Evaluation of the
Years 1 to 10 English Key Learning Area
Curriculum Development Project

Report 2

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The Project
The purpose of the Years 1 to 10 English Curriculum Development Project is to review and revise the *English in Years 1 to 10 Queensland syllabus materials* and to design, develop, publish and disseminate a Years 1 to 10 syllabus for English, online support materials/sourcebooks and initial in-service materials for use in Queensland schools.

The project consists of a co-development phase, a syllabus-in-development phase and a trial phase.

In the co-development phase, 37 teachers, in a range of schools across Queensland, worked with the English project team to co-develop draft core learning outcomes with elaborations and sample support materials.

The syllabus-in-development phase, which is the subject of this evaluation report, was an expansion of the co-development phase, with the number of participating teachers increased to 164 in a total of 35 Catholic, independent and state schools. During this phase, the English project team continued to obtain structured feedback on the draft materials from the participating schools. The teachers in the syllabus-in-development schools were expected to engage in:
- developing and implementing programs based on draft materials
- collecting assessment information related to these programs
- providing feedback to the English Project Team based on this information.

In the trial phase, schools will provide feedback on a draft trial syllabus and a set of online support materials/sourcebooks, including guidelines and sample modules. The co-development phase occurred during 2000 and the syllabus-in-development phase during 2001. The trial phase is planned for 2002.

By the end of Semester One 2001, the materials included:
- partial drafts of the three major sections of the draft syllabus-in-development (Rationale, Outcomes and Assessment)
- elaborations for the outcomes included in the draft syllabus-in-development
- two PowerPoint presentations, one explaining the project to teachers and the other providing advice on unit planning using outcomes and elaborations.

Core learning outcomes with elaborations had been drafted for six levels in each of the three strands (Cultural, Operational and Critical) for two of the three sub-strands (Reading and viewing, Writing and shaping but not Speaking and listening). The level statements were to be developed once the outcomes had been finalised, and at that stage, no level statements had been written. Planning was underway for an online syllabus navigational and planning tool to explain and facilitate navigation through the syllabus framework and its components.

The Evaluation
The purpose of the external evaluation is to provide advice on the draft syllabus-in-development and associated materials in terms of:
- appropriateness in meeting the needs of students, teachers and school administrators
- effectiveness as resources in planning and implementing school and classroom English programs
- efficiency of use.

During 2001, external evaluation of the project focused on the syllabus-in-development phase, and had three main components:

- a set of visits to the syllabus-in-development schools to interview participating teachers
- a survey of all teachers participating in syllabus-in-development phase
- a structured external review of the syllabus-in-development, intended to characterise the draft curriculum materials in order to obtain structured response from representatives of the major schooling authorities, namely Queensland Catholic Education Commission (QCEC), The Association of Independent Schools of Queensland Inc. (AISQ) and Education Queensland (EQ).

Conclusions

The evaluation was structured around a set of 10 focus questions. A separate conclusion is provided for each focus question.

Focus question 1: How well is the syllabus-in-development process progressing?

> Although significant progress was made during the year, a complete draft syllabus had not been developed by the end of Term 3. Progress was constrained by the magnitude and difficulty of the task and the resources available to the project. The syllabus-in-development process was not funded to the level of corresponding phases of previous projects in other key learning areas in terms of the size of the project team and the amount of funded teacher release for schools. With limited release time available to them, teachers had difficulty finding the time to become familiar with the draft curriculum materials, build understanding of them and provide structured responses to the project team. Even so, the work of the project team was supported strongly by the syllabus-in-development teachers although the effectiveness of the consultation processes evoked both praise and criticism. Expansion from the co-development phase into the syllabus-in-development phase has proved to be difficult for this project, but a platform that reflects a wide range of input from practising teachers has been established for the next phase.

Focus question 2: To what extent do the draft curriculum materials reflect current and emerging views of education and of educators in English?

> To a great extent, the developing curriculum materials reflect well the current views of teachers, especially those more experienced and knowledgeable. The major schooling authorities, however, have identified reservations and concerns about the explanations in the draft syllabus-in-development about the nature of English as a key learning area, the continuity with current curriculum documents, and the nature and place of literacy in the English key learning area. Productive resolution of these reservations and concerns may best be achieved by the project team and the schooling authorities working in partnership, recognising that the final version of the curriculum materials must be fully acceptable to the major school authority representatives.

Focus question 3: To what extent do the draft curriculum materials match the identified needs of all students, teachers and school administrators?

> The draft curriculum materials have the potential to meet the needs of a wide range of students in a variety of school settings. It is generally consistent with current trends in English programs in the syllabus-in-development schools. Some reluctance to accept a new syllabus may be anticipated among some teachers.

Focus question 4: In light of answers to the above, what changes, if any, might be made to the intent and content of the draft curriculum materials?

The various reservations and concerns of the three main schooling authorities that are specific to an English syllabus will need to be addressed in the next draft of the materials. Necessary changes include presentation of the materials in a compact format for initial access, finalisation of a concise Rationale that is supported in all respects by the schooling authorities, continuing development of specific guidance for teachers on planning, teaching and assessment, and as far as possible, adoption of terminology that is compatible with related documents currently being used in schools.

Focus question 5: How effectively will the draft curriculum materials be applied in the planning, teaching and learning contexts?

In the present state of development, the materials can provide a good basis for planning, teaching and learning but only if the purpose of the elaborations and the basic concepts underlying the outcomes approach are understood. Many of the syllabus-in-development teachers complained that they could not cope with the large number of elaborations. We believe that the effectiveness of the draft materials is presently limited by their incompleteness, and level statements are needed to provide the basic organising framework for the core learning outcomes and elaborations. The completion of the level statements and core learning outcomes for all three strands and sub-strands, with presentation of the elaborations in the online format, can be expected to make the materials much more effective in their application to classroom planning, learning and teaching.

Focus question 6: How well have the syllabus-in-development schools been able to assess the performance and progress of all students using the draft curriculum materials?

In the current phase of the development process, it is too soon to judge how well schools can assess the performance and progress of students using the draft curriculum materials. Care will be needed in the next phase of the project to ensure that teachers understand the basic concepts of the outcomes approach that underlies Queensland School Curriculum Council syllabuses as well as the roles of levels, core learning outcomes and elaborations in assessment and reporting.

Focus question 7: In light of the above, what improvements may be made to the draft curriculum materials to align them more closely with the stated intentions?

Before further work with schools, a complete version of the syllabus is required, including a full set of key learning area outcomes, level statements and core learning outcomes for all strands and sub-strands, a statement of core content, and a concise Rationale that provides a clear basis for the levels, outcomes and content.

Focus question 8: To what extent has the emphasis on the online provision of curriculum materials made the task of planning and implementing more or less efficient than previously for teachers?

> The online syllabus and navigational tool shows promise for providing teachers with a powerful and flexible way to access the curriculum materials and apply them in the planning, learning and teaching processes. Possible limitations will be the access teachers have to the necessary information technology facilities and the ease with which they can develop facility with the software itself.

Focus question 9: What are the possible implications for schools of implementation of the draft curriculum?

> On present indications, implementation of the new curriculum will require a strong commitment by schools and school systems to in-service for teachers and awareness that teachers may need time to come to terms with the materials, learn how to apply them and develop understanding of the basic concepts. Further assessment of in-service needs should be undertaken during the anticipated trial phase.

Focus question 10: What changes could be made to the curriculum materials to make them easier and more manageable to work with?

> The online syllabus navigational and planning tool should keep basically to the current plan, but should be designed to facilitate planning across several key learning areas, especially for primary teachers. The online tool should overcome the recurring concerns about daunting numbers of elaborations, as long as there is clarification for teachers of the purpose and use of elaborations, core learning outcomes and level statements. The next version of materials will need to be reassuring, not daunting to teachers. The online tool is not intended to meet the requirements for induction into the new curriculum and the initial in-service materials will need to assist schools and school authorities to plan adequate teacher development programs that include specific guidance on:
> - planning for learning and teaching at both classroom and school levels
> - assessment and reporting strategies and techniques in the context of the outcomes approach
> - the nature and intended use of level statements, core learning outcomes and elaborations as well as the connections among these

Discussion

The evaluation process has revealed that many of the teachers working with the project team on the syllabus-in-development process have been applying a great deal of time and effort to their contribution. The demands on the teachers need to be recognised and their efforts supported.

The interviews have shown that much of the change represented by the draft curriculum materials lies in the outcomes approach itself – the way the syllabus is structured around levels and core learning outcomes. We believe that the teachers' task of coming to terms with the syllabus format and the outcomes approach are a significant undercurrent to the findings of the evaluation. This factor can explain some, but by no means all, of teachers' concerns about the difficulties in comprehending the draft materials and the likely needs for in-service.

A major consideration in interpreting the evaluation results is the incompleteness of the draft curriculum package during the syllabus-in-development phase. The format in which the elaborations were presented to the teachers was clearly difficult for them to absorb, dominating the responses of many.

We believe that teachers' concerns about the daunting nature of the draft materials, mainly represented by the series of tables containing outcomes with elaborations, derive from the approach to the development task. The project team concentrated their main effort during the syllabus-in-development year on developing a comprehensive set of elaborations to cover the range of content represented by the 'internal framework'. In attempting to be systematic and comprehensive, the team carried out an enormous amount of work in a very thorough manner, but the size of the resulting package was overwhelming to teachers. The level statements were expected to emerge once the outcomes had been generated and elaborations identified for the range of content, but these had not been written at the time of the evaluation. As a result, teachers had no simple, compact framework of level statements and outcomes in which to set the elaborations, except for the internal framework. Consequently, the teachers saw 'too many' elaborations and called for the materials to be presented in a much more compact way. Presentation of the material in the online format, as planned, should provide the solution for accessing the elaborations for teachers who have access to the Internet and the skills necessary to use the software.

School authority representatives expressed a range of reservations and concerns that could be classified into five categories:
- issues that need to be clarified in the rationale (nature of English as a key learning area; continuity with current curriculum; nature and place of literacy)
- issues needing more clarification for teachers (multiliteracies; place of literature; grammar; student diversity; accommodation of the Year 2 Diagnostic Net and benchmarks)
- more effective presentation of curriculum materials (organisation of outcomes and elaborations; accessibility to users; facilitation of planning)
- consistency of language and terminology with other documents in use across school authorities (learning and teaching of reading)
- issues which may need further resolution at a Council level (assessment and reporting).

The results of the external review involving the three school authorities may be seen as discouraging, but they do show that the Project Team has addressed all of the important issues in the draft materials, even though reservations and concerns emerged. We believe that none of these reservations or concerns is beyond resolution, but the framing of a concise Rationale that is endorsed by the three school authorities is clearly a high priority for the project at the present stage. We would emphasise the need for constructive partnership between the school authorities and the project team in the development of the Rationale. The next priority will be to produce a complete syllabus, with level statements and core learning outcomes for the full array of levels, strands and sub-strands.

We believe that the project should then move decisively ahead with the trial phase, focusing activity on proving the draft materials in the range of school settings, along with continued development of elaborations, the online syllabus navigation and planning tool and a framework for initial in-service.

