



Primary Leaders of Learning

Term 3

Wednesday 7th August 2024.
1:30pm – 3pm

*As partners in
Catholic education
and open to God's presence,
we pursue fullness of life for all.*

Please note

- Due to technical difficulties, a recording is unavailable.
- To ensure that PLOL who were unable to attend have access to the shared information and an overview of the discussions, we have added a summary of the discussions in the slides proceeding the information slide. The discussion slides are in green.

Acknowledgement of Country

We acknowledge the traditional owners and custodians of all the lands across the Diocese of Ballarat.

We pay our respect to elders past, present and future. They hold the story, hope and dreaming for all.

We affirm the wisdom of this ancient culture.

It reminds us that God's Word is part of the whole of creation.

This message celebrates reconciliation with God, creation and all people.

May we continue to walk the message of love, joy, peace and reconciliation.



Invitation to Prayer

Let us be still and become aware, aware of how we are today. Take a moment for yourself, become aware of your breathing. Aware of what your body is telling you.

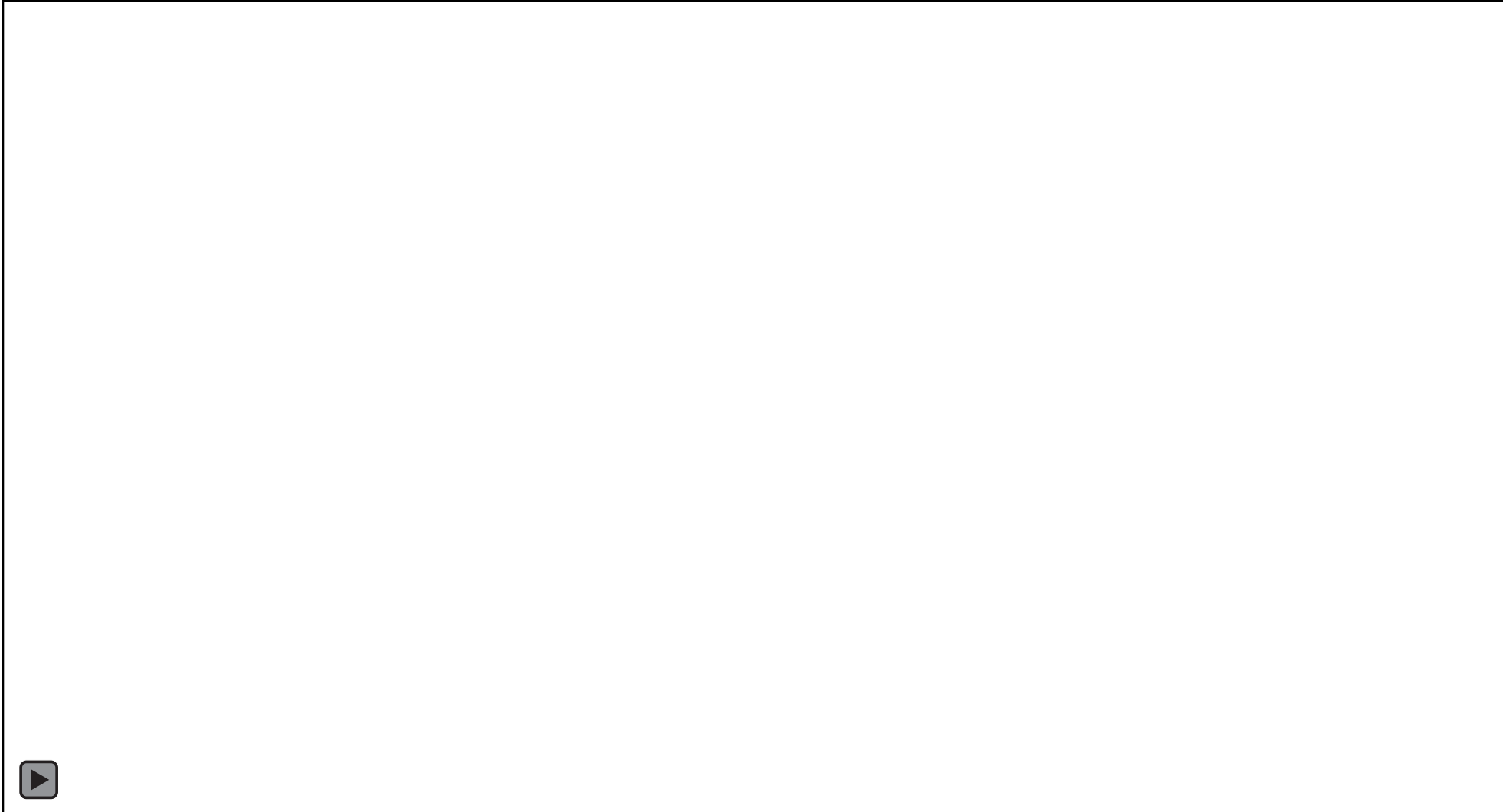
Each of us and our families has our own sacred stories, we bring our stories and lived experience to this place today, all stories are welcome, some of us may be in faith, some may not, others may be a faith other than Christian, every single person's story and lives are sacred.

