and partnering. Our commitment is to embed great learning habits and practices within the teaching teams and management structures. This cannot be done with a one off workshop.

Each year Intuyu Consulting opens up the opportunity to begin long term partnerships with a limited number of schools to support them with a specific need or goal that they would like to achieve. These partnerships are not about telling you what to do, giving you the 'right way' of running your school, or just academic theory. It is about point-of-need practical, in-house professional development tailored to your goals, aspirations and plans. We provide our intellectual rigor, our knowledge of planning authentic curriculum, and developing high performance learning cultures to what you are intending to build at your school.

As our website states:

**"We don't just talk, we do. We empower, not tell.
We have teachers and school leadership teams think and come up with solutions best for them."**

Feedback from Teachers who have worked with us

"Thanks once again for your really skilful facilitation last week. The feedback from staff has been overwhelmingly positive. People REALLY appreciated walking away from the day with a plan for IBL for the term. As a leadership we definitely appreciated the balance of the educational philosophy side of things to challenge staff thinking and the practical support provided. It was great to have the refresher of concepts introduced last year, as we know it will take time to embed the thinking. As I said to you on Thursday, I think the pacing of your presentation stuff and your tone (authoritative balanced with "I'm still learning") were really appropriate and well received by staff."

Mary Verwey, Principal, Heatherhill Primary, VIC

"Thanks so much for the work you are doing with us, it is the breath of life for us as a school- we need it!"

Brenden Mair, Director of Teaching and Learning, CBC St Kilda, VIC

"Thank you again for presenting and working with our staff over the past two days. I spoke at length with Gary Foster (Head of Science) last night and he was very pleased with yesterday's session. In particular, the opportunity to spend time with his faculty discussing their ideas for Science curriculum development which he also believed bolstered the faculty dynamic. He also commended you for your facilitation. A good start for Science teachers!"

Graham Lawson, Acting Deputy Headmaster for Curriculum, Senior School, Guildford Grammar, WA

Steps to Embedding a Powerful Spiral Curriculum

The Australian Curriculum, and its subsequent State versions, is an extraordinary opportunity for schools to not only update and re-design their school curricula it also provides an opening for shifting and focusing teacher pedagogical practice.

In our work with both primary and secondary schools around Australia our focus is not only in having teachers develop coherent and engaging units but to infuse the discussions with evidence based planning and pedagogical practices so that they begin to think from a 21st century context. The result is often deeper discussions and thinking about what good learning looks like and clarity about what is worth focusing on in their planning and their classes.

The following are some of the steps we suggest for schools to take as part of creating a coherent and workable spiral curriculum, as well as developing staff buy-in.

Please note: Each state will use its relevant state documents for planning along with the current Australian Curriculum documentation.

Step 1: Auditing the Curriculum

One early step we suggest is for the teachers to map the most recent local State curriculum against the school curriculum so as to gain clarity about how the school currently delivers the combined curriculum and to identify any gaps and overlaps. The more we work with schools on implementing the Australian Curriculum the more we realise that this is an important step for teachers. Clarity makes a PROFOUND difference.



We recommend that the teachers in each year level map their current curriculum against the State achievement standards and progression points. For example, in Victoria what teachers can do is go to the [Victorian Curriculum website](#) and download the Victorian Curriculum (Learning Focuses and Standards) for their year level. They could then cut and paste the appropriate elements into a Word document and honestly assess the current curriculum against the Victorian Curriculum. *[Email: adrian@intuyuconsulting.com.au for some examples]*