In summary, we believe that the immediate tasks for the project are to:
- finalise a complete version of the syllabus, including a concise Rationale that is endorsed by the three schooling authorities, with level statements and core learning outcomes for the full array of levels, strands and sub-strands
- move decisively ahead with the trial phase, focusing activity on proving the draft curriculum materials in the range of school settings, along with continued development of elaborations, the online syllabus navigation and planning tool and a framework for initial in-service.

1. Introduction

The purpose of the external evaluation of the Years 1 to 10 English Curriculum Development Project is to provide advice on:

- the appropriateness of the draft Years 1 to 10 English syllabus-in-development and online support materials/sourcebooks, including guidelines and sample modules, in meeting the needs of students, teachers and school administrators
- the effectiveness of the draft Years 1 to 10 English syllabus-in-development and online support materials/sourcebooks, including guidelines and sample modules, as resources in planning and implementing school and classroom English programs
- the efficiency of use of the draft Years 1 to 10 English syllabus-in-development and online support materials/sourcebooks, including guidelines and sample modules.

The English project is being carried out for the Queensland School Curriculum Council by the English Project Team.

This external evaluation report is concerned with project activity during 2001 (the syllabus-in-development phase). Report 1 of the external evaluation covered project activity during 2000 (the co-development phase) and was presented to the Queensland School Curriculum Council in December 2000.

1.1 The Years 1 to 10 English Curriculum Development Project

The purpose of the Years 1 to 10 English Curriculum Development Project is to review and revise the *English in Years 1 to 10 Queensland syllabus materials* and to design, develop, publish and disseminate a Years 1 to 10 syllabus for English, online support materials/sourcebooks and initial in-service materials for use in Queensland schools.

The project consists of a co-development phase, a syllabus-in-development phase and a trial phase. The co-development phase occurred during 2000 and the syllabus-in-development phase during 2001. The trial phase is planned for 2002.

In the co-development phase, schools worked with the project team to co-develop draft core learning outcomes with elaborations and sample support materials for the sourcebook modules.

The syllabus-in-development phase was an expansion of the co-development phase, with the number of participating teachers increased to 164 in a total of 35 Catholic, independent and state schools. In each school, a teacher who had participated in the co-development phase was asked to act as syllabus-in-development coordinator.

In the trial phase, schools will provide feedback on the draft syllabus-in-development and a set of online support materials/sourcebooks, including guidelines and sample modules.

The main components of the draft syllabus-in-development were a draft Rationale and sets of core learning outcomes with elaborations. The draft core learning outcomes and elaborations were organised into three strands, each with three sub-strands. The strands were:
- Cultural
- Operational
- Critical.

The sub-strands were:
- Speaking and listening
- Reading and viewing
- Writing and shaping.

To the end of Semester One 2001, core learning outcomes had been drafted for six levels in two of the three sub-strands, namely Reading and viewing and Writing and shaping. The level statements had not yet been written for any strand or sub-strand. Planning was under way for an online syllabus navigational and planning tool to assist in making the draft materials accessible to teachers. Towards the end of the semester, a series of cluster conferences were held for syllabus-in-development coordinators. Locations for the conferences were Brisbane, Townsville, Cairns and Toowoomba. Further conferences were planned for Semester Two.

During the syllabus-in-development phase, the project team continued to obtain structured feedback on the draft materials from the participating schools. The teachers in the syllabus-in-development schools were expected to engage in:
- developing and implementing programs based on draft materials
- collecting assessment information related to these programs
- providing feedback to the English project team based on this information.

1.2 Evaluation Focus

In fulfilling the purposes of the external evaluation, the following focus questions were addressed:
1. How well is the syllabus-in-development process progressing?

Appropriateness
2. To what extent do the draft curriculum materials reflect current and emerging views of education and of educators in English?
3. To what extent do the draft curriculum materials match the identified needs of all students, teachers and school administrators?
4. In light of answers to the above, what changes, if any, might be made to the intent and content of the draft curriculum materials?

Effectiveness
5. How effectively will the draft curriculum materials be applied in the planning, teaching and learning contexts?
6. How well have the syllabus-in-development schools been able to assess the performance and progress of all students using the draft curriculum materials?
7. In light of the above, what improvements may be made to the draft curriculum materials to align them more closely with the stated intentions?

Efficiency
8. To what extent has the emphasis on the online provision of curriculum materials made the task of planning and implementing more or less efficient than previously for teachers?
9. What are the possible implications for schools of implementation of the draft curriculum materials?
10. What changes could be made to the draft curriculum materials to make them easier and more manageable to work with?

1.3 Evaluation Approach

The evaluation approach had three main components:
- a set of visits to the syllabus-in-development schools to interview participating teachers
- a survey of all teachers participating in the syllabus-in-development phase
- a structured external review of the draft syllabus-in-development.

The survey and interviews of syllabus-in-development teachers occurred during July and August 2001. By the commencement of interviews, all syllabus-in-development schools had been provided with copies of the re-drafted materials. The external review process took place from May to August 2001.

1.3.1 The Interviews

The interview questions were sent to the syllabus-in-development schools early in July. In 22 cases, interviews were held in the school with the coordinator and one other teacher, and in nine cases, an interview was held by telephone with the coordinator only. Interviews could not be arranged for various reasons in four of the schools. With two exceptions, visits were made to the schools that were not visited by the evaluator in the co-development phase. In all, 50 interviews were held in 31 schools involving 53 people.

Interviews followed a set format, beginning with general questions and proceeding to more specific issues. Most of the questions dealt with the draft syllabus-in-development and the associated materials. The teachers were invited to rate various aspects of the materials as well as express their opinions. The interview questions are shown in Appendix 1.

1.3.2 The Survey

Every syllabus-in-development teacher was invited to take part in a mail survey. A set of questionnaires was mailed to the coordinator in each school with a request to distribute them to the participating teachers and return the completed forms.

The survey questionnaire is reproduced in Appendix 2. The survey focused mainly on the workability and appropriateness of the draft materials. Most items required ratings on a five-point scale (Very Low, Low, Moderate, High, Very High). For example:

> *How do you rate the potential of the present syllabus-in-development materials for meeting the needs of the students that you teach?*

Background items included Year levels taught, school sector, training in English, teaching experience, familiarity with the draft materials and whether the person was a co-development teacher in 2000.

Survey questionnaires were returned by 98 teachers, representing approximately 56% of the teachers involved in the syllabus-in-development phase. The results of the survey as a whole are presented in Appendix 6.

1.3.3 The External Review

The external review was planned to characterise the draft curriculum materials and obtain structured responses from the major school authority representatives in the project, namely Queensland Catholic Education Commission, The Association of Independent Schools of Queensland Inc and Education Queensland. The review consisted of three stages:

In Stage 1, members of the evaluation team generated a set of issues that were considered to be of current importance in the framing of an English curriculum for schools. This list was then refined in consultation with the Years 1 to 10 English project team.

The issues are:
1. The nature of English as a key learning area
2. Maintenance of continuity with current curriculum documents in P to 12
3. The effectiveness of the organisation of the core learning outcomes and elaborations
4. Multiliteracies
5. The learning and teaching of reading
6. The place of literature
7. The learning and teaching of grammar
8. Accommodation of student diversity in the learning and teaching of English
9. Accessibility of the curriculum materials to teachers and other potential users
10. Accommodation of the Year Two Diagnostic Net indicators and the Literacy Benchmarks: Years 3, 5 and 7 Writing, Spelling and Reading
11. The facilitation of planning English programs at school, year and class levels
12. The nature of literacy and its place in the English key learning area
13. Assessment and reporting of achievement in 1 to 10 English.

In Stage 2, the Years 1 to 10 English project team met with the evaluation team to prepare a description of how the Years 1 to 10 English syllabus-in-development and support materials respond to each of the issues identified in Stage 1. This exercise provided a characterisation of the draft materials in terms of the issues. The characterisation is shown in Appendix 4.

In Stage 3, the results of Stages 1 and 2 were sent to the Council representatives for the three major school authority representatives (Queensland Catholic Education Commission, The Association of Independent Schools of Queensland Inc. and Education Queensland) with a request for an assessment of their appropriateness for the respective organisations. In addition, extended comment was invited on each issue. For each issue and response, the question was:

Is this response appropriate for your organisation?
☐ *Yes*
☐ *Yes with reservations*
☐ *No*

For Stage 3, the response sheets were bound into a booklet, which was mailed to each of the three major school authorities with a request for an interview to record and discuss the comments. The booklet contents are illustrated in Appendix 3.

Completed booklets were returned from all three organisations. Interviews were held with officers from two of the organisations: Education Queensland and Queensland Catholic Education Commission. In the case of Education Queensland, responses were based on consultation with personnel in various sections of Central Office and schools. Central Office personnel included a specialist in English curriculum and officers responsible for policies related to the education of students from non-English-speaking backgrounds and Aboriginal or Torres Strait Islander children. Most members of the consultation group were teachers, including some of the Year 1 to 10 English Project Coordinators, teachers involved with the trial/pilot Senior Syllabus in English and English teachers not involved in the syllabus-in-development process (including one secondary teacher currently teaching English but having no specialist background in the subject). For certain issues, the consultation group did not agree

on which of the three response choices to select, and in these cases, the numbers of people choosing each response are indicated in the results.

We note here that the Council representatives for Queensland Teachers' Union and Queensland Independent Education Union were invited to take part but responses had not been received by the end of August.

2. Progress of the Syllabus-in-development Phase

Focus Question 1
How well is the syllabus-in-development process progressing?

2.1 Interviews

The progress of the syllabus-in-development phase was addressed in the interviews with four questions. The responses to each question are presented below.

2.1.1 Question 1: What messages do you have for the project team, the Evaluator or the Queensland School Curriculum Council?

This question did not refer specifically to the progress of the syllabus-in-development phase, so the comments that were relevant to this issue may not be representative of the full set of interviewees. Nonetheless, the open-ended nature of the question allowed the teachers to express the issues that were important to them. The results showed strong support for the work done by the project team, but misgivings about the demands that the syllabus-in-development process was making on schools.