From a Catholic Christian perspective all of humanity reflects the Image of God. We treasure and celebrate each of our unique stories. Our richness.

During this time, I invite you into a time of contemplation, a time for space.

Everyone is most welcome to join prayer. This may be in silence, a way that is guided by your own spirit.

Video



Prayer

Ever-present God,
you gifted us with Mary MacKillop
whose life inspires us never to lose hope.
Build our confidence in your strengthening presence especially in
the darkest moments of our lives.
Be present with hope for those suffering trauma, injustice, illness
and despair at this time in our world.
We ask this through Christ accompanying us.
Amen

Statement of Purpose Update

Our Primary Leaders of Learning network aims to provide a platform for open and honest dialogue, sharing of evidence-based teaching practices, and collaboration among primary school leaders.

By coming together, we can leverage our collective knowledge of learning and enhance our leadership capabilities.

Statement of Purpose

Discussion on the development of the Statement of Purpose that began at the Term One PLOL meeting.

The CEB PLOL team took on the feedback from PLOL and adjusted the statement accordingly.

We hope that the statement encapsulates the intent of the group and look forward to working in partnership with schools to bring it to life.

PLOL Meeting Wednesday 7 th August 2024. 1:30pm – 3pm	
Item	Time
Prayer Acknowledgement of Country	10 minutes
Revisit Statement of Purpose	10 minutes
Teresa Mathematics Curriculum V2.0 Discuss the implementation Roadmap Discussion – Participants to plot their school on the roadmap and share with colleagues their journey	15 minutes
English Curriculum V2.0 Outline key changes to curriculum. Outline familiarisation timeline. Resources	15 minutes
Instructional Leadership – supporting each other in leading the teaching and learning.	40 minutes
Close of meeting	5 minutes

Mathematics V2.0 Curriculum Roadmap

- Schools are required to report against the V2.0 Mathematics Curriculum when they commence teaching it in 2024 or 2025
- There will only be 1 dot for Mathematics as a whole; not against each of the Strands (5 Strands for Years F – 2 and 6 strands from Year 3)
- What is the Implementation [Roadmap?](#)

Invitation to share:

- Where is your school currently placed on the Roadmap?
- What do you already have in place?
- What are your next steps?
- What support might you require?

[Mathematics - Victorian Curriculum F–10 \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Mathematics V2.0 Curriculum Roadmap

- *Discussion outlining the offerings of the information sessions from CEB.*
- *Significant change: It is advised that content from ALL STRANDS is taught each semester to enable growth to be more accurately measured from one semester to the next.*
- *Mathematics V2.0 must be reported against in Semester 1 2025.*
- *CEB documentation includes; Comparison documents, Michael Ymer Scope and Sequences for each year level and information on reporting changes.*
- *Consider how the SIMON team can assist with weighting tasks each semester for reporting.*
- *Maths Bites Session 3, Tuesday 13th August 2pm, reviews the reporting changes.*
- *Please reach out to your Education Officer if you need further assistance with regards to the implementation of Mathematics V2.0 for 2025.*

English Curriculum V2.0 - Key Changes

A summary of the major updates includes but are not limited to:

- No changes to the structure of the Achievement Standards, Strands of Language, Literature and Literacy and overarching content and skills.
- A clearer progression of skills from Foundation to Year 6.
- A clearer relationship between Content Descriptions and Achievement Standards.
- Removal of the Language Modes from the Content Descriptions to provide an uninterrupted progression of skill across the levels.
- Reporting models do **not** change.
- Reporting procedures will continue to require teachers to report against the three English modes.

