

Connecting curriculum

A process for planning

The process for connecting curriculum supports curriculum leaders and teachers to design integrated curriculum across two or more learning areas. Schools planning complementary curriculum can also use relevant elements of the process to strengthen connections while maintaining separate planning, teaching and assessment.

The process adapts the elements for effective planning in [Planning for teaching, learning and assessment](#) (QCAA, 2022) and supports the guidance provided in *P–10 Connecting curriculum: Advice for curriculum leaders and teachers*.

All steps below may be enhanced through collaborative professional discussions.

Element	Planning step	Curriculum planning questions
	Consider your context	- What whole school priorities are relevant to connecting curriculum? - What aspects of the school and community context, such as local issues, local places, student interests or community partnerships, could support authentic curriculum connections? - What learning strengths or needs identified through student data could inform opportunities for connecting curriculum? - What opportunities do existing whole school plans and year level plans provide for connecting curriculum?
	Identify meaningful curriculum connections	- What shared concepts, themes, topics, issues, questions, authentic contexts or other meaningful connections could be shared between the selected learning areas? - How could these connections strengthen learning across the selected learning areas? - What knowledge, understanding and skills could students develop through these connections?
	Align to the curriculum	- Which aspects of the achievement standards for each learning area align with the identified curriculum connections? - Which content descriptions for each learning area support these connections? - How could the general capabilities strengthen learning across the selected learning areas? - Is there an authentic opportunity to embed a cross-curriculum priority?
	Determine the integrated curriculum approach	- How will the integrated curriculum be organised, as integrated unit/s or a school-designed subject? - How will the integrated curriculum maintain the integrity of each learning area?
	Design the assessment task/s	- How will the assessment task/s generate evidence of learning for each learning area? - What assessment technique, mode and conditions will best support valid, reliable and manageable assessment? - How will the task/s maintain the integrity of each learning area while providing authentic opportunities for students to demonstrate their learning?
	Sequence teaching and learning	- What learning experiences will enable students to develop the identified knowledge, understanding and skills in authentic contexts? - How will learning be sequenced to strengthen connections between the learning areas? - How could the learning sequence provide authentic opportunities for students to develop the general capabilities? - What teaching resources (e.g. digital, print, community-based) will be required?
	Quality assure the plan	Before teaching, engage in professional conversations to quality assure the curriculum plan and establish a shared understanding of the teaching, learning and assessment sequence. Consider: - Will the assessment provide valid evidence of student learning for each learning area? - Are the connections meaningful and evident throughout the teaching, learning and assessment sequence? - Has the integrity of each learning area been maintained?
	Reflect and refine	After implementation, reflect on the effectiveness of the curriculum plan to inform future planning. Consider: - Did the assessment provide valid evidence of student learning for each learning area? - Did the connections strengthen students' understanding across the learning areas? - Were the teaching, learning and assessment approaches effective in supporting student learning? - What refinements could improve future implementation?

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