Of the 37 responses to this question, 15 related to the progress of the trial. Strong support for the efforts of the project team featured in seven responses. For example:

- *The project team is doing a great job. I'm impressed how everything is coming together.*
- *My general impression is that the team is very professional and thorough and I have found the document to be very impressive, being derived from an enormous amount of study and background.*
- *The project team has been very approachable and valuing of teachers. They are easy to contact.*

Among the nine negative responses, four were concerns about the level of demands made on the syllabus-in-development coordinators and teachers:

- *I think Council should be aware of the workload for teachers involved in the syllabus-in-development process. It is made more difficult by the need to be working across all KLAs.*
- *It is getting beyond a joke to expect teachers to do all this work without teacher release.*
- *If everyone wants people to work with it, they have to have enough time during the day.*
- *Whoever determines the time allocation and funding for the project does not seem to understand what a huge task English is. The teachers trialling this material need support – there should be allowance for the teachers themselves to meet with the project team, not just the coordinators.*

The other negative responses referred to a range of issues, for example:

- *I would like the project team to have more contact in the schools – a visit a term. Generally, the staff have more questions than I can answer.*
- *My message is that it is a big thing that we are involved in, especially now that there are other teachers that are asking us questions. I wish there was more liaison. The team is very good at supporting you when you ring, but they are often not there and it can take quite a while sometimes to catch up with them.*

- *We found Semester 1 very difficult to use the materials because we didn't get them until late so I haven't had much chance until Semester 2 to use the materials.*
- *I need more direction with implementing the trial pilot.*

2.1.2 Interview question 4: In general, how do you rate the progress of the syllabus-in-development process?

The ratings on this item were mostly moderate or high:

Very High: 4	High: 15	Moderate: 15	Low: 3	Very Low: 1

[Missing = 9]

Teachers' comments on this item, 37 in all, indicated that many teachers thought progress had been slow, but for good reasons. Others saw good progress or commented positively on the way the project team was working with teachers in the syllabus-in-development schools.

Many (10) said that progress had been slow, mainly because of the size of the task. A complete draft of the syllabus had not been achieved at the time of the interviews. Some typical comments were:
- *This process is so thorough.*
- *The syllabus is developing slowly, possibly due to taking account of and including all the systems – state, Catholic and independent.*
- *It's a mammoth task done well.*
- *Things have slowed down at the moment but I don't have a problem with that because it is an important project and it has to be done well. The slow progress is because they are trying to be thorough.*

A few (four) said that good progress had been made:
- *Good progress has been made with the elaborations and outcomes.*
- *The progress has been good – we didn't feel rushed.*
- *I think the team are doing an incredible job. What's there is comprehensive.*
- *In part of the discussions with the coordinator I can see that progress has been made.*

Some (five) made positive comments about the way the project team was working with teachers. For example:
- *They are getting opinions of people who will be implementing the curriculum.*
- *The organising principle that asks real teachers to ask other real teachers will result in a really useful tool, one that teachers can and will access for both planning and assessment.*
- *I think that it's really important the team hears from people across the state. The levels are fine for us here but they might not fit with the year levels stated in all places.*

Some (four) felt that teachers' participation had been hampered by lack of time, for example:
- *The real difficulty is time – in schools we have so many commitments – I had really hoped to have done more by now.*

- *I feel a bit inadequate but I don't have enough time. The project team have done an excellent job.*

Several (six) teachers felt they did not have sufficient information to be able to comment, for example:
- *I am not sure because I have not seen much of the process not being a coordinator.*
- *I only know the project through the in-service the coordinator has given us.*
- *I am unsure of what the overall timeline is so they may be ahead but I just don't know.*

2.1.3 Interview question 3: How do you rate the effectiveness of the consultation with schools in ensuring an appropriate, effective and efficient curriculum?
Ratings were mostly moderate to very high, with few low or very low.

Very High: 6	High: 12	Moderate: 10	Low: 6	Very Low: 1

[Missing = 9]

The teachers' comments indicated division on this issue, with many praising the communication processes and almost as many finding fault with it.

Many of the responses (16) gave high praise to the project team in terms of the effectiveness of the consultation, for example:
- *Because they actually made the effort and came out and sat down with me for a day to help me with planning and explaining the project.*
- *They really take account of what we say. They are always in contact and updating our materials.*
- *Email, phone, the PowerPoint presentations – are all excellent – in the materials I get back from them I find my own contributions – this is real evidence that they are listening, particularly at the critical level. This is a real process and will give teachers confidence in the syllabus and associated materials.*
- *They use our feedback. We were also in the SOSE pilot and this process is so much more thorough.*

Many others (12) cited problems with communication, for example:
- *The consultation is good for the people who are there in the project team but there are not enough of them to do a proper job and to be available whenever we need to contact someone.*
- *We found the visit by the project team was a one-way process. They wanted us to input into the elaborations and not give us any direction in how to assess what we had planned. We are working from the bottom up to the team.*
- *I would really like them to come and speak to my whole team themselves. My teachers are frustrated with me because I don't have the answers and I think they need to be frustrated with the Council rather than me.*
- *They seemed to withhold the information about exactly what our task was until late in the information sessions. I need to know up front what is expected so this did not work for me. We have had consultations with the team but have not had any feedback on the units I have produced. I have been waiting to get their comments and advice, for example, on assessment.*

Ten of the teachers were not coordinators, and half of them said they did not know enough to comment:

- *I only know about this through the coordinator.*
- *Involvement has been through the coordinator. We have had several sessions and worked together on units, she talks to the project team.*

2.2 Survey

The survey included one item related to the progress of the syllabus-in-development process. Item 7 asked the teachers 'What is your rating of your understanding of your role in the process?'.

Responses are summarised in Display 1. Results are cross-tabulated with item 2 ('Were you a co-development teacher last year?').

Display 1: Survey Item 7 (Understanding of role in development process)

Item 7 (Understanding of role in development process)
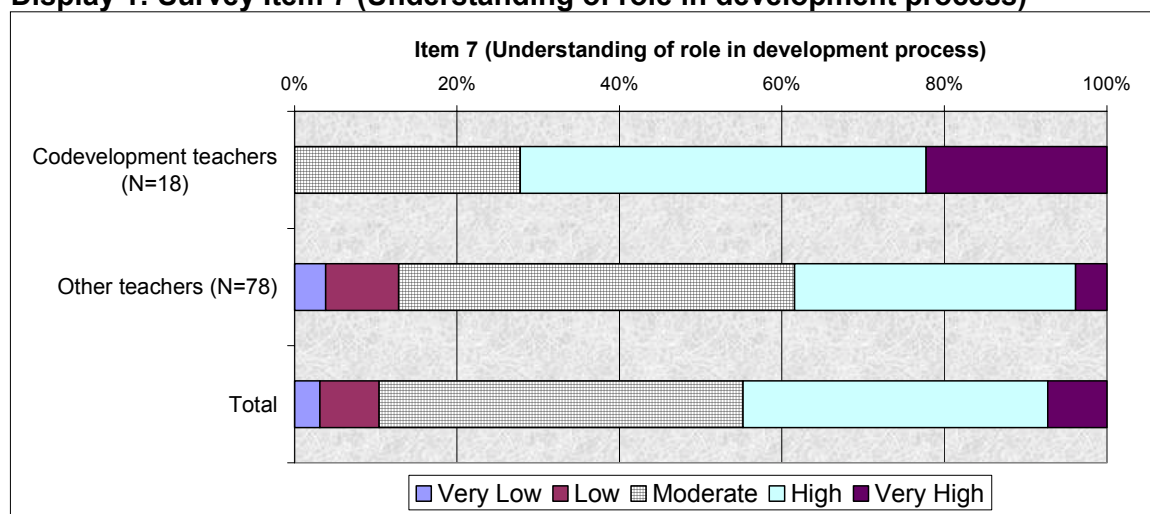
[Note: missing responses excluded]

Display 1 indicates that although most of those who were co-development teachers in the previous year had high or very high levels of understanding of their role in the syllabus-in-development process, 49% of the other teachers had only moderate understanding. None of the co-development teachers and few of the others (13%) indicated low or very low levels of understanding. The briefing of the other teachers was the role of the coordinators, who had been co-development teachers in the previous year. The project team had only limited contact with the other teachers during the syllabus-in-development phase.

2.3 Summary and Conclusions

The results showed strong support for the work done by the project team, but misgivings about the demands that the syllabus-in-development process was making on schools. Overall, there was appreciation of the team and the process, but often with the sense that the project needed more resources.

Many of the teachers felt that progress with development of the materials had been slow, but for good reasons. Others saw good progress or commented positively on the way the project team was working with teachers in the syllabus-in-development schools.

Teachers were divided on the effectiveness of the consultation with schools in ensuring an appropriate, effective and efficient curriculum. Many praised the communication processes but many were critical. Most of the teachers understood their role in the syllabus-in-development process.

Interpreting these results, it must be considered that the syllabus-in-development process was not funded to the level of corresponding phases of previous projects in other key learning areas in terms of the size of the project team and the amount of funded teacher release for schools.

At the time of the evaluation, the full set of curriculum materials was not yet available. Many teachers saw progress as slow, but this was acceptable because the teachers were having difficulty finding time to respond to the demands the development process was making on them, or because they saw the magnitude of the development task as dictating the pace.

Many teachers expressed appreciation for the thoroughness of the processes, and this may reflect a dedication to English education among the coordinators. The results indicate, however, that the coordinators had only partial success in preparing the other teachers in their schools for the syllabus-in-development process. A recurring theme in teachers' responses is the time it takes to understand and engage in the new syllabus, and this could well have considerable implications for the eventual introduction of the finished product as well as the way in which the final versions of the syllabus and support materials are presented.

The consultation processes involving the syllabus-in-development schools invoked mixed reaction – some finding it very effective but others being critical. This divergence of opinion may indicate that schools had diverse needs or expectations; it could derive from experiences with different team members, or it may reflect more positive attitudes among the coordinators who had more direct involvement in the consultation process over a longer period of time.

We conclude that:

> Although significant progress was made during the year, a complete draft syllabus had not been developed by the end of Term 3. Progress was constrained by the magnitude and difficulty of the task and the resources available to the project. The syllabus-in-development process was not funded to the level of corresponding phases of previous projects in other key learning areas in terms of the size of the project team and the amount of funded teacher release for schools. With limited release time available to them, teachers had difficulty finding the time to become familiar with the draft materials, build understanding of them and provide structured responses to the project team. Even so, the work of the project team was supported strongly by the syllabus-in-development teachers although the effectiveness of the consultation processes evoked both praise and criticism. Expansion from the co-development phase into the syllabus-in-development phase has proved to be difficult for this project, but a platform that reflects a wide range of input from practising teachers has been established for the next phase.

3. Appropriateness – Views of English Education

Focus Question 2
To what extent do the draft curriculum materials reflect current and emerging views of education and of educators in English?

3.1 External Review

The results of the external review are summarised below, indicating the appropriateness of the draft curriculum, in terms of the 11 issues, according to the representatives of the three schooling authorities. The results are shown in full in Appendix 5.

There was no issue for which the response of the draft curriculum was seen as appropriate without reservation by at least one of the three school authorities.