English Curriculum V2.0 - 2024

What can leaders and schools be doing this year?

- Access online resources
- Audit current documentation – Scope and Sequence, Units of work
- Do we have a shared language across the school? Eg: what does differentiation mean to our school?
- Unpacking Phonics & Word Knowledge and Building Fluency & Making Meaning sub-strands
- Learning & Teaching/ Curriculum Leader could be diving into research that is supporting the new changes in the curriculum and Government mandates
- Dispell any misconceptions/ myths
- What might we need to de-implement as a school?

English Curriculum V2.0 - Resources

It is important for school leaders to become familiar with the modifications to the English curriculum. Leaders are advised to access the curriculum and VCAA resources.

The online resources currently include:

- Summary and explanation of changes.
- Video explanations (Introduction, F-6, 7-10, Resources)
- Downloads
- Case study examples

[Victorian Curriculum - English Version 2.0 - Rationale and aims \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Victorian Curriculum V2.0

Orientation, Familiarisation, Implementation

DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



CATHOLIC EDUCATION BALLARAT

*As partners in
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Current Curriculum Placings



- **2025:** Maths 2.0 implementation.
- Awareness of other Victorian Curriculum V2.0 changes.

On Track



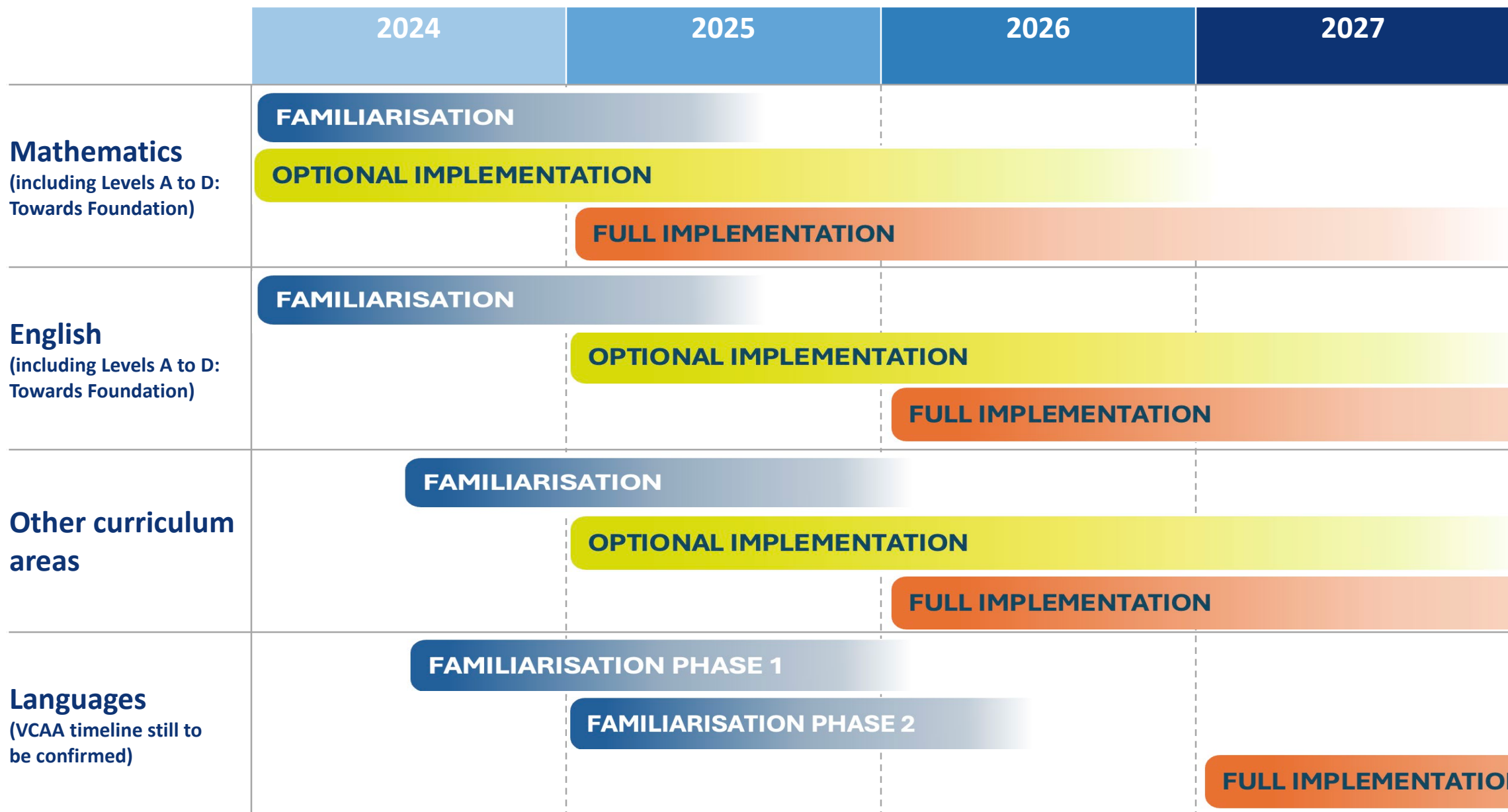
- **2025** Maths 2.0 implementation.
- **2025** English 2.0 familiarisation
- Some familiarisation with other V2.0 curriculum.

