











Curriculum

As educators in the new millennium our task is to engender in children the love of learning and teach them how to learn. With great technological advances occurring continually, the world will be their workplace. At Templestowe Valley we take on the responsibility of relevant curriculum delivery to ensure the best preparation of your child for the future.

All children are given the opportunity to develop their potential through sequential programs in the eight key learning areas:

-  *English*
-  *Mathematics*
-  *Technology - ICT*
-  *Science*
-  *Health and Physical Education*
-  *Studies of Society and the Environment*
-  *LOTE - Italian*
-  *The Arts*

Victorian Essential Learning Standards

The Victorian Essential Learning Standards identify three core and interrelated strands for the Prep to Year 10 curriculum. Each strand has a number of domains which describe the essential knowledge, skills and behaviours students need to prepare for further education, work and life. The domains include the standards by which student achievement and progress is measured. The three strands for the new curriculum and their associated domains are:

Physical, Personal and Social Learning




A curriculum designed to equip students for the challenging world of the twenty-first century needs to ensure that students develop as people who take increasing responsibility for their own physical wellbeing, their own learning, their own relationships with others and their role in the local, national and global community.

Within the Physical, Personal and Social Learning strand the learning domains are:






Health and Physical Education

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skills and behaviours that enable them to:

-  maintain good health and live a healthy lifestyle
-  understand the role of physical activity in ensuring good health
-  engage in physical activity




Interpersonal Development

In our highly interconnected and interdependent world, students must learn to work with others by:

-  building positive social relationships
-  working and learning in teams
-  managing and resolving conflicts





Personal Learning

As students progress through school they need to be encouraged and supported to take greater responsibility for their own learning and participation at school. This involves developing as individual learners who:

-  acquire self knowledge and dispositions which support learning
-  can learn with peers, including by seeking and responding appropriately to feedback
-  increasingly manage their own learning and growth including by setting goals and managing resources to achieve these recognise and enact appropriate values within and beyond the school context

Civics and Citizenship

Students need to develop the knowledge, skills and behaviours that enable them to take action as informed, confident members of a diverse and inclusive Australian society. They need to understand the political and legal systems and processes and the history that underpins them. This involves a focus on students:

-  understanding their identity and roles in their community
-  knowing their rights and responsibilities as citizens
-  appreciating Australia's role in the global community
-  having the knowledge, skills and behaviours to participate in society and take responsible action in relation to other citizens and the environment at a local and broader level









Discipline-based Learning

The domains within the Discipline-based Learning strand form a body of knowledge with associated ways of seeing the world and distinct methods of exploring, imagining and constructing that world.

Broadly in line with academic literature and consistent with practice in many schools, the Victorian Essential Learning Standards identify the Arts, the Humanities, English and Languages Other Than English, Mathematics and Science as the disciplines for the curriculum over the stages of learning from Prep to Year 10.

Within the Discipline-based Learning strand the learning domains are:

-  *The Arts*
-  *English*
-  *Humanities (Economics, Geography, History)*
-  *Languages Other Than English (LOTE)*
-  *Mathematics*
-  *Science*

Students who develop a deep understanding of the concepts contained in the discipline-based domains are able to apply their knowledge in many different ways. The degree to which they are able to transfer their knowledge depends largely on the degree to which students have achieved mastery over Physical, Personal and Social and Interdisciplinary learning.

Research suggests that students develop deeper understanding of discipline-based concepts when they are encouraged to reflect on their learning, take personal responsibility for it and relate it to their own world. These approaches are explicitly defined in the Physical, Personal and Social Learning domains such as physical education and personal learning.

Students are better able to develop, demonstrate and use discipline-based knowledge and skills when they are able to employ knowledge in Interdisciplinary Learning such as Communication; Thinking; Information and Communications Technology; and Design, Creativity and Technology.



Interdisciplinary Learning

The Interdisciplinary Learning strand identifies a range of knowledge, skills and behaviours which cross disciplinary boundaries and are essential to ensuring students are prepared as active learners and problem-solvers for success at school and beyond. This strand focuses on ways of thinking, communicating, conceiving and realising ideas and information. It assists students to develop the capacity to design, create and evaluate processes as a way of developing creativity and innovation.

Within the Interdisciplinary Learning strand the learning domains are:

Communication

Communication helps to construct all learning and is central to the capacity to demonstrate and convey what one has learned in different contexts and to different people. This domain assists students to understand that language and discourse differ in different disciplines and that there is a need to learn the particular literacies involved in each.

Design, Creativity and Technology

Students develop the knowledge, skills and behaviours related to investigating and designing using appropriate planning processes and design briefs; creating and developing ideas, applying information, and seeking and testing innovative alternatives; producing, including the selection and safe use of appropriate tools, equipment, materials and/or processes to meet the requirements of design briefs; analysing and evaluating both processes and products including, where relevant, any broader environmental, social, cultural and economic factors.

Information and Communications Technology (ICT)

The knowledge, skills and behaviours in this domain enable students to use ICT to access, process, manage and present information; model and control events; construct new understandings; and communicate with others. Students use ICT and strategies to monitor learning patterns, to process data to create solutions and information products that demonstrate understanding, and to share their work with others in ethical, legal and respectful ways.

Thinking

This domain encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours which are essential for effective functioning in society both within and beyond school. The study of thinking enables students to acquire strategies for thinking related to enquiry, processing information, reasoning, problem solving, evaluation and reflection.