Managing change in the senior secondary environment
Kathryn Tully, Acting Deputy Director, Curriculum Services Division
Current

Authority syllabuses
Study area specifications
Vocational education and training
Recognised studies

Future

Authority syllabuses (AC & Qld)
Subject Area syllabuses (AC & Qld)
Vocational education and training
National trade cadetships
Recognised studies
Special Education subject area syllabuses
QCIA learning expectations

QCE

QCIA
Senior secondary Australian Curriculum

Senior secondary Australian Curriculum (content and achievement standards) as “the agreed and common base” for the development of Queensland courses.

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>History</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential English</td>
<td>Essential Mathematics</td>
<td>Chemistry</td>
<td>Modern History</td>
<td>Geography</td>
</tr>
<tr>
<td>English</td>
<td>General Mathematics</td>
<td>Physics</td>
<td>Ancient History</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>Mathematical Methods</td>
<td>Biology</td>
<td></td>
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</tr>
<tr>
<td>English as an Additional Language or Dialect (EAL/D)</td>
<td>Specialist Mathematics</td>
<td>Earth and Environmental Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The role of the QSA

Syllabus development and revision

• Develop *design briefs* (guidelines for syllabus writers) for Queensland senior syllabuses using the senior secondary Australian Curriculum content and achievement standards as the agreed and common base

• Resolve the status of *Essential English* and *Essential Mathematics* as Authority or Authority-registered subjects, and their respective relationship to English Communication and Pre-Vocational Mathematics

• Develop *implementation strategy*
Principles for implementation strategy

Develop an implementation strategy that includes:

• trial before general implementation for new subjects

• full year familiarisation with the revised syllabus before general implementation

• refined approach to general implementation that uses aspects of a trial and includes face-to-face and online professional development.
Options for staged revision schedules

Group syllabuses for Queensland courses into three categories:

• **new** subjects
• subjects where there are **substantial differences** from the current Queensland syllabus
• subjects where there are **minor differences** from the current Queensland syllabus.
Work Studies Years 9–10

• School based program that prepares students for industry
• Focuses on:
  – Vocational learning
  – Develop skills for work and further training

Consultation draft of the *Australian Curriculum: Work Studies Years 9–10* to be submitted to ACARA for approval on 5 September 2013
National Trade Cadetships Years 11–12

- School based program
- Students complete industry endorsed vocational learning program, including work placement

Draft shape paper Australian Curriculum: National Trade Cadetships Years 11–12 v.1
Consultation

- Learning Area Reference Committees
- Governing Body Committees
- Professional Associations
- Principal Groups
Redevelopment of Study Area Specifications (SASs)

40% of all senior students study at least one SAS

14.2% of all senior students study four or more SASs
Factors underpinning subject area syllabuses

- Applied learning
- Community connections
Factors underpinning subject area syllabuses

- Applied learning
- Community connections
- Core Skills for Work
What are the Core Skills for Work?

- Elements identified by employers
- Non-technical skills and knowledge for successful participation in work
- Skills that contribute to work performance in combination with technical/discipline specific skills and core language, literacy and numeracy skills

Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education and Department of Education, Employment and Workplace Relations (2013)
## What are the Core Skills for Work?

<table>
<thead>
<tr>
<th>Cluster 1: Navigate the world of work</th>
<th>Cluster 2: Interact with others</th>
<th>Cluster 3: Get the work done</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Manage career and work life</td>
<td>a. Communicate for work</td>
<td>a. Plan and organise</td>
</tr>
<tr>
<td>b. Work with roles, rights and protocols</td>
<td>b. Connect with work and others</td>
<td>b. Make decisions</td>
</tr>
<tr>
<td></td>
<td>c. Recognise and utilise diverse perspectives</td>
<td>c. Identify and solve problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Create and innovate</td>
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<tr>
<td></td>
<td></td>
<td>e. Work in a digital world</td>
</tr>
</tbody>
</table>
Factors underpinning subject area syllabuses

- Applied learning
- Community connections
- Core Skills for Work
- Literacy/numeracy
Public perception

Literacy and numeracy standards in schools 'still too low'

AFL players struggle with reading and maths, the AFLPA reveals

School literacy and numeracy tests show little improvement

“.. we have big challenges in Australia, not only in maintaining our high performance and continuing to improve, but particularly to address the needs of disadvantages students”

Almost half of Australia's working age population does not have the reading, writing or numeracy skills to participate effectively in the type of training required for trade or professional jobs.

Education system flawed, ACCI boss says
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject Area Syllabuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Economics</td>
<td>• Business in Practice</td>
</tr>
<tr>
<td>ICT and Design</td>
<td>• Information and Communication Technology</td>
</tr>
<tr>
<td></td>
<td>• Fashion</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>• Recreation</td>
</tr>
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<td></td>
<td>• Early Childhood</td>
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<tr>
<td></td>
<td>• Hospitality</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>• Religion and Ethics</td>
</tr>
<tr>
<td></td>
<td>• Social and Community Studies</td>
</tr>
<tr>
<td>Science</td>
<td>• Agricultural and Horticultural Practices</td>
</tr>
<tr>
<td></td>
<td>• Marine and Aquatic Practices</td>
</tr>
</tbody>
</table>
### Group B – General Implementation 2016