Display 2: Summary of External Review Results

Issue and appropriateness of curriculum response	Summary of comments
1. The nature of English as a key learning area AISQ: Appropriate EQ, QCEC: Appropriate with reservations	It is important to consider 'valuable' aspects of the history of theories & approaches to the teaching & learning of English. (AISQ) *Reservations.* Needing clarification: Role that learner background plays; learning in context; meaning of 'responsive'; expectations required. Absolutes re conventions contrary to equity, social justice & individual nature of learning. (EQ) Rationale: Some terminology needs to be clearly grounded and explained; will not stand alone without in-service on the theory base. Document appears to be going in the right direction but some secondary teachers may not be ready to accept ideas in Rationale, possibly from value position that passing on cultural heritage is main purpose of English. Heavy emphasis in Rationale on understanding history and the present, but doesn't address where we need to go in the future; attention to how English should be seen as vessel for exchanging views of the world from other KLAs such as artistic or religious. Need to make reference to the other KLAs as English is the medium for human exchange in our society – Rationale should spell out that feature of English is to enable integrative experiences across KLAs. (QCEC)
2. Maintenance of continuity with current curriculum documents in P–12 QCEC: Appropriate AISQ, EQ: Appropriate with reservations	There seems to be good continuity with all three. (QCEC) *Reservations:* Comparisons of the documents require extensive unpacking to locate the content, approach, theory of '94 syllabus in new syllabus – changes in language & groupings of components or concepts need to be tracked for teachers. 'Emotive', 'affective' aspects not explicit. Evaluation of Senior syllabus trial should be taken into account. (EQ) Not confident that 1 to 10 syllabus is widely known, understood and used. Perception that document too involved and lengthy — replacement document must be succinct and give perception of manageability to ensure more efficient level of uptake. (AISQ)
5. The learning and teaching of reading AISQ, QCEC: Appropriate EQ: Appropriate with reservations	All methods for teaching reading should be considered. Place for explicit strategies. (AISQ) *Reservations:* Agree with general position that syllabus should not provide pedagogy. Primary teachers may need specific guidance on teaching reading. Need for a common language about teaching reading. (QCEC) Needs to be consistency across all documents currently being developed. (EQ)
9. Accessibility of the curriculum to teachers and other potential users AISQ: Appropriate EQ, QCEC: Appropriate with reservations	Accessibility a problem if document perceived to be so wordy, lengthy or complicated. 'Daunting' nature of early print forms a necessary stage, but must be shown as one that will be moved through purposefully and quickly to maintain confidence. (AISQ) *Reservations:* Professional Development support needed to ensure accessibility. (EQ) Materials not yet accessible – difficult to read and comprehend – may be alleviated by online. Need for different, more visual ways to present information. (QCEC)
10. Accommodation of the Year Two Diagnostic Net indicators and the Literacy Benchmarks QCEC: Appropriate AISQ, EQ: Appropriate with reservations	Teachers very happy with this. (QCEC) *Reservations:* Useful to indicate where they 'fit'. Benchmarks based on minimalist view of accomplishment and influenced by political agendas – important not to lose sight of equity principle of high expectations for all learners. (AISQ) Intent fine but not evident in materials yet. (EQ)
11. The facilitation of planning English programs at school, year and class levels QCEC, AISQ: Appropriate EQ: Appropriate with reservations	Draft materials currently proving workable for classroom planning. Important that teachers can see how and where to continue with or adapt components of current work programs – specific guidance may be needed. (QCEC) Presumably a number of program types will be modelled that permit incorporating important learning/teaching directives with the use of outcomes & elaborations. (AISQ) *Reservations:* Need bigger picture as starting-point for unit planning. Demands/outcomes for different students who are operating at different levels.
12. The nature of literacy and its place in the English key learning area AISQ, QCEC: Appropriate EQ: Appropriate with reservations	Very important – point needs to be clearly made that literacy is a cross-curricular priority and cannot realistically be the domain of English. (AISQ) Other KLAs should be teaching literacy, including the 'language' of the KLA and how that conveys a meaning of the world. Need remains to clarify what literacy means in each KLA (including English). Possible overlap between Rationale sections on 'literacy as social practice' & 'language as meaning making system'. (QCEC) *Reservations:* Failure to foreground these principles in documents. Tends to be last paragraph of section. (EQ)

Display 2 Continued

Issue and appropriateness of curriculum response	Summary of comments
13. Assessment and reporting of achievement in 1 to 10 English AISQ, EQ: Appropriate QCEC: Appropriate with reservations	Agree with intent. Consultative process has not so far included opportunities for professional discussion and sharing of the results of such discussions. (EQ) Option of adopting models of assessment & reporting useful, but schools need flexibility to explore an assessment-reporting framework in line with their teaching & learning models. (AISQ) ***Reservations:*** Wonder about the extent to which the Project Team will be able to relate section on assessment & reporting specifically to English – may be an issue for Council. May be a shifting issue as to whether Council policy on providing advice on reporting is still supported by various constituents. (QCEC)
3. The effectiveness of the organisation of the core learning outcomes and elaborations AISQ: Appropriate QCEC, EQ (5): Appropriate with reservations EQ (7): Not appropriate [EQ response divided with 5 participants Appropriate with reservations, 7 Not appropriate.]	Outcomes & elaborations need to hint at key understandings to be developed, rather than act as a checklist of skills to be worked through. (AISQ) ***Reservations or Not Appropriate:*** Strands (combine cultural, operational). Elaborations (too many but most useful for teachers). (EQ) Format/structure of the elaborations (too many/complex). The outcome statements need to be leaner. Consistency of language with other KLAs. (QCEC)
4. Multiliteracies AISQ: Appropriate EQ: Appropriate with reservations QCEC: Not appropriate	As a document being constructed in the present for future years, the addressing of multi-literacies is an essential element for learning organisations. (AISQ) ***Reservations:*** A focus on multiliteracies is critical and there needs to be more explicit mention of electronic media. The elaborations under mode & medium outline potential multiliteracy outcomes but multiliteracies are not mentioned in level outcome statements. Some literacies are emphasised more than others with critical literacies poorly developed. (EQ) ***Not Appropriate:*** Believe there would be a wide range of understanding of the term multiliteracies – needs unpacking. What to do in relation to multiliteracies at a given level not coming through. Much terminology describing literacy comes from former less complex times and this could cause confusion for some – still a tendency to use orthographic examples in elaborations. Disjunction between what happens in the classroom and what students encounter outside – crucial for English to address such disjunctions, which may be associated with lack of con-nection between schooling & the students' world – possible factor in alienation. (QCEC)
6. The place of literature AISQ, QCEC: Appropriate EQ: Appropriate with reservations (5), Not appropriate (7)	In accord with this view of the place of literature. (QCEC) Variety of text is important but so too is modelling of what is considered quality text from within the range suggested – not just popular varieties. (AISQ) ***Reservations and Not Appropriate:*** Words like significant, diversity, ethnicity hold a lot of meaning. 'Literature' needs to be foregrounded. Very hegemonic view of literature presented. Teacher background & skills integral to the place of literature. Needs to appear in the elaborations & outcomes. (EQ)
7. The learning and teaching of grammar AISQ, QCEC: Appropriate EQ: Divided response – Appropriate for some parts of the statement and Not appropriate for others	Support the approach taken. (QCEC) No question as to essential nature of teaching certain basic skills such as grammar. (AISQ) ***Reservations or Not appropriate:*** Potential confusion with dual system of functional & traditional grammar – need only current functional grammar. Simplification of functional grammar in PD needed for all teachers. Specific examples/levels of critical grammar needed so teachers know exactly how far to take this and what expected outcomes might be. Syllabus focus on grammar in Operational strand doesn't give students a reason for learning grammar e.g. vital for making highly critical judgments relating to discourse, ideology and power – necessary that one be seen as tool for the other. (EQ)
8. Accommodation of student diversity in the learning and teaching of English AISQ, QCEC: Appropriate EQ: Not appropriate	No difficulty with this. (QCEC) Needs to be room for student negotiation of learning & assessment in support of diversity as suggested by response to this issue. (AISQ) ***Not appropriate:*** Pathways for students from diverse backgrounds need to be described differently – elaborations may describe a majority cohort but can't realistically be expected to describe outcomes for everyone at particular stages in their learning pathway. (EQ)

13

For the following issues, all three of the school authority representatives indicated appropriateness, but at least one indicated reservations (shown in parenthesis):

- The nature of English as a key learning area (Education Queensland, Queensland Catholic Education Commission)
- Maintenance of continuity with current curriculum documents in P to 12 (Association of Independent Schools of Queensland Inc., Education Queensland)
- The learning and teaching of reading (Education Queensland)
- Accessibility of the curriculum to teachers and other potential users (Education Queensland, Queensland Catholic Education Commission)
- Accommodation of the Year Two Diagnostic Net indicators and the Literacy Benchmarks (Association of Independent Schools of Queensland Inc., Education Queensland)
- The facilitation of planning English programs at school, year and class levels (Education Queensland)
- The nature of literacy and its place in the English key learning area (Education Queensland)
- Assessment and reporting of achievement in 1 to 10 English (Association of Independent Schools of Queensland Inc., Education Queensland).

For the following issues, at least one of the three school authority representatives, in most cases at least some of the Education Queensland representatives, indicated that the responses of the draft curriculum materials were not appropriate:

- The effectiveness of the organisation of the core learning outcomes and elaborations (Education Queensland)
- Multiliteracies (Queensland Catholic Education Commission)
- The place of literature (Education Queensland)
- The learning and teaching of grammar (Education Queensland)
- Accommodation of student diversity in the learning and teaching of English (Education Queensland).

Further analysis of Display 2 indicates five categories of reservations and concerns:

- Need for clarification of issues in the Rationale (nature of English as key learning area, continuity with current curriculum, nature and place of literacy)
- Need for more explanation for teachers (multiliteracies, place of literature, grammar, student diversity, accommodation of Net and Benchmarks)
- Need for more effective presentation of curriculum materials (organisation of outcomes and elaborations, accessibility to users, facilitation of planning)
- Need for consistency of language and terminology with other documents in use across systems (learning and teaching of reading)
- Need for resolution of issue at Council level (assessment and reporting).

The first item on the list above is relevant to focus question 2 on appropriateness of the draft curriculum, but the others are more relevant to effectiveness of the materials and are discussed further in Section 6 in relation to focus question 5.

We note that this external review process was successful in bringing out rich information, although to a significant extent, the results related more to effectiveness of the draft curriculum materials than appropriateness. Taken together, the results suggest that the draft materials have addressed the 13 issues, but not yet to the complete approval of the three major school authority representatives. We believe that none of the reservations or concerns is irreconcilable, however, and all are capable of resolution if the project team and the schooling authorities work together in a process of constructive partnership.

3.2 Interview

Interview item 12 asked teachers to comment on the draft materials in terms of literacy, grammar, reading, texts and writing. Responses often related to issues of appropriateness.

3.2.1 Question 12a: Please comment of the draft materials materials in terms of the enhancement of literacy

The responses to this question included 23 that related to appropriateness of the treatment of the literacy issue in the draft curriculum materials. (The other responses generally referred to workability considerations.) All 23 were in support of the materials. For example:

- *It formalises a broader understanding of literacy in secondary.*
- *Literacy as a social practice clearly underpins the syllabus. Using language for meaning making – that's what literacy is all about.*
- *I rate this as high. It will enhance literacy. I am comfortable with the emphasis and the idea that English does not have to carry the whole responsibility for literacy.*
- *It is contributing to being a literate person. Literacy now involves a lot more than just reading what is on a page, for example, becoming a critical reader, and this is stressed in the syllabus.*

3.2.2 Question 12b: Please comment on the draft curriculum materials in terms of the learning and teaching of grammar

The great majority of the teachers supported the approach to grammar in the draft curriculum materials.