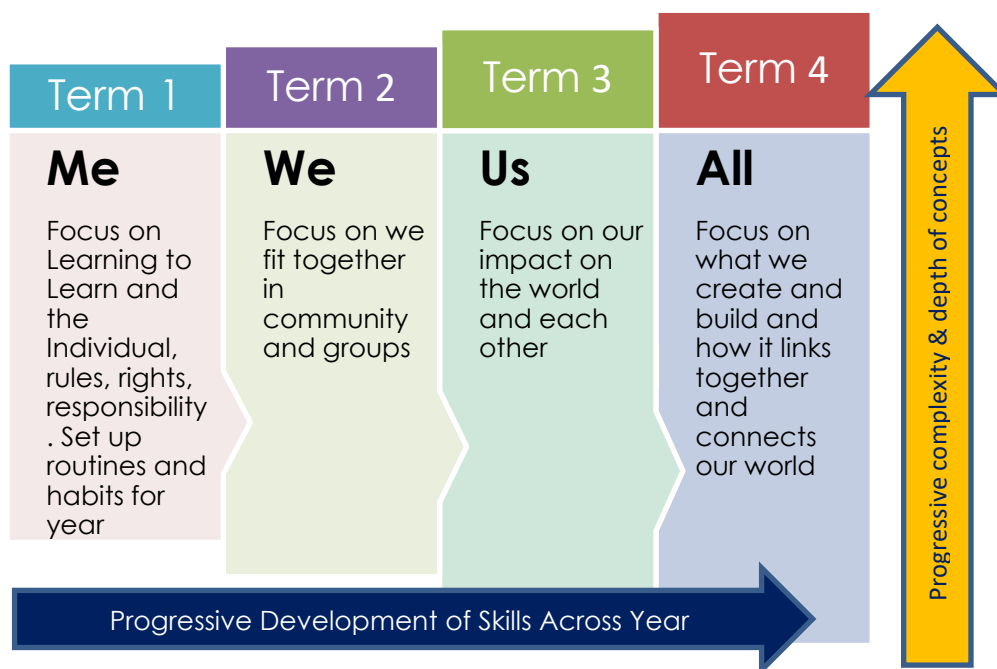
In discussing and facilitating this process with schools from both primary and secondary sectors, we have found that the process of mapping the current school curriculum gives both clarity and certainty to teachers. They come to a greater understanding of what they are currently doing but also start to become aware of the bigger picture of how the curriculum fits together. This is an important context that sets staff up for step 2 which involves creating a living curriculum. Teachers have also expressed to us that they feel more confident after doing this work as they have identified not only how much they already do but also which areas, learning focuses and standards they are currently missing or only delivering upon in a weak fashion.

Intuyu Consulting Can Provide:

Narelle Wood is our expert in assessing current curriculum practices and designing future directions. As a critical friend, she can facilitate a series of sessions in KLA areas (or whole staff) so teachers can begin to map and reflect upon their own curriculum. The intention would be for the teachers to get the context of why and how they can go about mapping their own curriculum documentation in the simplest and most efficient way. Alternatively Narelle could go through a year level's or whole school documentation of units to give an independent assessment of what the school is (or is NOT) currently delivering. We are currently doing this with a select number of primary and secondary schools. Narelle will provide a comprehensive list of recommendations and future directions for the school to consider.

In Primary Schools, due to their nature of delivering integrated curricula as part of their pedagogy, we can also support schools to develop what we call Throughlines. One of the pitfalls that primary school teachers tend to fall into when they are planning units for coming terms is that of focusing on activities or what excursions or incursions they can book into. Over time the curriculum devolves into “doing stuff” rather than having a coherently flowing designed curriculum that builds knowledge, understandings, skills and dispositions through the year and across year levels.

In our work with a range of primary schools, and some P – 10 schools, we have found that the following model for throughlines works best developmentally. When you map this against the AUSVELS or other state curricula you see that it fits quite nicely with all of them and allows the teachers to cover activities like school concerts, student leadership, etc. *[Email: adrian@intuyuconsulting.com.au for an example throughline from a primary school]*



Intuyu Consulting Can Provide:

A facilitated series of sessions can be run with a school working party to develop the throughline. Our intention would be to support the school working party to map the State Curriculum in a similar way such that there is a throughline document that creates a reasonably coherent flow of learning focuses and standards. This creates a structure that begins to address the current teacher focus on activities and “bookings” and move it towards developing a coherent development of skills and understandings across the years. We have done this to great effect in Victoria, Queensland and Western Australia.

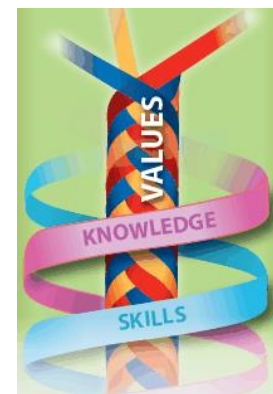
Step 2: Curriculum Scope and Sequences

Some schools have gone to the extent of using Altas software or other programs to create curriculum scope and sequences. Whilst we think that these are fabulous tools and do make a profound difference there is an alternative cheaper, hands-on step one can take to create curriculum scope and sequences.