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject Area Syllabuses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts</strong></td>
<td>• Dance in Practice</td>
</tr>
<tr>
<td></td>
<td>• Drama in Practice</td>
</tr>
<tr>
<td></td>
<td>• Media Arts in Practice</td>
</tr>
<tr>
<td></td>
<td>• Music in Practice</td>
</tr>
<tr>
<td></td>
<td>• Multi-disciplinary Arts in Practice</td>
</tr>
<tr>
<td></td>
<td>• Visual Arts</td>
</tr>
<tr>
<td><strong>Design and ICT</strong></td>
<td>• Building and Construction Skills</td>
</tr>
<tr>
<td></td>
<td>• Engineering Skills</td>
</tr>
<tr>
<td></td>
<td>• Furnishing Skills</td>
</tr>
<tr>
<td></td>
<td>• Industrial Graphics Skills</td>
</tr>
<tr>
<td></td>
<td>• Industrial Technology Skills</td>
</tr>
<tr>
<td><strong>Humanities and Social Sciences</strong></td>
<td>• Tourism</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>• Science in Practice</td>
</tr>
</tbody>
</table>
Creative Arts reconceptualised

Performance

Dance in Practice
Drama in Practice
Music in Practice
Multi-disciplinary Arts in Practice
Media Arts in Practice
Visual Arts in Practice

multimedia
Media
Photo-imaging

Fashion

ICT and Design Learning area
Manufacturing reconceptualised

- Building and Construction Skills
- Engineering Skills
- Furnishing Skills
- Industrial Graphics Skills
- Industrial Technology Skills
- Aeroskills Studies
- Automotive Studies
- Plastics Studies
Redeveloped Tourism

**Business and Economics Learning Area**

**Tourism**

Study Area Specification

Currently focuses on:

- The Tourism industry
- Global Tourism
- Tourism information
- Tourism as a Business

**Humanities and Social Science Learning Area**

**Tourism**

Subject Area Syllabus

Future focus:

- Social, environmental and economic aspects of tourism
- Sustainable practices
- Skills, e.g. technology, communication & planning
How will these changes impact on my school?

What do I need to do to prepare my school for change?
In 2012, 6206 students weren’t eligible at the end of Year 12 to receive the QCE.

(Year 12 Cohort: 48 205)
Literacy and/or numeracy requirement

How many students did not meet the requirement...

- Numeracy: 188
- Literacy: 128
- Numeracy and Literacy: 8
Strategies

1. Case manage students

2. Build understanding of the ways to meet literacy and numeracy requirements

3. Consider, is allocation of notional sound relevant
Literacy and numeracy requirements

Students are able to meet Queensland Certificate of Education literacy and numeracy requirements through:

• sound Achievement in one semester of a QSA-developed English and Mathematics subject
• sound Achievement in QSA-developed short courses in literacy and numeracy
• pass grade in a literacy and numeracy course recognised by the QSA
• result of C on the Queensland Core Skills Test
• result of 4 for an International Baccalaureate examination in English and Mathematics
• completion of Certificate I in Core Skills for Employment and Training — Communication (39282QLD) or Numeracy (39288QLD)
Notional sound

To meet the requirements for awarding a notional sound students must demonstrate:

• at least a Sound Level of Achievement in one semester of English, English Extension, English Communication or English for ESL Learners for literacy

• at least a Sound Level of Achievement in one semester of Mathematics A, Mathematics B, Mathematics C or Prevocational Mathematics for numeracy.
How many students did not meet...

- **Completed core**: 219

- **20 credits**: 2380 students
  - 334 students had 19 credits
  - 476 students had 18 credits
Some strategies....

• Case manage and monitor all students, e.g. core requirements
• Manage transfer students and subject changes to ensure completed core isn’t compromised
• Monitor curriculum, assessment and moderation processes
What is VET in Schools?

VET for school students provides a number of important functions within senior schooling:

- develops employability and other vocational skills
- provides pathways to further education and training
- delivers training which will provide skills for chosen vocation
- engages students in learning
- contributes towards VET qualifications
- supports retention in the school system
- contributes credit points towards a QCE
What industry is saying…

• Benefits of VET for school students are clear.
• Concerns raised by industry include:
  – a lack of consistency in targeted qualification levels and industry areas
  – a low-demand or inappropriate qualifications
  – an unclear delineation between varying students’ reasons for participation in VETiS
  – VETiS and other institutional programs do not always deliver industry standard work readiness skills and knowledge.
Options for VET in schools

Exploration:
- employment awareness and life-skills learning phase
- “taster” programs to assist students make informed career choices

Education:
- preparation for employment through the delivery of employability skills
- low level training package qualifications available in the “soft” industry areas – ICT, arts, business
Options for VET in schools

Employment:

• delivery of occupational specific skills and knowledge to the technical standard required in a workplace through:
  – a school-based apprenticeship or traineeship
  – an RTO using best practice workplace simulation techniques and appropriate workplace experience arrangements
VET in Schools

• RTOs in schools should be committed to:
  – quality VET training and assessment
  – quality pathway outcomes directly linked to industry.
Quality VET...

Quality = Assessment + HR + High Standards

- Assessment: cannot look just like school tests
- HR: teacher requirements – industry experience
- High standards: compliance is minimal standard
QSA’s role

QSA operates under a delegation from Australian Skills Quality Authority (ASQA):

• support schools with resources
• audit schools – identify; support; cease registration
• Authoritative information on VET comes from the:
  – Department of Innovation (Commonwealth)
  – Australian Skills Quality Authority
  – Queensland Studies Authority
  – Department of Education, Training and Employment

• Great Skills. Real Opportunities
  – Contact your sector: Education Queensland, Queensland Catholic Education Commission and Independent Schools Queensland

• The Commonwealth Parliament is yet to pass legislation on:
  – The Unique Student Identifier (USI)
  – New standards for RTO
Key messages

• The Principal, as CEO of your RTO, is accountable for the operations
• Quality VET linked with industry engagement is critical for success
• Research quality professional development
• Contact QSA
  – Email ian.fyfe@qsa.qld.edu.au
  – Phone: 3864 0354
Contact:

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Curriculum Services Division  
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