Many teachers (24) spoke very positively about the specific information given on children's learning in grammar at each Level. Most stated that it would improve the teaching of grammar, especially in primary schools. The inclusion of traditional and functional grammar was seen as useful to teachers. A few teachers commented on what they were learning about grammar through the use of the materials. Some responses were:

- *It covers grammar very well and tells teachers what to teach. I am learning what functional grammar terms mean.*
- *There is an emphasis on functional grammar and we do a lot of that here. This aspect is fine.*
- *I particularly like the way grammar is approached – a fair amount of direction is given to the teacher.*
- *This has improved over the previous syllabus.*
- *The grammar is good. Teachers are pleased to see both functional and traditional grammar there.*
- *It is good. It combines traditional and functional. It addresses using grammar in context and not as an isolated skill.*

Some other teachers (9) did not disagree with the teaching of grammar as described in the elaborations, but they felt in-service would be needed to help teachers understand and teach grammar, especially at the upper primary levels:

- *I was surprised to see grammar introduced in Level 1. Teachers will need to know what to say to kids about functional grammar.*
- *They have placed a high importance on grammar. The fact that they put in specific phrases has stunned some teachers.*

- *Having the functional grammar is good, I'm glad it's there, but the relationship between the functional grammar and traditional must be made clear because many teachers will think the functional is simply a renaming of the traditional and will use that as an excuse not to teach the functional.*
- *Because it is spelled out it is a great tool, but some teachers think it is too much at first. This may be overcome once people become familiar with it.*

A few teachers believed there was room for improvement in some aspects of the elaborations addressing grammar. Two secondary teachers saw nothing new for them in the grammar referred to in the elaborations of the operational strand.

3.2.3 Question 12c: Please comment on the draft curriculum materials in terms of the learning and teaching of reading

Most of the interviewees (24) strongly supported the approach to reading in the draft curriculum materials. The positive comments came from both primary and secondary teachers.

Some (9) praised the specific guidance on the teaching of reading given through the elaborations. For example:
- *I particularly like the way reading is approached – a fair amount of direction is given to the teacher.*
- *It has terrific potential to use it as a valuable tool for teaching, especially beginning and less informed teachers.*
- *The elaborations are very specific on reading and writing. You know what you will teach in different year levels and they all complement each other.*
- *In the past, once the children have learned to read in the lower school I have found it difficult to know what to do with reading in the upper school, but the curriculum is excellent in setting out what to do in the upper school with reading.*
- *Have heard good comments with regard to explicit reading advice in elaborations. The 1994 syllabus did not do this well.*

Some of the teachers (5) thought that the teaching of reading would improve with the draft curriculum materials:
- *Just having things that have to be taught improves the teaching of reading.*
- *It will enhance the teaching of reading because of the emphasis on critical literacy, which people have ignored a lot in the past.*
- *It will make children more critical readers.*

A few of the teachers (9) had doubts:
- *A teacher who has not taught young children to read will not be able to see how to do it by just looking at the syllabus. There needs to be a separate publication on the teaching of reading.*
- *It didn't jump out at me 'Oh this will help me teach reading'.*
- *We don't know how to teach reading in secondary. We should be taught in pre-service.*
- *The support materials must give detailed information about the teaching of reading, to support the wide range of knowledges about reading amongst teachers.*

Other comments were diverse, including some that no change was evident:
- *I can't see how the materials will change things for a good teacher.*

3.2.4 Question 12d: Please comment on the draft curriculum materials in terms of the learning and teaching of texts

Most of the teachers supported the draft curriculum materials in terms of the learning and teaching of texts.

Many teachers (20) indicated satisfaction with the information on text types in the elaborations.

- *I like the fact that 'texts' is interpreted very widely and the idea that learning texts is more than just comprehension. I like the emphasis on cultural and that the social justice aspects are so strong.*
- *This was undervalued before.*
- *That is integrated with the reading and I agree with that approach.*
- *That is adequately addressed. It includes the genre approach. The critical strand helps to round it all off really.*
- *There are a variety of texts students can study and there is a lot of choice about texts. The materials do not give greater importance to literary texts over non-literary.*

Some teachers (11) had doubts, but there was no apparent pattern in their comments:

- *I think from what I can see it has moved away from the focus on genre and I think the deconstruction of genre is very important to the understanding of texts.*
- *That was an area that I thought needed a bit more detail in the elaborations on how to teach it.*
- *Very explicit, too explicit.*
- *I would like to see the structures of texts somewhere.*
- *The elaborations don't flesh out all that's possible – very few suggestions are made.*

3.2.5 Question 12e: Please comment on the draft curriculum materials in terms of the learning and teaching of writing

The majority of teachers found the draft curriculum materials to be appropriate in terms of the learning and teaching of writing. A few expressed doubts of various kinds.

Many teachers' responses (17) indicated satisfaction with the way the draft elaborations address writing. Most of these were primary teachers, who appreciated the detailed information on children's demonstrations of learning in writing. For example:

- *The syllabus was helpful as far as writing is concerned and we liked the approach.*
- *It is good because there is the whole section on operational and it gives you what you should be teaching at the right level. It has helped me a lot.*
- *There is continuity and consistency in writing.*
- *Very good – prescriptive – shows you exactly what you have to do with the writing.*
- *Secondary do a good job in writing and the syllabus confirms this.*

Three teachers used the word 'genre' in their responses, demonstrating different points of view about whether the draft curriculum materials addressed genre or not:

- *The previous syllabus had lots about genre but it was so hard to get to, hopefully this will be a more user-friendly syllabus – weaving the writing/genre through the strands and sub-strands.*
- *Does not seem to use genre. The online support materials will need to explicate how to teach different genres and text types.*
- *I thought it was good to give teachers a specific list of genre and skills to be taught.*

3.3 Survey

Among the items on the survey, nine were grouped as representing aspects of appropriateness (items 8, 11, 12 and 23 to 28). Items 11 and 28 are discussed in Section 4.2. The responses to items 8, 12 and 23 to 27 are summarised in Display 3.

Display 3: Survey items – Appropriateness
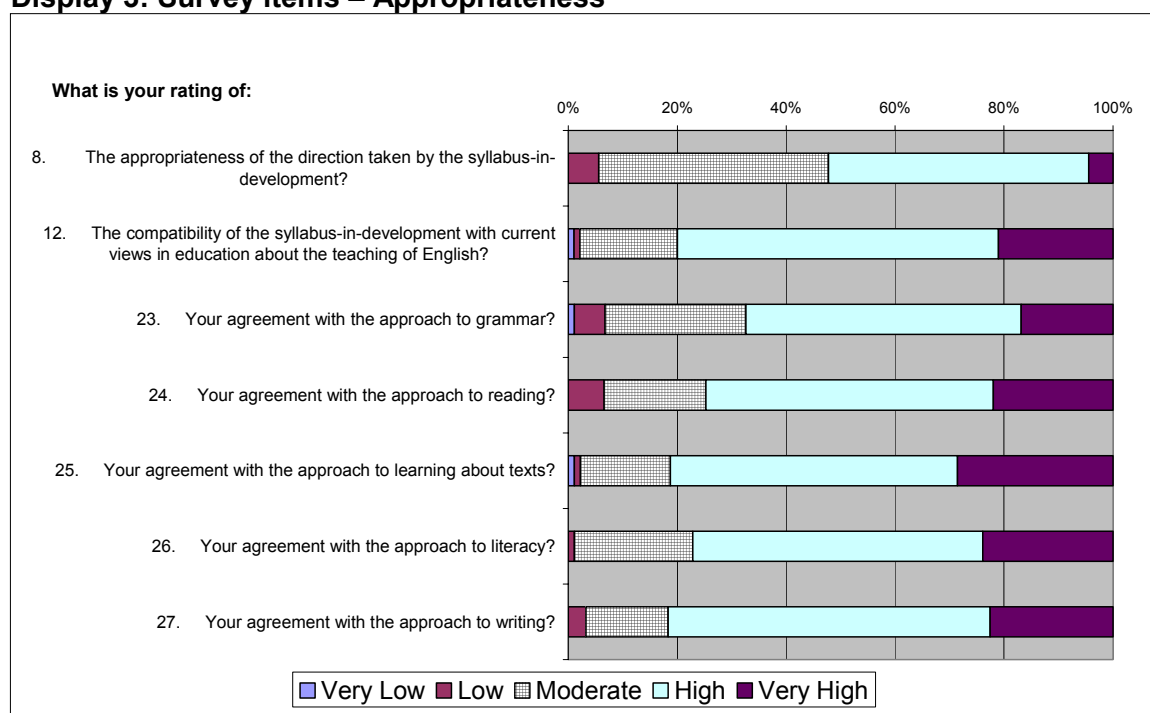
[Note: missing responses excluded]

Ratings of the appropriateness items were mostly high or very high, indicating strong agreement that the draft curriculum materials are compatible with current views about the teaching of English. Most of the teachers agreed to high or very high levels with the approaches to grammar, reading, learning about texts, literacy and writing.

There was moderate to high agreement that the draft curriculum materials were taking an appropriate direction: Few indicated very high or very low. Separate analysis shown in Appendix 6 showed that those who were co-development teachers gave higher ratings on this item than the other teachers, probably as the result of the series of workshops they had attended.

The analysis in Appendix 6 indicates that in general, higher ratings for appropriateness were given by:
- The co-development teachers
- The secondary teachers
- The more experienced teachers.

This result gives added confidence to findings that the draft curriculum materials were taking an appropriate direction, as well as indicating the value of workshops for teachers in explaining or justifying the direction.

3.4 Summary and Conclusions

Both the survey and the interviews indicated that most of the teachers strongly supported the draft curriculum materials in terms of the treatment of literacy, grammar, reading, texts and writing. Only a few expressed doubts of various kinds. The survey showed moderate to high agreement that in general terms, the draft curriculum materials was taking an appropriate direction. Higher ratings for appropriateness were given by the former co-development teachers, the secondary teachers and the more experienced teachers.

The external review results showed that the draft curriculum materials have addressed the significant issues for a Years 1 to 10 curriculum in English, but not yet to the complete approval of the three main schooling authorities, especially Education Queensland. The review indicates that some issues need to be further clarified in the Rationale (nature of English as key learning area, continuity with current curriculum, nature and place of literacy).

In interpreting these results, we note that in these and other aspects, the results of the external review do not seem to coincide with the data from the syllabus-in-development teachers. Three factors seem to be operating:
- The first factor is the high level of consultation between the project team and the teachers over the co-development and the syllabus-in-development phases. The co-development teachers and coordinators were exposed to the views of the project team in several days of meetings, workshops and visits. At the same time, the project team members themselves were exposed to the views and priorities of the teachers. The effects of this consultation are reflected in the teachers' high levels of understanding and support.
- The second factor is the different sets of considerations and priorities faced by teachers and the school authorities. For example, the school authorities are more concerned with broader, long-term issues, while the syllabus-in-development schools are more concerned with immediate issues of practicability.
- The third factor is that the processes and intentions of the external review were very different from those of the teacher survey and interviews. The survey and interviews included responses from many more people and focused more on issues of practicability. The external review comprised only three sets of responses and focused only on issues of appropriateness. In the survey and interviews, broad trends were sought in the wide range of responses on each item. In the external review, every reservation and concern was noted as an item necessary to be resolved.

