

GVC @ LCSS



A Guaranteed and Viable Curriculum (GVC) responds to the critical question, “What do we want our students to learn?” and is the first step towards ensuring all students are learning at high levels. (Mattos, Dufour, Dufour, Eaker, & Many, 2016, p.75)

“Developing and implementing a guaranteed and viable curriculum is the essential cornerstone for making the cultural shift from a focus on teaching content to a focus on the deep, rich, rigorous learning of each student.” (Dufour, Dufour, Eaker, Many & Mattos, 2016, p.121)

Key Messages

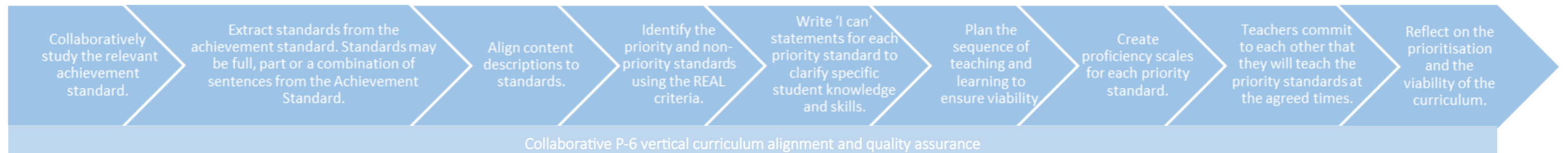
- Schools are required to teach and assess the Australian Curriculum.
- Priority standards are taught during allocated RTI time (3 lessons per week).
- Non-Priority standards are taught in the remaining time allocated for the learning area and cross curricular links may be considered.
- All priority and non-priority standards are taught, assessed **and** reported upon. “While all standards are important, some standards are more important than others.” (Dufour, Dufour, Eaker, Many & Mattos, 2016, p.115)

Teachers are “building a **shared knowledge** of what the most important skills, concepts and understandings are that will result in higher levels of achievement.” (Dufour, Dufour, Eaker, Many & Mattos, 2016, p.115)

Common Language

Achievement Standard	Is found within the Australian Curriculum and forms the priority and non-priority standards. All of the achievement standard is taught, assessed and reported on.
Content Descriptions	Provide additional information to support the understanding of the standards.
Guaranteed	Professional learning teams collaborate to ensure that the priority standards are clearly defined and taught in every classroom within the cohort.
Viable	Priority standards can be taught in the time available.
Priority Standard	The curriculum that is taught through to mastery level and is derived from the Achievement Standard. The prioritised standards are taught and remediated through an RTI cycle.
Non-priority Standards	The curriculum that is planned for, taught and assessed in the remaining time allocated for the learning area. Is derived from the Achievement Standard.
Proficiency Scale	“Organises identified objectives as a sequence of information and skills - from a simpler learning goal, to the [priority standard], to a more complex learning goal.” (Casey, 2017, p.10)

Professional Learning Team Guaranteed and Viable Curriculum Process (Mattos, Dufour, Dufour, Eaker, Many, 2016)



Prioritising the Curriculum

16-20 priority standards per year, that is 4-5 per term.
(Mattos, Dufour, Dufour, Eaker, Many, 2016)

Curriculum is prioritised using consistent criteria:

Readiness – The standard may be [a priority] if it provides students with essential knowledge and skills necessary for success in the next class, course, or grade level.

Endurance – The standard may be [a priority] if it provides students with knowledge and skills that are useful beyond a single test or unit of study.

Assessed – The standard may be [a priority] if it is likely to be assessed on upcoming state or national exams.

Leverage - The standard may be [a priority] if it provides students with knowledge and skills that will be of value in multiple disciplines. (Many & Horrell, 2014; Mattos, Dufour, Dufour, Eaker, Many, 2016, p78)

*Teacher judgement may also need to be applied.

Developing a Proficiency Scale

Score	Goals (Clear and specific I can statements)	Looks like (Teachers record examples of what each level of proficiency looks like)
4	In addition to Score 3, a more complex learning goal · <u>Application</u> of Score 3 knowledge and/or skills to unfamiliar contexts and/or increasing the cognitive demand (refer to a thinking skills taxonomy for verb options e.g. Blooms)	Teachers may refer to content descriptions and Above Standard exemplars from ACARA
3 <i>Start Here</i>	Target Learning Goal · This level articulates the expectation for ALL students and aligns to the achievement standard. · The verb from the achievement is used to maintain the level of cognitive demand. - Limit the number of 'I can' statements to three at this level, if possible.	Teachers may refer to content descriptions and At Standard exemplars from ACARA
2	Simpler Learning Goal · A simpler learning goal related to the priority standard · Includes key vocabulary · The verb shows a decreased level of cognitive demand compared to the achievement standard (refer to a thinking skills taxonomy for verb options e.g. Blooms)	
1	With support, partial success at Score 2 and/or Score 3	No example required
0	Even with support, no success	No example required

(Marzano, Heflebower, Hoegh, Warrick Grift, 2016)

Resources: Prioritising the Curriculum Template, Developing a Proficiency Scale Template, Sequence of Teaching and Learning Template