

**IMMANUEL LUTHERAN COLLEGE**  
**'OUTCOMES DIRECTED – EDUCATIONAL CONTINUITY'**

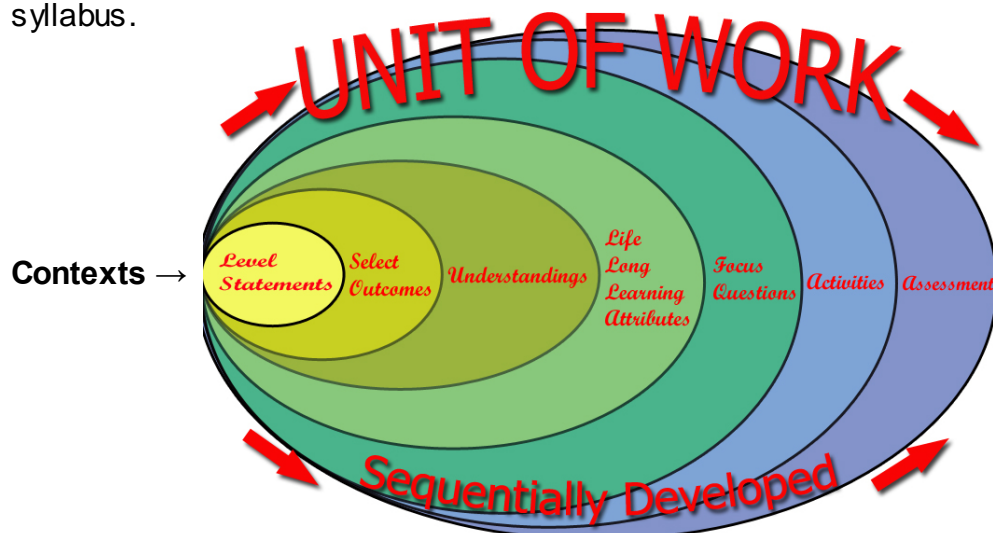
**OUTCOMES BASED EDUCATION CURRICULUM FRAMEWORK**

**INTRODUCTION:**

Schools are facing major changes with the introduction of Outcomes Based Education (OBE). Many schools are wondering how, what, where and when the 'odyssey' will begin.

Immanuel Lutheran College uses an outcomes approach to curriculum design P-10. This is a move away from more traditional approaches to teaching and learning which have specified what the teacher should teach. The emphasis is now on developing curriculum based upon a clear understanding of what the student should **know** and what they should be able to **do** with what they know.

To undertake these challenges, Immanuel Junior School has developed a collaborative **educational process** so as to assist teachers in the implementation of outcomes based education. The process enables staff to develop relevant and vibrant integrated units of work determined by the QSA syllabus.



A CD Rom (ODEC, pronounced odyssey) has been produced which facilitates the planning process. As a result of both process and product, the following outcomes have been achieved:

- Sequential development of outcomes across Years 1-6
- An Integrated curriculum based on a constructivist model
- The development of a whole school framework
- Focus on Life Long Learning Attributes
- Increased communication and understanding between year levels
- Professional dialogue embedded within planning sessions

The process and the supporting ODEC CD Rom enables implementation of the QSA syllabus to occur. Teachers feel confident in implementing all Key Learning Areas within the curriculum. Through professional dialogue about teaching practices, teachers develop relevant learning experiences so as to enable the students to continue the journey toward becoming Life Long Learners.

## Getting Started – The Why

Teachers at Immanuel Lutheran College first began to implement Outcomes Based Education when the first syllabus were released in the late 1990's.

Early attempts at Outcomes Based Education were based on implementing each Key Learning Area separately for example; Science, then Health and PE, then SOSE. The outcomes were divided up for each KLA and a proposed timetable of implementation for each year level was given to staff.

In 2002, as part of forward planning and review processes, staffs were surveyed on many aspects of curriculum.