The message for the project team is to establish processes of direct consultation with the school authorities, especially Education Queensland, to obtain a level of accord on the basic issues that approaches that already reached with the teachers. Development of this accord will, we believe, require a constructive partnership, aimed at ensuring that the curriculum materials are acceptable to the major school authority representatives. The project team has the advantage of very wide consultation processes but the difficult task of balancing a range of positions on all of the issues. The schooling authorities, on their part, have to ensure that the curriculum materials are attuned to their respective contexts, priorities and values. The project team and the schooling authorities share the imperative to ensure that the final version of the curriculum materials display high levels of not only intrinsic quality but also internal consistency.

We conclude:

> To a great extent, the developing curriculum materials reflect well the current views of teachers, especially those more experienced and knowledgeable. The major schooling authorities, however, have identified reservations and concerns about the explanations in the draft syllabus-in-development about the nature of English as a key learning area, the continuity with current curriculum documents, and the nature and place of literacy in the English key learning area. Productive resolution of these reservations and concerns may best be achieved by the Project Team and the schooling authorities working in partnership, recognising that the final version of the curriculum materials must be fully acceptable to the major school authority representatives.

4. Appropriateness – Potential to Meet Needs in Schools

Focus Question 3
To what extent do the draft curriculum and support materials satisfy the identified needs of all students, teachers and school administrators?

4.1 Interviews

The interview included two items concerned with appropriateness of the draft materials in terms of meeting needs: Item 5 asked about the potential for meeting students' needs and item 9 asked about continuity with schools' current programs.

4.1.1 Question 5: How do you rate the potential of the syllabus-in-development and support materials for meeting the present and future needs of the students in your school?

Most of the ratings were high:

Very High: 6	High: 31	Moderate: 7	Low: 1	Very Low: 0

[Missing = 1]

The comments in response to this item are discussed at some length because of their variety and richness. The results leave little doubt that the teachers clearly expected that the draft syllabus-in-development and support materials would meet the present and future needs of students from the quite wide range of backgrounds encountered in the syllabus-in-development schools.

Many of the comments indicated that the syllabus-in-development and support materials would meet the needs of particular groups of students:
- *Particularly high for an Aboriginal community school because of the cultural strand. It allows the teacher room to make the curriculum suit the children's needs rather than having to make the kids fit into the curriculum (which does not work).*
- *My class is a special needs group and I can see how it meets their needs. In that case it should do a fairly good job in a general population.*
- *We are teaching ESL students so a lot of the material is very relevant to our way of teaching and our students.*
- *We have a wide variety of students; the three strands will open up more possibilities for students and hopefully make it easier for students who have had trouble in the current syllabus.*
- *We have a lot of gifted students who we identified in year 3 or 4 and have been tracking and developing since. We will prepare a 'beyond level 6' unit for them.*
- *It has good potential for our students because it teaches SAE [Standard Australian English] and what to do in SAE if they want to leave the Island.*

Some comments referred to the advantages of particular emphases in the draft syllabus-in-development and support materials for meeting students' needs:
- *Functional grammar – proven usefulness for students in giving them control over text.*
- *It's pretty reassuring, especially listing the progression of phonics and grammar.*

- *I think it's great. I really appreciate the critical sub-strand.*
- *They have broadened literacy into other areas with other text types — visual texts, media, and plays. These children are technologically minded.*
- *Currently, the draft materials take account of the changes in language that have come about through changes in technology – this focus must be maintained and developed for the syllabus to cater to students' needs. I assume that the technological focus is just as pertinent to rural and remote students, and, for example, Aboriginal students and communities as it is in this urban context.*
- *Our school will be looking especially at how the sub-strands incorporate technology as we work more with the documents.*

Some focused on aspects of the organisation of the draft syllabus-in-development and support materials:
- *It's going to be great. The outcomes are very sequential and developmental. I don't think they can go wrong with these.*
- *It will meet their needs because it is so detailed.*
- *I found the way it is set out is progressive so that you can teach in a sequence. The elaborations show how one step leads to the next.*
- *It gives the kids a range of different stages they are able to develop through. There are opportunities for better students to be extended and other students to work at their own pace.*
- *I like the organisation of the syllabus and I appreciate the elaborations. When we have the modules in place it will be productive.*

Some comments referred to the importance of the Critical strand to contemporary literacy:
- *This syllabus allows students to go a step further than the context–text model of the 1994 syllabus by introducing the critical strand – this element is crucial to students now.*
- *It has the potential for kids to become critical readers and writers.*
- *The critical provides relevant lifeskills for today's society.*
- *I like the way they have developed the critical strand. This was done subconsciously before and now teachers have to be conscious of it when planning.*

Two comments referred to the Operational strand:
- *Also the operational gives kids basic literacy skills and the critical provides relevant lifeskills for today's society.*
- *For us particularly, the operational strand is more useful.*

Two comments referred to advantages of the Cultural strand, including the first comment shown in this section of the report.

Two respondents (both secondary teachers) did not see the need for a new syllabus, declaring the 1994 syllabus as adequate:
- *The '94 syllabus was already meeting their needs and I can't see that we will be teaching that much differently.*
- *I think we do a lot of these things already in our school. But we don't need 50 million outcomes though. I think we are working quite well with the '94 syllabus and we are incorporating the critical strand into that successfully.*

Most of the other comments were positive in nature referring to a range of issues, for example:

- *The strands make you aware of the need to be helping kids with regard to their future needs.*
- *They do meet the children's needs. I plan my unit as normal and it covers what we do already.*
- *I think that there is everything in the elaborations for the present and the future.*
- *The potential is high because it assists teachers to break down the language demands of tasks that are presented to students.*
- *Quite high. I think it will work effectively if teachers have an overarching focus like a rich task and backward map to the elaborations.*
- *I was very pleased. At level 4, it seemed to open up more than what we had been doing. As a teacher, it gave me scope to meet more individual needs of kids.*

4.1.2 Question 9: How do you rate the level of continuity of the current materials with your school's current English programs?

Most of the ratings were high:

Very High: 2	High: 23	Moderate: 10	Low: 2	Very Low: 1

[Missing = 8]

The vast majority (22) of the comments support a finding that the syllabus-in-development and support materials was quite compatible with their schools' current approach to English or the direction that it was taking:

- *Current programs are heading that way. We will use the materials as in-service and professional development materials.*
- *It's similar to the old syllabus. We found it fitted in with the New Basics.*
- *It is not much different from the 1994 program except for the added critical strand, which we were already doing because of the Senior program.*
- *We are doing these things already. We are doing the critical element in conjunction with the 1994 syllabus.*
- *In our particular situation we always have to adapt a lot and this won't be difficult with the draft materials.*
- *It is fitting because we are making it fit at the moment. The units we are choosing to do are units within our current school-based program.*

A few pointed to the nature of changes:

- *We have been trying to bring in the critical strand strongly and that is clear in the materials. I think what it will demand for us in our programs is change in assessment techniques.*
- *It is not a great change other than the cultural and the critical sections – these are very different and teachers have not had a lot experience with them.*
- *It includes a lot of the current philosophy and teaching of the 1994 syllabus. It extends the current materials and puts more emphasis on reading and critical literacy.*
- *The materials have more scope and depth than the school program.*
- *The 1994 [syllabus] is more or less Cultural and Operational strands focusing on Genre and writing. The draft opens out reading and viewing and the Critical strand.*
- *From the primary perspective it will be different. Some of their units are very genre based.*

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A few saw that the draft syllabus-in-development and support materials had drawn attention to gaps in their current program that would need to be addressed, leading to improvement:

- *Our school's English program has gaps and we are updating it. These materials showed the gaps.*
- *At this school, there hasn't been a focus on critical and visual literacy. It doesn't match the way teachers teach at the moment. It will be a step forward.*
- *Our current junior syllabus is outdated. This draft has quite a different perspective on English and teachers will find this difficult at first. They will have to let go of old practices.*
- *We have found we will have to rework our old program – it's five years old. It's timely; it needed to be done.*

4.2 Survey

In the survey, three items related to this focus question: Item 11 (compatibility with school's views on teaching English), item 21 (how effectively draft curriculum materials provides for student diversity) and 28 (likelihood that teachers will accept the curriculum). The results for these items are shown in Display 4.

Display 4: Survey items 11, 21 and 28
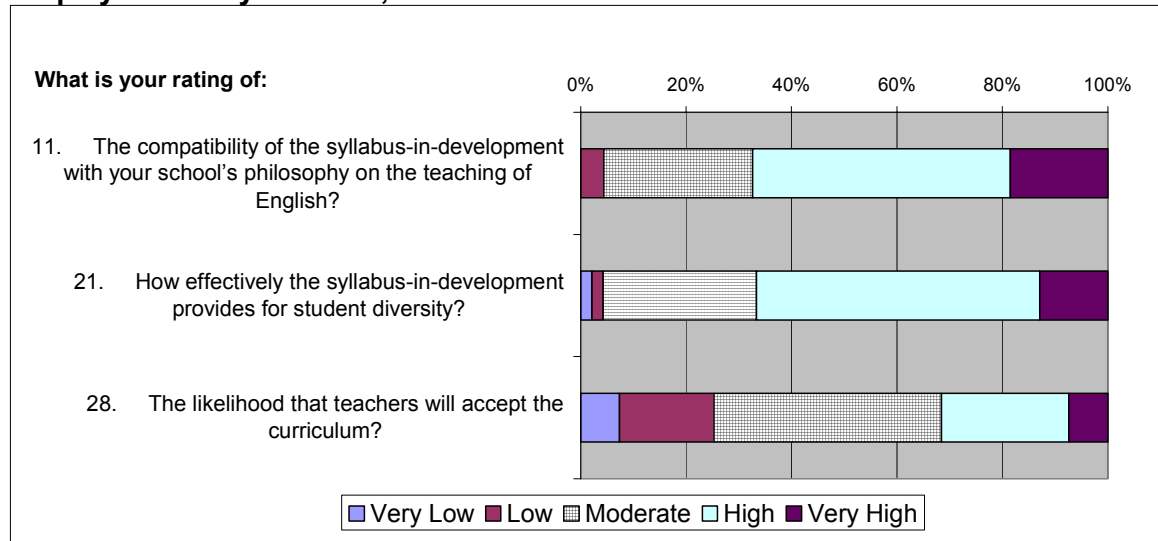
[Note: missing responses excluded]

The results in Display 4 show mostly high or very high ratings for items 11 and 21, with only four low or very low ratings in each case. The majority of the teachers saw the syllabus-in-development as compatible with their schools' philosophy on the teaching of English and effective in providing for student diversity.

For the likelihood that teachers will accept the curriculum, as many as 25% of the ratings were low or very low. Even though the majority tended to be accepting of the curriculum, the relatively high minority of low ratings would indicate the need for any initial in-service to include a component designed to convince teachers why they should accept the syllabus.