Step 2A: Creating an Understandings Development Map

Using the State curriculum documents extract all the achievement standards from the documentation, print them out in their domains, cut each standard out, and lay them out on a table.

- The teachers can then sequence the achievement standards in a coherent structure that allows for increasing complexity of understandings across the years of education at the school.



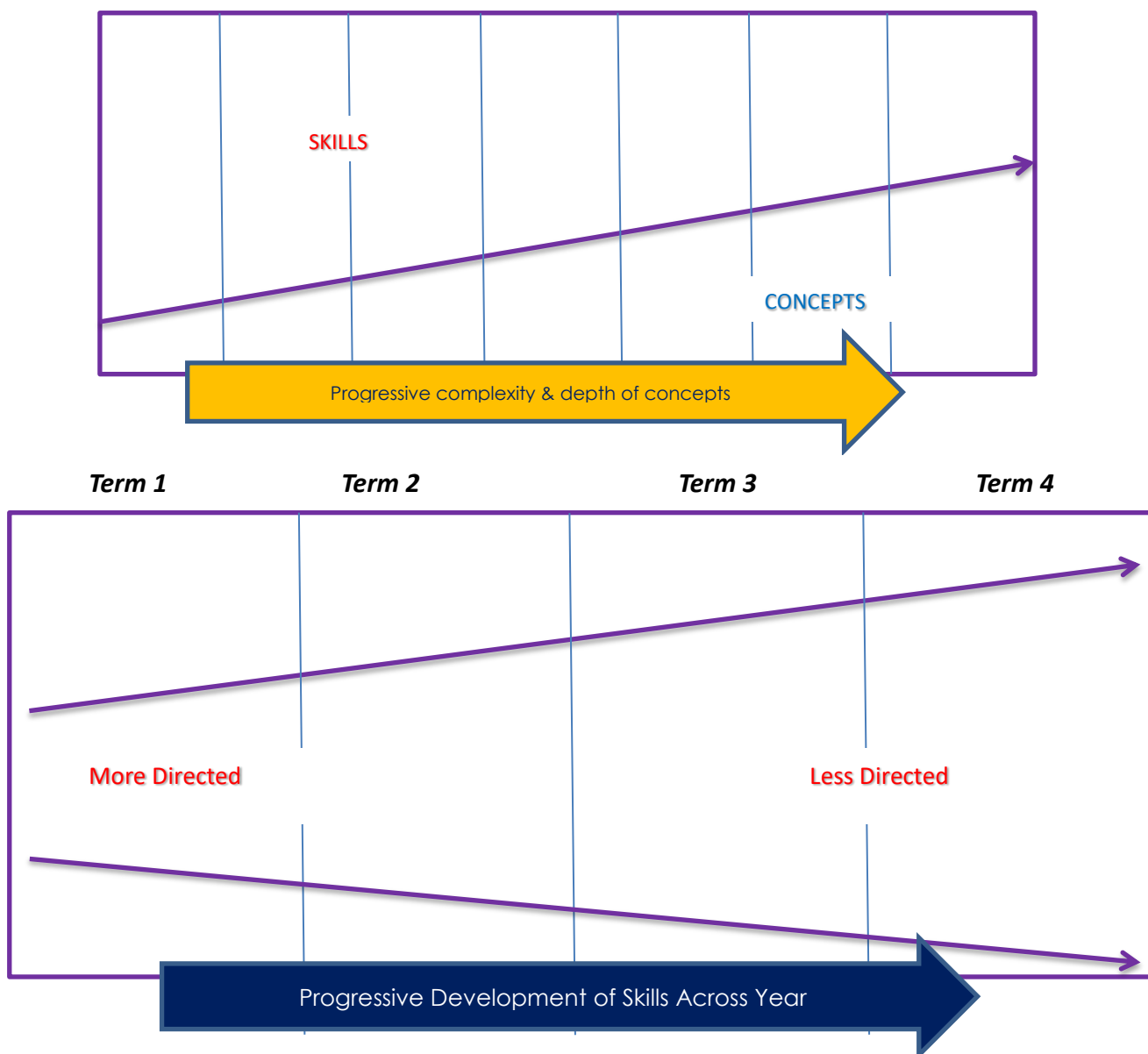
- The scope and sequence charts available in the Australian Curriculum can assist in this process.

The purpose of this is to create a coherent and clear roadmap of understandings across the years and when and what will be focussed on and achieved. This allows for teachers to be crystal clear about when concepts will be introduced, what concepts are important, and when and what concepts they will be consolidating in later years.