From the survey and data received it was clear that the implementation of outcomes based education was challenging for all staff. An outcomes audit was subsequently conducted and it was apparent that the 1-7 curriculum was not working as effectively and efficiently as possible.

### Staff Survey:

#### Results of “What we could review”

#### **Outcomes 15**

*The allocation of outcomes could be more affective...*  
*Refining outcomes*  
*A greater understanding of outcomes – planning.*  
*More PD required*  
*Ensure that outcomes are meet*

#### **Curriculum 13**

*Continuity of curriculum from P-6, ie: are we using similar philosophies-inquiry method, Letterland, Thrass...*  
*Filling the gaps in curriculum*  
*Variety of KLA's covered within Integrated class levels*

#### **Organizational 12**

*What is expected when it comes to our planning*  
*Integris not user friendly – needs more suitable format*  
*Too many cluster groups, working parties*

#### **Assessment 8**

*More monitoring on how effectively they are being taught*  
*Assessing of outcomes*  
*Formal monitbring process*

#### **Philosophy 5**

#### **Transition 5**

#### **Resources 4**

#### **Skills 2**



## Outcomes Audit

2002 - HOST KLA's		
Science	11111111111111	14
H/PE	1111111	7
SOSE	1111111111111111	16
LIFE	1111111	7
ART	11	2
IT	111	3

*KLA's not identified include:  
Maths, English, LOTE*

### Key

Not covered	
Covered once	↔
Covered twice	↔
Covered three times	
Not applicable	

## Science – 2002

	Science & Society			Earth & Beyond			Energy & Change			Life & Living			Natural & Processed Mat.		
	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
Level 1				↔	↔		↔	↔	↔	↔	↔	↔	↔	↔	↔
Level 2	↔	↔		↔	↔	↔				↔	↔	↔	↔	↔	
Level 3		↔	↔		↔	↔				↔		↔	↔		↔
Level 4			↔	↔			↔			↔	↔				

## SOSE– 2002

	Time, Continuity & Change					Place & Space					Culture & Identity					Systems, Resources & Power				
	.1	.2	.3	.4	.5	.1	.2	.3	.4	.5	.1	.2	.3	.4	.5	.1	.2	.3	.4	.5
Level 1	↔	↔	↔	↔	↔		↔	↔	↔	↔			↔		↔	↔		↔	↔	
Level 2	↔	↔	↔	↔	↔		↔	↔		↔	↔	↔		↔				↔	↔	
Level 3	↔	↔	↔		↔	↔					↔		↔	↔		↔				
Level 4	↔		↔	↔	↔							↔	↔							

## The Arts– 2002

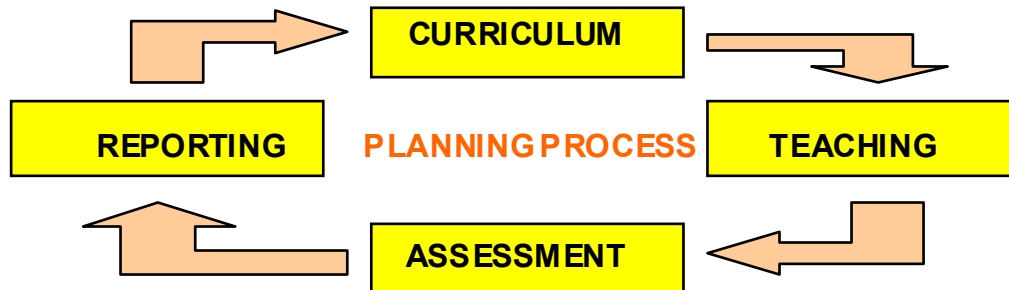
	Dance			Drama			Media			Music			Visual Arts		
	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
Level 1										↔	↔	↔	↔	↔	↔
Level 2										↔	↔	↔	↔	↔	↔
Level 3										↔	↔	↔	↔	↔	↔
Level 4							↔	↔	↔	↔			↔		



## Curriculum Framework – The What

Curriculum is Immanuel's core activity. To develop relevant and innovative curriculum, we needed to support curriculum development and design, as change won't happen on its own, overnight or intravenously.