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4.3 Summary and Conclusions

The data from teachers generally rated the potential of the draft syllabus-in-development and support materials for meeting the present and future needs of the students as high. Many made specific reference to its appropriateness for particular groups of students such as special needs groups, gifted students, students from Aboriginal and Torres Strait Islander backgrounds and ESL students.

The teachers gave mostly high ratings to continuity of the draft materials with their schools' current English programs. The vast majority said the draft curriculum materials would fit in well with what their school was doing already or the direction in which their school was already moving. A few saw that the draft had drawn attention to gaps in their current program that would need to be addressed, leading to improvement.

Many noted the draft as an advance on current programs through the addition of the Critical strand and incorporation of viewing in the Reading and viewing sub-strand. Those who identified discontinuity did so mainly in terms of the need for professional development for teachers considering the very wide spectrum of understanding they may have of the theoretical bases of the draft curriculum materials.

The majority of the teachers saw the draft syllabus-in-development and support materials as compatible with their schools' philosophy on the teaching of English and effective in providing for student diversity. However, many (25%) thought the likelihood that teachers will accept the curriculum was low or very low. This result could represent an estimate of general resistance to a new program in an environment often characterised as one of constant change, but it is also compatible with findings from other parts of the evaluation that considerable time is needed for teachers to come to terms with the draft materials. A reasonable conclusion is that the initial in-service should include a component designed to convince teachers why they should accept the syllabus, even though there seems to be continuity with current programs.

In interpreting these results, we observe high overall support for the draft syllabus-in-development and support materials as allowing schools to identify and cater to the needs of their students on many fronts. Noting continuity with current school programs and philosophies, there was the caveat that the current state of teacher knowledge is widely varied and considerable in-service would be necessary to implement the syllabus. Also, continuity with current school programs and philosophies does not necessarily indicate appropriateness, which might well, and rightly, be judged on criteria quite other than schools' current practices.

The results do indicate that the draft syllabus-in-development and support materials was seen by teachers as having the potential to meet their requirements in terms of catering well for the wide diversity of students' needs encountered in the syllabus-in-development schools.

We conclude that:

> The draft curriculum materials have the potential to meet the needs of a wide range of students in a variety of school settings. It is generally consistent with current trends in English programs in the syllabus-in-development schools. Some reluctance to accept a new syllabus may be anticipated among some teachers.

5. Appropriateness – Implications for Draft Materials

Focus Question 4
In light of answers to the above, what changes, if any, might be made to the intent and content of the draft curriculum materials?

5.1 Discussion

The external review, as discussed in Section 3, indicated the need for a number of changes to the draft syllabus and materials. By contrast, the results from the teachers as described in Section 3 are very supportive of the draft syllabus-in-development and the support materials, and give rise to no suggestions for change.

5.2 Summary and Conclusions

As indicated in previous sections, teachers indicated high levels of support for the draft syllabus-in-development and support materials in terms of direction and compatibility with their schools' programs and views on English teaching.

Due to the open and collaborative nature of the development and evaluation processes involving schools, many suggestions for change from the syllabus-in-development teachers have already been noted and incorporated as appropriate. By contrast, the external review revealed reservations by the major school authority representatives about the way the draft materials respond to significant issues related to English education for Years 1 to 10.

We conclude that:

> The various reservations and concerns of the three main schooling authorities that are specific to an English syllabus will need to be addressed in the next draft of the materials. Necessary changes include presentation of the materials in a compact format for initial access, finalisation of a concise Rationale that is supported in all respects by the schooling authorities, continuing development of specific guidance for teachers on planning, teaching and assessment, and as far as possible, adoption of terminology that is compatible with related documents currently being used in schools.

6. Effectiveness – Effectiveness in Planning, Teaching and Learning Contexts

Focus Question 5
How effectively will the draft curriculum materials be applied in the planning, teaching and learning contexts?

6.1 Interview

Because of the nature of the syllabus-in-development process, the interviewees included coordinators familiar with the process and teachers new to the process. Many of the teachers had not made attempts to use the materials in planning or teaching to any great extent. Therefore some of the interview responses were based on their inspection of the draft materials. The results presented in this section should therefore be interpreted with this in mind.

Interview questions relevant to this focus question were:
- Question 4 (workability of draft syllabus-in-development as a document for teachers)
- Question 6 (draft core learning outcomes)
- Question 7 (workability of draft elaborations)
- Question 8 (practicability of draft materials for planning)
- Question 10 (links with Year 2 Diagnostic Net and national literacy benchmarks)
- Question 11 (continuity with Trial/Pilot Senior Syllabus in English)

6.1.1 Question 4: In general terms, how do you rate the workability of the current version of the English syllabus-in-development and support materials for teachers?

Most of the ratings were moderate or high, but some low and very low ratings were offered.

Very High: 2	High: 16	Moderate: 14	Low: 9	Very Low: 4

[Missing = 1]

The most common concerns about workability were the amount of material and difficulty for teachers in coming to terms with the draft curriculum materials. Many, coordinators and teachers, stated that considerable professional development would be needed if teachers were to understand the concepts. Assessment was raised as an issue, indicating misunderstanding of the elaborations as assessment prescriptions rather than suggestions for planning for teaching, learning and assessment.

The most frequently expressed concern (17 comments) was the amount of material. Several saw the documents as unworkable because of the large amount of material or the way it was organised, even though some teachers could not see a way to reduce it. For example:
- *Outcomes and content are fine but the amount of material is overwhelming. The comment from teachers is 'where do we start?'*
- *Not very workable in the current version. Too many elaborations.*
- *There is a lot of fantastic stuff in it but it is quite demanding for people to actually work with it. This is because it is so comprehensive in terms of analysis of language demands of tasks, but there is so much that it is hard to hold it all in*

your mind to apply it while you are thinking of all the things that are involved in the planning process.

- *This is one of my biggest concerns because there may be too many elaborations, which will make it difficult for teachers. I can see that they are trying to cover all possibilities but staff here just about have a fit when they first see the syllabus because they feel they have to cover it all. Be careful that teachers don't become overwhelmed by the volume of it all.*
- *You could drown in the amount of information.*

Another frequently voiced area of concern (12 comments) was the demand that will be made upon teachers in coming to terms with the syllabus, with many claiming that considerable professional development will be needed if teachers are to understand the concepts. For example:

- *I think the elaborations describe quite clearly the technology of learning but some of the technical words need explaining. A glossary would help.*
- *The document has potential but professional development is essential as a lot of teachers will have trouble with the concepts for although they have been around for a while many have not yet engaged with the 1994 syllabus.*
- *It was confusing at first but manageable once I had read it three times and saw the organisation of the materials. The structure is apparent on the electronic copy.*
- *Low, mainly because it is still riddled (necessarily) with English jargon and that fails to recognise that most teachers are not English specialists.*
- *Teachers may find the critical dimensions and genre approach daunting.*

Positive response (10 comments) covered the format or organisation of the document, for example:

- *I really like the document. It looks a bit complicated because of its size but once teachers realise the format is consistent, they will be fine.*
- *The format is fantastic, the 'cheat sheets' explaining the internal organisers are fantastic.*
- *I like the way they set it out. In the old syllabus, you had to search for information. This one has the internal organisers which help. It gives you a fuller picture of what the child can achieve.*
- *The elaborations are clear and the content is great.*
- *The strands and bands format will be useful once people get used to it and understand it.*

On the other hand, some negative comments (five) related to the organisation:

- *The documents themselves are physically hard to use and there is so much but I like the content of it.*
- *I would like each level set out on one page so I can see where I am going.*
- *The actual physical A3 size is difficult to manage. The layout of the text makes it hard to go back to and refer to.*
- *I understand the document is meant for use on the computer. It is a 3D document and it is not so easy to use in print – I have materials everywhere. We can't access it online yet.*

Assessment was raised as an issue in two comments, possibly anticipating concerns about planning at school level:

- *What I am not really able to work with easily yet is the assessment. It is easier to assess what they do than what they know.*

- *The outcomes are not clear, assessing the outcomes is not clear. It becomes pointless to use the outcomes for planning when you don't know then how to use them to assess. Perhaps this is a high school thing because I think the primary teachers seem to be more comfortable.*

6.1.2 Question 6: Please comment on the draft core learning outcomes

This item evoked a great variety of comment. A majority of the teachers made favourable comments, but these were often accompanied by criticism.

Many said that the outcomes did not stand alone – the elaborations were needed to explain them. Some ignored the outcomes and went straight to the elaborations. Criticisms were diverse – the outcomes were seen variously as too broad, global, ambiguous, cumbersome, wordy, repetitive, subjective or needing explication and exemplification. Some of the same features were seen as positive attributes, for example, the subjectivity allowing outcomes to be interpreted according to the context and needs of a school or class. They were also described as clear, understandable, user friendly, measurable, and providing a good frame for planning.

Several teachers saw the strands as a useful organisational device, but said they take time to understand. Some teachers specified one or another strand as suiting a particular purpose, for example, the cultural strand allowing the needs of students from Aboriginal and Torres Strait Islander backgrounds to be read into the outcomes. The levelling of outcomes drew comment, either as appropriate or too high, especially in the Critical strand. There was some call for examples for the purposes of levelling; such as example texts that demonstrate what sophistication of language use was expected at each level.

Favourable comment included:
- *We have found the outcomes to provide a good summation of what we are working towards when we do planning.*
- *I think it is good that the outcomes are supported by the elaborations and I like the three strands of Cultural, Operational and Critical but there seems to be a lot to take in to start with for a lot of people, especially if there is not going to be a lot of in-service.*
- *I like the outcomes – they are clear and attainable.*
- *Given that they are at the draft level, they are pretty good. The way they are written, you can contextualise them for each of the units.*
- *I think they are easily obtainable for children and they are able to be measured.*

Those who did not use the outcomes made comments such as:
- *Basically I didn't have much to do with them, I ignored them and went straight to the elaborations, which are the practical part for teachers. They are important to have so you know where it is coming from but the elaborations are the most important part.*
- *I skipped straight to the elaborations as explanations of the outcomes.*
- *You don't use the core learning outcomes – you use the elaborations.*

Comments on difficulty in coming to understand the outcomes included:
- *I had to look at the detail of the elaborations to make sense of the outcomes. They tend to have a lot of detail jammed into one statement.*
- *There is too much packed into one outcome, especially compared with outcomes in the other KLAs.*

- *They are a little bit cumbersome and very wordy. They need some refinement I think.*
- *They are much too broad and too wordy.*

A few commented on subjectivity in interpretation:
- *There can be difficulty interpreting the Outcomes –'know', 'encourage', 'control' – these are subjective terms.*
- *They are ambiguous.*
- *One teacher said the outcomes are so general as to be not very useful.*
- *The outcomes are fine; they are broad enough to allow your own interpretation.*

Some comments related to the levelling of the outcomes:
- *Levelling OK – work with levels 4 and 5 and 6 through years 8, 9, 10.*
- *One teacher has reported that the levelling is not consistent with the continua – level 4 on the continua indicators is level 3 in the draft.*
- *Nesting of the core learning outcomes is not clear or well worked out. The outcomes are improving however.*
- *The levelling is too high in the Critical strand.*

6.1.3 Question 7: How do you rate the workability of the draft elaborations in your context with your students?

Most ratings were high or moderate:

Very High: 5	High: 20	Moderate: 14	Low: 3	Very Low: 2

[Missing = 2]

Teachers were divided in their responses to the elaborations although no teacher criticised their usefulness in providing specific guidance on what students would have to know and do to demonstrate an outcome. Many teachers found the elaborations useful for describing children's progress and providing clear direction for planning. The most common concerns were about the sheer number of elaborations. Some teachers thought the elaborations were useful but said there were too many to address. Some just said there were too many or that they were sometimes repetitive. Some were concerned about assessing the elaborations.

