



HIGHVIEW COLLEGE STAFF 'UNDERSTANDING BY DESIGN' CURRICULUM FRAMEWORK POLICY

Person Responsible - Director Professional Practice

(Reviewed in even years)

Developed by	Director of Professional Practice, Wendy Hare	2017
Updated by	Director of Professional Practice, Wendy Hare	2018
Review and Ratification by	The Highview College Board (Pending)	February 2019

Rationale

UBD documentation needs to be written, implemented and updated regularly to ensure continuity, consistency and relevance.

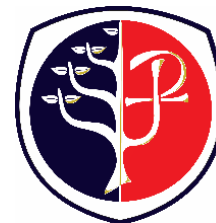
UBDs not only link Highview frameworks to the National and Victorian Curriculum, but they ensure a consistent and thorough approach to each series of topics both within a department as well as across departments. They advocate the importance of learning intentions based on student outcomes, where we begin with the desired results per study, then activities and a variety of assessments are planned to achieve these goals.

Aims

- To ensure UBDs are readily available to staff (ensuring consistency and efficiency of teaching)
- To review and update documentation annually (ensuring currency & relevance)
- To include UBD documentation on SEQTA (promoting communication and transparency)
- To update the first 4 stages of UBDs and to complete the remaining 5th stage in 2018 (Stage 5 = Differentiation)

Implementation

- It will be the responsibility of the Head of Department (HOD) to oversee the writing of UBDs following the approved Highview framework
- UBD completion will be a primary focus for Teaching and Learning meetings in 2018
- The HOD allocates faculty responsibilities for the UBD documentation.
- All stages of the UBD framework need to be reviewed and completed by the end of 2018 (for each subject at each year level, including VCE)
- The UBDs will be managed in SEQTA and exist as 'living documents' that can be continually reviewed and updated
- UBD Frameworks will be facilitated on SEQTA by the E-Learning Co-ordinator
- The HOD ensures that all UBD documentation relevant to their faculty, is reviewed annually. This process usually occurs at the end of the year



HIGHVIEW COLLEGE UBD CURRICULUM DOCUMENTATION TEMPLATE

Department		Unit
Year Level/s	Semester	Term/s

Stage 1 - Desired Results

(based on the Australian Curriculum Content Descriptors and Achievement Standards)

<http://www.australiancurriculum.edu.au>

<https://www.acara.edu.au/curriculum>

<http://www.vcaa.vic.edu.au/>

Established Goals -

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Understandings

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Essential Questions

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Students will know (key knowledge) and will be able to (skills)

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Stage 2 – Learning Plan

Week/s	Activities	Learning Intentions
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Stage 3 – Assessment Schedule

Evidence of learning – assessing students' capabilities (knowledge and skills)

Formative	Summative
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

General Capabilities

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Cross-Curricular Priorities

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Stage 4 - Resources<http://www.australiancurriculum.edu.au><https://www.acara.edu.au/curriculum>

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Stage 5 – Differentiation

Part A - (Based on National Curriculum Achievement standards)

Looking Back (previous year)	Current year	Looking Forward (next year)
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Part B – Individual Learning Plans

Dimensional criteria	Examples of Individual Learning Plans (ILPs)
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Physical

Intellectual

Social

Other