A curriculum framework was needed that coordinated the following areas.



The essential elements of each of these are:

### **Curriculum**

- Implementation of OBE
- Integrated units of work
- ODEC support package
- Whole of school curriculum overview

### **Teaching**

- Professional Development - OBE
- ODEC- best practice strategies
- Unit driven resourcing (not resource driven units)
- Collaborative discussion of best practices

### **Assessment**

- Embedded within unit
- Planned and on going
- Purposeful
- Rubrics and Key Assessment Tasks
- Informal moderation

### **Reporting**

- Progress reports
- Internal tracking of outcomes implemented



## **The Planning Process – The How**

Immanuel's Curriculum process is a clear and concise process that encompasses both a curriculum framework and CD Rom (ODEC) planning tool enabling the development of educational units of work that meet all educational requirements. The ODEC package assists teachers and administrators through sharing the workload with the assistance of the Curriculum Leader (*refer to appendix – Role of Curriculum Leader*). Teachers can confidently and collaboratively develop units of work that are educationally appropriate, relevant and vibrant!

Each Unit of Work developed by the ODEC package has a cycle for development and implementation. The Curriculum Cycle includes:

- Collaborative planning times (10 hours) with Curriculum Leader and Year Level teams and Teacher Librarian (for part of day)
- Implementation (for approximately 8 weeks)
- Culminating activity
- Assessment / Reporting
- Reflection

The Curriculum Cycle occurs every term, with each year level. Each unit of work is developed according to the number of weeks in a term and the specific needs of each year level. There are four Curriculum Cycles every year for every class.

Using a 'common' planning approach enables more efficient and effective curriculum development across all year levels at Immanuel Lutheran College. The common approach supports year level transitions, communication, professional dialogue, highlights strengths and weaknesses in current practices and develops greater understandings of year level differences and development. This enables a common language for teachers, parents and students at Immanuel Lutheran College to develop.

### **Planning and integrated unit with Curriculum Leader**

*1-2 months prior to unit implementation*

- Meet with classroom teachers and Curriculum Projects Leader – two days required (1 full day & One half day)
- An integrated Unit of Work is developed collaboratively, where activities are coordinated with the Curriculum Leader
- School software 'ODEC' used to direct and facilitate discussion and documentation
- Appropriate and relevant outcomes (previous Units of Work and Clustering method) and Lifelong Learning Attributes are chosen via reflective and tracking processes
- Activities are produced for further extension and Gifted and Talented students
- Teaching strategies and thinking processes are incorporated to encourage effective teaching pedagogy



- Culminating activity is created to make learning relevant and meaningful for students
- Resources are bought pertinent for Unit of Work – resource kit is generated
- Draft developed and reviewed collaboratively to create a working model
- Final Unit of Work disseminated to Class teachers, Teacher Librarian and others on a needs basis

### **Beginning of Term**

- Develop a suitable meeting time – 1 hour required to give opportunities to reflect, reassess progress and emphasise assessment and reporting
- Front foyer and year level displays promoting unit topics and focus
- Implementation of Unit of Work using a 'constructivist model' which meets the needs of each year level including: Unit Plan, a sequence of activities, excursions and incursions

### **During Term**

- Implementation of Unit of Work using a 'constructivist model' which meets the needs of each year level including: Unit Plan, a sequence of activities, excursions and incursions working towards the culminating activity
- Assessment and reporting becomes an integral focus of the Unit of Work
- Checklists, observational records and work samples gathered to represent achievements according to unit outcomes

### **End of Term**

- Parents are invited to celebrate the student's understandings from their Unit of Work
- Students conduct culminating activity to actively celebrate what they have learnt (see appendix)
- Teachers moderate students work and/or report on progress
- Teachers and students reflect on Unit of Work
- Teachers complete resource box, including bought resources, stencils and activities that support students learning to benefit teaching in following years
- Units of Work and resource boxes are accessioned and processed for next year



## **AGENDA FOR PLANNING DAYS:**

**Day 1 Planning      CLUSTERING (included)**

**8.30-3.30**

### **1. Pre-Unit Planning**

Refer to level statements – QSA documents  
Identify general needs required throughout term –camps, special events...