2B: Creating a Skills Development Map

Again using the State curriculum documents plus the knowledge and experience of the teachers, create a progressive skill map from across the schooling years which captures what skills will be developed when and to what level. This will involve unpacking what those skills mean, evidence of those skills, and the structures, strategies and approaches that will ensure that the identified skills and competencies are explicitly developed. It is expected that the teachers will also define benchmarks for each year level to act as milestones for themselves.

- The purpose of this is to have a coherent and natural flow of skill development to support the conceptual understanding development being articulated in the curriculum mapping.
- This mapping should also assist in differentiation as well as new students to the school as it allows for a clear progression of skill development across the years.
- The skill mapping should take into account the subject specific skills as well as general capabilities and the skills required for a student to perform in life.



At the end of the process of mapping we will have two levels of roadmaps that will allow for coherent and consistent planning across KLA areas and across year levels.

1. Whole School Maps of KLA areas (e.g. Year 7 – 10 Science Understandings and Skill Maps)
2. Year Level Maps within KLA areas so that teachers have clarity about what will be taught within that year, what skills are being developed and the developmental milestones, how the understandings, skills, and learning fits all together.

Doing this work lays the foundation for powerful learning environment.

- It creates a cohesive flow of skill and understanding development across the student's years
- It allows for integration of units because the teachers can see the connections between understandings and skills in different KLAs
- It allows for structures to be set up to initiate the gradual release of responsibility of learning from teachers to students.

Intuyu Consulting Can Provide:

A facilitated series of sessions can be run with a school working party or school KLA teams to kick-start the process and enable the teachers to not only grasp the process but to independently perform the work. We provide some sample templates and examples from other schools so that teams can move quickly into mapping. We also recommend that one of the final sessions involve the team discussing how they will roll out the maps to the broader staff (i.e how they can be used, how the teams can monitor and refine the maps, creating staff buy-in, etc)

Step 3: Planning Units that meet State Curriculum requirements

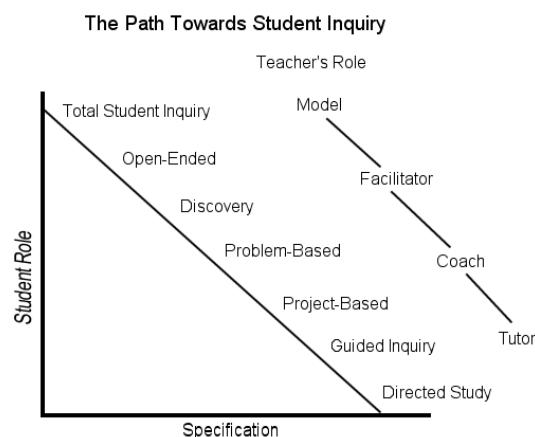
The majority of the work we do with schools is around supporting teachers and teams to develop high quality authentic units that deliver the required understandings and skill development. Our intention when working with teachers is to empower them to think and operate from 21st Century or Contemporary Learning best practice as they plan. The process we go through with the teachers naturally updates their pedagogical approach to planning and setting up structures for student-centred learning, differentiation, assessment for learning, and higher-order thinking skills.

The format we follow includes workshops and longitudinal coaching across year as they develop and run their units and implement practices and routines that develop high performance learning communities. The coaching / workshops will involve:

- Initial clarification of the horizontal year level learning goals (skills, learning focuses, etc.) of the staff
- Debriefing the teachers on previous units they have run
- Reflecting and examining what worked and what didn't work and continually developing staff competency to lead student centred learning.
- Developing formative skill rubrics for explicit student skill development
- How teachers can build powerful student-centred learning communities
- Coaching the teachers on their thinking and developing innovative approaches with the areas they have concerns about
- Facilitating the development and resourcing the next unit to be delivered in the following term in detail
- Developing Learning Intentions, Success Criteria and Feedback mechanisms
- Formative Assessment practices

The intended outcomes include:

- innovative student-centred learning units
- a detailed plan for what teachers will deliver over a coming term
- students connected to their community and making a difference to what matters to them
- teachers planning from the State Curriculum
- teachers are reinvigorated and actively share their professional learning with their colleagues



General Flow of Workshops

- **First Workshop** – Full Day workshop where teachers are introduced to the concepts of building powerful student-centred learning communities and plan units for the following term (6 hours).
Optional: we also recommend that the teachers have another day where they can finish of their planning and address any concerns. (2 Hours per team).
- **Second Workshop** – debrief previous term units, plan following term units and deepen understanding of the process (6 hours). Logistically this would be done in the same form as the above optional one day session rotating through year level teams.
- **Third Workshop** – debrief any previous units, plan next units, and develop teacher capacity to formatively assess student learning (6 hours).
- **Final Workshop** – debrief any previous units, refine and plan next units, develop greater Differentiation (6 hours).