Pace Setter



- **2024** Maths V2.0 implementation.
- **2025** English V2.0 implementation
- **2025** Other curriculum V2.0 familiarisation.

Race Leader



What is the same?

4 Capabilities:

- Ethical
- Personal and Social
- Intercultural
- Critical and Creative Thinking

8 Learning Areas:

- English
- Mathematics
- The Arts
- Health and Physical Education
- Humanities
- Languages
- Science
- Technologies

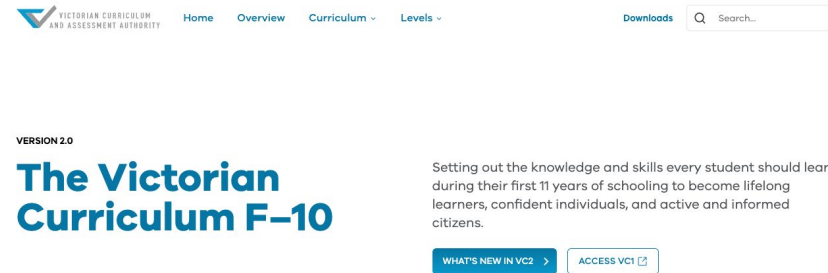
3 Cross-Curriculum Priorities:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

What has changed?

Online access:

F10.vcaa.vic.edu.au



Link included at this site to access V1.0 Victorian Curriculum

What has changed?

Curriculum Areas (Learning Areas & Capabilities):

- Greater clarity in content arrangement.
- Some rearrangement of outcomes.
 - Combining
 - Rewording
 - Increased specificity
 - Placed in a new context
- Mostly not 'wholesale change', but an adaptation.

What has changed?

- English:
 - Content descriptions organised by **strands**: Language, Literature, Literacy.
 - Achievement standards remain organised by **modes**: Reading & Viewing, Writing, Speaking & Listening.
 - Graphic organisers created to explain the links and transference between content descriptors and achievement standards.

What has changed?

Foundational Skills

- Literacy
- Numeracy
- Digital Literacy

- Aspects key to all learning.
- Applied and developed in other learning areas and capabilities.

- Organised as progressions (L&N) & a continuum (DL)
- Support for students to successfully engage in a wide variety of learning.
- Reference point for planning and teaching practice.
- **Not self-contained curricular. These are not reported against.**

What has changed?

- Maths reporting:
 - V2.0 we report at ***curriculum*** level not at ***strand*** level. **1 dot**
- Other requirements remain the same:
 - English EAL & Health /PE must be displayed at mode / strand level.
 - All other Learning Areas must be displayed a curriculum level.

Next steps...