### **2. Setting the context**

Clustering outcomes activity  
\* Brainstorm what topic may cover level statements for KLA's  
Refer to previous clustering tasks to identify contexts

### **3. Select Outcomes**

Chose outcomes (don't stretch outcomes to fit, not all KLA's & strand required)  
Confirm what outcomes fit into desired context  
Chose Genre for the Unit of work – refer to existing school overview

### **4. Context Questions / Understandings**

Develop a further understanding of Outcomes selected – develop specific understandings for each outcome  
Order understandings according to constructivist model  
Write open-ended statements for LLLA (organiser)  
Convert understandings into questions and place into appropriate phases of learning

## **BREAK FOR MORNING TEA**

### **5. Learning Experiences**

LRC resources required  
Plan activities according to:  
Tuning In  
Finding Out  
Sorting Out  
Making Conclusions

### **6. Culminating Activity**

Select what the culminating activity will be  
What outcomes and LLLA are being demonstrated within the Culminating Activity?  
Celebration of Learning – decide what format and timeframes

### **7. Resources**

View catalogues during planning stages throughout day and list resources required for improved implementation of Units of work

### **8. School / Community Links**

How will the community (parents and/or places) be brought into the learning?



## Day 2 Planning

8.30-12.30

### 1. Review First Day

Clarify the context, LLLA and where the unit of work is heading and what the students will learn along the way  
Review what has been planned – can it be done?  
Confirm LLLA  
Remove outcomes not applicable  
Add outcomes if necessary

### 2. Teaching and Learning Strategies

Discuss effectiveness of learning tasks

### 3. Information Literacy Development (Bev Ison)

Discuss with Bev Ison the implication and use of her within the Unit of Work

### 4. Thinking Skills

Multiple Intelligence  
6 thinking hats  
Blooms  
Eric Frangenheim  
Graphic Organisers  
Research & Study Aids

### 5. Timeframe and implementation

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10
Excursions Culminating Activities Camps Phases of learning									

**BREAK FOR MORNING TEA - PROVIDED**

### 6. Assessment

Using assessment pro-forma – Rubrics  
Identify key assessment tasks – note in planning proforma  
Develop meaningful and relevant pieces to accommodate various learning styles, levels and needs – Consultation, Observation, Peer and self-assessment and Focused Analysis  
Levelled assessment to reflect required KLA, Outcomes and LLLA





## Appendix #1

### **Role of Curriculum Leader**

- Outcomes based syllabus implementation
  - Development of ILC Junior School framework 1-7
  - Curriculum planning with 1-7 staff
  - Assessment – moderation, folios...
  - Reporting
  - Determining core outcomes
  - Effective classroom teaching practices within units of work
  - Oversight of report review process
  - Resourcing – Budget (cheque book planning)
  - Staff Professional Development
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## Appendix #2

### **Culminating – Parent Celebration Nights**

Culminating activities are designed to celebrate what has been learnt through a Unit of Work. They are held towards the end of topic and may take on many different forms depending on the focus and type. Students will demonstrate the key learning area outcomes and any supporting outcomes outlined in the unit of work.

#### Culminating activities will:

- Occur per term
- Celebrate what has been learnt
- Give students 'real' meaning and purpose for learning and applying information
- Encourage greater responsibility and accountability for their own learning
- Conclude the unit of work
- Raise greater awareness for parents and family regarding the students' work and progress achieved
- Share the learning with others in the school community
- Provide opportunities for the students to demonstrate evidence of their learning
- Promote excellence in educational practices
- Provide evidence for assessing and reporting