The aim of the work is to have developed the thinking and planning approach of the teachers sufficiently so they can be independent after the four sessions with us.

Intuyu Consulting Can Provide:

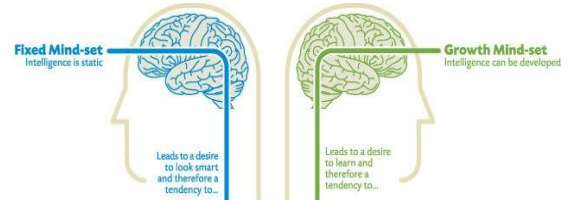
Each school generally requires something different so we negotiate the detail of what we cover and how we support staff directly with the school management. With primary schools we generally work with whole staff cohorts (for small schools) or year level teams (for larger primary schools). With secondary schools we generally work in specific KLA areas using facilitators who have expertise in those domains. While it is preferable to work in small high-powered teams where we can get in-depth work done quickly, we have and do work with entire staff cohorts. Our intention in working with small teams is that we can quickly develop those individuals to consolidate their pedagogical practice and then become the lead sharers and mentors for other staff in your school.

Example Planned Units from other schools are available upon request

Developing Growth Mindsets

Research shows that 50% of the learning performance of a student lies with the student themselves. What would be possible if we could empower our students to want to learn, to motivate themselves, to be responsible for their learning? How can we as teachers support our students to develop the attitude and the desire to want to learn and perform?

Intention: To support the staff to design habitual practices and classroom strategies that will create learning environments that naturally build growth mindsets.



The coaching/workshops will cover aspects such as:

- A practical understanding of how mindsets develop
- Explore some of the latest research and theories on how setting up a learning environment can empower performance
- Developing a list of practical approaches to support your students to create and build a growth mindset

Embedding Critical and Creative Thinking

When teachers are surveyed about whether they explicitly teach critical thinking often a small percentage will say they do intermittently. Yet, what do they mean by critical thinking? In this workshop the participants will be taken through a process to explore and unpack the Critical and Creative Thinking General Capability as defined in the Australian Curriculum. Participants will also get the opportunity to share, discuss and identify thinking strategies they could enact to develop students across the skill progression.

Intention: To support the staff to create a progressive sequence of observable behaviour for critical and creative thinking which can be practically used in their classes.



Developing Formative Rubrics

One of the core aspects of educational research around effective teaching and learning is the importance of developing self-regulated independent learners. However, how can learners become self-regulated and independent if they don't drive their own learning? When done well, formative rubrics allow the shared common understanding of a team of teachers to be articulated into a clear progression that makes it apparent to students where they are and where they need to go next.

Intention: In this session participants will be taken through the steps to articulate a clear progressive rubric that can be used for formative purposes. Examples from a range of year levels and schools will be used to highlight the process.

Building Student Meta-cognition and Self-Regulation

A significant difference between high achievers and low achievers is that high achievers explicitly USE a lot of learning strategies when they learn whilst low achievers do not. High achievers have internalized a process to monitor their learning strategies and their effort and adapt to differing learning conditions. If we can structure the teaching across the curriculum to have students focus on “learning strategies” and “effort” then we will start to build the capacity of students to become self-regulated learners. Metacognition has an effect size of 0.69.



Intention: In this session participants will

- unpack the importance of meta-cognition and developing self-regulated learners
- explore what some of the research tells us about meta-cognition
- identify some simple strategies teachers can enact in their classes immediately



Intuyu Consulting has worked with over 300 Government, Catholic and Independent schools around Victoria, Queensland, New South Wales, Western Australia, and New Zealand.