- School plan for curriculum implementation aligned with DOBCEL timeline.
- Strategy for familiarisation with new curriculum material.
 - Staff vocabulary development is important
 - Comparisons documentation
 - Conversation with CEB Education Officers

Resources

VCAA online resources:

- Explanatory videos for each Curriculum Area
- Q & A webinars
- Introductory documents
- Glossaries
- Comparisons documents
- Curriculum area maps
- Asynchronous LMS

Resources

CEB:

- Curriculum PL Days
- Online 'Literacy Bites'
- Staff / Leader and PLT support with Education Officers

Resources

Mathematics V2.0

- Numeracy Leaders information sessions (F2F)
- Michael Ymer curriculum / pedagogy sessions (F2F)
- Maths Bites (VC & Recording)
- PLT and whole staff learning

Questions



Instructional Leadership - Reflection



‘... instructional leaders focus more on students. They're concerned with the teachers' and the school's impact on student learning and instructional issues, conducting classroom observations, ensuring professional development that enhances student learning, communicating high academic standards, and ensuring that all school environments are conducive to learning. ’

– Hattie 2015

What resonates with you when you read Hattie's quote?

professional development that enhances student learning

Focus on students
Observations
Professional Development



1

Focussing PLTs on where whole staff are up to (point of need).



1

impact on student learning, ensuring pd enhances student learning



1

ensuring that all school environments are conducive to learning

-focus on students, classroom observations, professional development, high academic standards,



1

Student learning



1

all school environments are conducive to learning

high standards

School's impact on student learning



2

pd links to student learning

Instructional Leadership

Elements of instructional leadership practices – a summary of the research

Defining shared expectations	Resourcing strategically	Managing the instructional program	Promoting a positive school learning environment
Setting clear goals	Aligning resources with instructional priorities	Coordinating the curriculum	Minimising disruptions to instruction
Communicating goals	Planning, strategic relationships, staff collaboration	Monitoring student progress	Promoting professional development
	Staffing and partnerships	Supportively supervising and evaluating instruction	Providing incentives for teachers and students
			Upholding academic standards
			Maintaining purposeful visibility

Individual Reflection



		Defining shared expectations	Resourcing strategically	Managing the instructional program	Promoting a positive school learning environment
Attendee responses	Strength			6	2
	Goal or Current Challenge	2	1	1	8

Has this changed for you since term 1? Challenges? Wins?



Instructional Leadership

- *In our Term One PLOL meeting we reflected upon what we thought might be our strengths and challenges as an instructional leader in our schools.*
- *We used an article 'Instructional leadership – leading the teaching and learning' as a springboard for our discussions.*
- *The article broke instructional leadership into four main areas and the PLOL present indicated, using the same four areas, where they felt their strengths and challenges might be in Semester One.*
- *In our time in this meeting, PLOLs were invited to share:*

Has this changed for you since term 1?

Challenges and wins?

[Instructional leadership – leading the teaching and learning \(education.qld.gov.au\)](http://education.qld.gov.au)

Breakout Rooms – 15 minutes



Share your reflections on Semester One

Defining shared expectations.

Resourcing strategically.

Managing the instructional program.

Promoting a positive school learning environment.

Upon returning from the breakout rooms, be prepared to share how you have tackled a challenge or pose a question to the group to gain some wisdom.

Discussion



How have you tackled a challenge?

Pose a question to the group to gain some wisdom.

- Unfortunately, we didn't have time to go into breakout rooms. Fortunately, we had PLOLs that were willing to share with the entire group.
- Challenges ... finding the right time to meet with staff to meet your point of need as a PLOL and the point of need for the staff.

Letting staff know of your 'free' periods on the timetable.

Putting time in Outlook to touch base with staff during their planning.

Google forms being sent out to see if there are similar qns/concerns, support requirements and then meeting as a group is something I am trying.



- Celebrating the wins as a staff and at our partnership meetings. Making a point of finding the progress.

Thanks Elise - such an important reminder. Celebrations - (even small ones) help create a positive environment.

They are like a formal celebration! We always feel as though our bucket is full afterwards.

Great point, its so easy to miss the good when you are in the middle of it.



They absolutely do- it's been really nice for staff morale and culture too. Plus it allows staff to share the things that are working, and build relationships. win win



agree- love our partnership meetings!!

thank
you!