Some of the Organisations and Schools we have worked with recently.....Catholic Education Melbourne; Australian Education Union, Victoria; Multicampus Victoria Western Region Deputy Principal Network, Vic; Lutheran Education QLD; Box Hill Institute, Vic; Epping Secondary College, Vic; Reservoir High School, Vic; Sandringham College, Vic; Billanook Primary, Vic; CBC St Kilda, Vic; Scots School Albury,

NSW; Guildford Grammar, WA; Perth Modern School, WA; John Curtin College of the Arts, WA; Falls Road Primary, WA; Mt Alvernia College, QLD; Ipswich Junior Grammar, QLD; Clontarf State High School, QLD; Ryan Catholic College, Townsville, QLD; Lake Clarendon State School, QLD; Wulguru State School, Mackay, QLD; Humpybong State School, QLD; Redlands College, QLD

About Us



Dr. Adrian Bertolini is the Founder & Director of Learning of Intuyu Consulting. He is one of Australia's foremost thought leaders on practical and real education that empowers and develops resilient, independent learners. Whilst his journey began as an engineer and Senior Lecturer in Aerospace Engineering at RMIT University, Adrian has worked across Australia, with students and teachers in primary, secondary and tertiary environments, to create authentic learning structures and experiences. He redeveloped the ruMAD? (aRe yoU Making A Difference) program for the Education Foundation and it was acknowledged as one of the pre-eminent inquiry-based learning models in the country. In 2009 it won the **Garth Boomer Award** for curriculum development.

Adrian is much sought after by schools and businesses for his simple and effective presentations that not only challenge people to think deeply but also provide listeners with the practical "how's" to move forward. He is constantly acknowledged for being an engaging, passionate and knowledgeable speaker and facilitator.



Narelle Wood has completed her Bachelor of Science, with Honours, majoring in both English and Genetics. Having an unusual combination of subject methodology has enabled her to work creatively on a number of integrated curriculum initiatives through out her teaching career. Narelle has also been a student manager, as well as developed and implemented a number of general curriculum and school wide literacy initiatives. She completed her Masters of Education in 2004 and has taught in a variety of Government schools through out Melbourne and was the Head of English and Literacy at a high performing all girls school.

At the moment Narelle is working on her PhD in the area of teaching and assessing creativity, has been teaching both at Monash University Education Faculty and in specialised Gifted Primary Education Programs. Apart from working in the area of implementing the National Curriculum, Narelle is passionate about empowering students through engaging, challenging and innovative curriculum.



Karen Dymke is a well-known and passionate teacher educator and practitioner, with a wealth of experience. Karen has grounded experience, following positions as Director of Learning at a major independent school in Melbourne, project worker and manager for a number of State wide educational innovations such as the VCAL and the Victorian Applied Learning Association, a lead presenter for the VCAL professional development around the State since its inception, a curriculum writer for the VCAA, VCAL and ACFE, Director of the 'High Impact' Theatre in Education team, and classroom teacher. Her experience has been honoured with awards such as Outstanding Teacher of the Year and scholarships overseas. She has a Masters' Degree in Applied Learning and lectures at Latrobe University in the field.

Karen has completed accreditation as a teaching and learning coach with the highly regarded Growth Coaching International and is currently working in a range of settings, including government high schools, the independent sector and through teaching professional bodies such as the Victorian Applied Learning Association. Her recent projects have also included teaching in a Muslim school in Sumatra to share practice and develop networks to develop partnerships in Asia for both teachers and students. She has also been involved in delivering and developing "Awareness Week" - a social justice program - for schools around Australia.



Elizabeth McLeod has worked as a teacher mainly in primary education settings and has taught at every year level. She accepted various school leadership and school executive management roles for leadership, curriculum and administration including Teaching and Learning Coordinator, IBO Primary Years Programme (PYP) Coordinator, and Head of Teaching and Learning at some of Melbourne's top Independent schools. Elizabeth has extensive knowledge and experience with high quality instructional practice, curriculum design, education project management, and design and delivery of professional learning.

As an education consultant, Elizabeth develops and delivers professional learning programmes and instructional coaching to schools, corporate organisations and other education consultancy work.

She listens carefully and engages in substantive conversation to meet the needs of her clients, and personalises programmes to address these needs.

The works above can be presented in a variety of ways:

- *school professional learning sessions*
- *workshops – half day / full day, depending on elements selected*

All professional learning includes readings, videos and sustained discussion and activities for maximum participant engagement and retention.

To request a proposal and full costing tailored to your specific requirements, contact our office and we will be happy to provide these details for your perusal.

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