Many of the comments (21) were positive in content, approving the workability of the elaborations for articulating the outcomes or providing direction for teaching. Positive comments were distributed across all Year levels and types of school. Some examples:
- *They are fairly self-explanatory. There has been no problem with activities related to the elaborations in giving my students a chance to demonstrate the outcomes.*
- *We found them very workable for our students in the community school.*
- *They are good. The detail is very useful to the teachers to see the sequence of teaching. It is very definite in what has to be followed.*
- *The specificity and focus of the elaborations makes it clear what to design for the class. We can use the elaborations with the students – to together develop the criteria sheets for assessment, especially in grade 7.*
- *They definitely suit the children here.*
- *I would not support reducing the number of elaborations to any great extent. Don't change the simple practical way the elaborations are presented.*

- *A good thing is that they give you lots of good ideas that you would not have thought of otherwise and they fit in very well with our current program.*

Some teachers found the elaborations workable but found them to form a daunting array:
- *The elaborations are enormous but, on the other hand, they have to be. I don't know how they can be cut back. They are necessary for teachers but could be a turn-off.*
- *They are vast. They go on for pages and pages with a lot of detail which is fine but it needs to be drawn together in a more user friendly way. The elaborations are mostly quite workable for our students.*
- *Teachers find the specific suggestions in the elaborations very useful, they have the potential to work well, but there are so many of them that the document is daunting.*

Some of the comments just focused on the number or complexity:
- *There are just too many and they are repetitive. They'll just frighten teachers away.*
- *The elaborations in other KLAs seem to be more straightforward. Their strands work independently of each other whereas ours are integrated which makes it very difficult.*
- *There are too many to work with when you have to integrate them with other KLAs.*
- *There are just too many, and they are repetitive. Perhaps these can be collapsed together so that the sheer number of elaborations can be reduced, making it more workable for teachers and more workable for planning.*

There were teachers who were concerned about having to assess demonstration of every elaboration, in spite of assurances from the project team that this was not their purpose:
- *There is no way of recording which elaborations have been done and when. There is nothing to say which level kids are on which is important when working with other teachers.*
- *The workability came into question. I am monitoring children's learning every day in the writing and reading particularly. I can use their samples as documentation but how am I to record every child's attainment of the elaborations?*
- *How are we going to report on every elaboration? For someone like me I would feel that I would have to meet every single one of the elaborations, and then I would get bogged down because the planning and preparation would be phenomenal.*

Some saw problems using the elaborations in some contexts, including schools with students learning English as a second language, Aboriginal students, Torres Strait Islander students or students with learning difficulties:
- *I think some of the elaborations are pitched too high for my students.*
- *For our students, elaborations at any one level don't necessarily describe the learning pathways of ESL students. For example, the students might be working on the Operational strand at level 3, they would not necessarily have sufficient control of the language to demonstrate the same level in the Critical strand. Our students would have a very jagged profile across the strands.*

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- *The children won't achieve Level 3 by the end of Year 4. They can work towards them but need a two-year spread – Year 5.*
- *We have to adjust them for the Island. They gave me direction but I have to reinterpret them according to the needs of this culture. Something I need to know is if the students can answer in Creole or is it always in English.*
- *I think the elaborations are workable – it's just that our children won't achieve the levels at the Year levels described in the syllabus because they are second language learners.*

A few teachers made specific criticisms about the elaborations that included the strands, continuity in the core learning outcomes and the use of terminology:
- *The operational strand could be far more prescriptive.*
- *The strands in the 1994 syllabus were organised around comprehending and composing. The sense of this has been lost in the sub-strand format. Perhaps there should be two strands: Reading/viewing/listening and Writing/shaping/speaking.*
- *The 'critical' dimension is lacking, although improving. The cultural and operational elaborations are fine.*
- *Too jargonistic. It's not good English to fail to communicate like that.*
- *Our problem is that if a skill is identified at Level 4, often there is no corresponding Level 5.*

6.1.4 Question 8: How do you rate the practicability of the draft materials for planning classroom programs?

Most of the ratings were moderate or high:

Very High: 5	High: 13	Moderate: 17	Low: 6	Very Low: 3

[Missing = 2]

Many of the teachers spoke positively about their experience with using the elaborations for planning. Some wanted the materials to contain more specific guidance on how to plan. Negative comments usually referred to assessment problems or difficulty coping with the number of elaborations.

Almost all of the comments associated with high or very high ratings reported successful experiences with planning classroom programs using the draft curriculum materials. For example:
- *They are great for planning – the detail helps to confirm that what you think you are teaching is right. The actual working with them is time-consuming at present.*
- *The elaborations are brilliant explanations of what to do with your class.*
- *I think that they are most useful for planning – this is their best strength.*
- *For the first time in planning I have known exactly what it is that I am trying to teach in the upper school especially in the reading section.*
- *I know the teachers aren't comfortable with the A3 pages but the detail has been wonderful for planning.*

In some cases, teachers used the materials to check coverage of outcomes or elaborations after planning, rather than using them as a starting-point:
- *We had our plans and backward mapped from Rich Tasks and then used the elaborations for ideas.*

- *The layout is quite good once I knew the layout and then backward mapped. Once you are familiar with them, you will be able to plan forwards as well.*
- *We haven't used them to plan – we used them to check what was covered.*
- *Not one of us could take the document and use it to plan a unit. We had to plan a unit and see where the outcomes fit.*

Several teachers said the quantity of elaborations made planning difficult. For example:
- *Planning is a nightmare because of the elaborations. The outcomes are fine, but the elaborations just go 'over the top'. We tried to plan a unit just focusing on six elaborations for a start – how to choose.*
- *There are a lot of them and it takes a long time to work your way through them.*
- *For the trial teachers it was daunting, the size, the number of elaborations, but with time and use they see how useful the materials are – so without in-service and time to learn how useful the documents are it will be 'Low' for most teachers.*

A few indicated concerns about assessment, indicating misconceptions about the purposes of the elaborations:
- *At the initial planning stage the materials are very useful, but we are having difficulty trying to devise criteria sheets for assessment purposes. That might be a function of inadequate nesting or it could mean that I don't understand how to do this.*
- *Are we expected to have evidence of every elaboration? Again the volume and assessment of the elaborations is impracticable.*
- *How do you assess all this? How do you keep track of children who are at different levels?*

Some teachers who had not been introduced to the online navigational tool stressed the need for the materials to provide guidance on planning. For example:
- *The materials are detailed and thorough but somehow lacking in specific guidance on what to teach. For example in the old syllabus there was a list of genres and language functions that made it easy to relate specific tasks back to that list.*
- *There needs to be more guidance for starting-points for planning. This does not necessarily mean a planning model but something that guides people more to appropriate texts in contexts for students at the different levels.*
- *We need detailed help – how to write a unit, how to make a criteria sheet.*

6.1.5 Question 10: Please comment on the links with the Year 2 Diagnostic Net and the national literacy benchmarks [Years 1–7 teachers]

All but a small number of the comments from primary teachers indicated that they saw and appreciated the linkages with both the benchmarks and the Year 2 Diagnostic Net indicators. Some commented especially on the help this was in planning – that embedding the Net indicators in the elaborations reminded teachers that 'many other things must be done, not just the Net'. Some said the elaborations showed the way forward from the 'basics' of the Net indicators. One teacher reported that staff at her school wondered whether the Net would still need to be completed if it was incorporated in this way. Comments on the benchmarks included questions on the levelling, the care needed in matching benchmarks with elaborations, whether

preparation for the benchmarks was incorporated in the elaborations and the value of the elaborations in extending the benchmarks.

Examples of comments are:
- *I like the way it recognises the Net – it was great to have documents aligning with each other.*
- *The links are good. The syllabus follows the Net quite well. The elaborations are easier to use than the Net because there is no ambiguity.*
- *The Net is like a minimum expectation whereas this shows the way forward.*
- *They are fabulous. You could do it with the Year 2 Net. Year 2 teachers have grasped it much more quickly.*
- *I love it. The Year 2 Net links are great. I can see how to work towards them and where they fit in the whole program.*
- *I think at this stage, the Net is fitting in. The teachers are very pleased that indicators and benchmarks are underlined. If you teach to the draft syllabus, you can't go wrong.*
- *Levelling between the benchmarks and the draft syllabus seem different, a teacher has told me that his level 4 is equivalent to level 3 on the syllabus.*
- *The correlation with the benchmarks seems OK to me.*
- *I question the validity of the Net and argue strongly against benchmarks – so do not think they are valid inclusions anyway.*
- *Why don't they just stick with the benchmarks? They are understandable, assessable and you can plan around them.*

6.1.6 Question 11: Please comment on the likely continuity with the Trial/Pilot Senior Syllabus in English [Years 8–12 teachers]

All but one of the 13 secondary teachers who commented found continuity between the draft curriculum and the Trial/Pilot Senior Syllabus in English. For example:
- *High continuity. It is good to see the Critical strand and if this is worked through all the way along it will help with the senior syllabus.*
- *It looks like it will fit in.*
- *The links with the draft Senior syllabus are great.*
- *Very good. The dimensions make it clear.*

Some of the teachers (6) qualified their responses in various ways, for example:
- *We are trialling the new senior syllabus at the moment. There is continuity through the strands and we are in a position to use what we choose of the draft/new syllabus and will ensure continuity through our own programming with the new P to 10 and the new senior.*
- *It is apparent that continuity has been 'forced' into the draft materials – it is not 'likely' that there are links – it is essential, so the continuity is there.*
- *It is fine. I don't think it is the actual syllabus – we won't be changing what we do in junior very much. In fact the criteria sheets prepare them better for Senior than the outcomes will because students are used to them and teachers know what they are doing. I just can't see the point to this if things are currently working well.*

One teacher said that continuity was not possible:
- *We do all these things in senior English already, but I think outcomes will never happen in senior so how do you swap over from outcomes to criteria? They are totally different systems and the kids are just going to fall apart. I don't think there is time to get kids to understand that things change.*

6.2 Survey

Survey items relevant to this focus question are items 9, 10, 14–18 and 22. The results for these items are shown in Display 5.

In interpreting these results, it must be considered that the draft syllabus-in-development and support materials were still very much in a developmental stage at the time of the survey. A rating of moderate, at that stage, could be considered to be sufficient indication that a sound basis has been provided for further development. From this point of view, Display 6 indicates that the draft materials represent a sound basis upon which to build.

Display 5: Survey items on workability
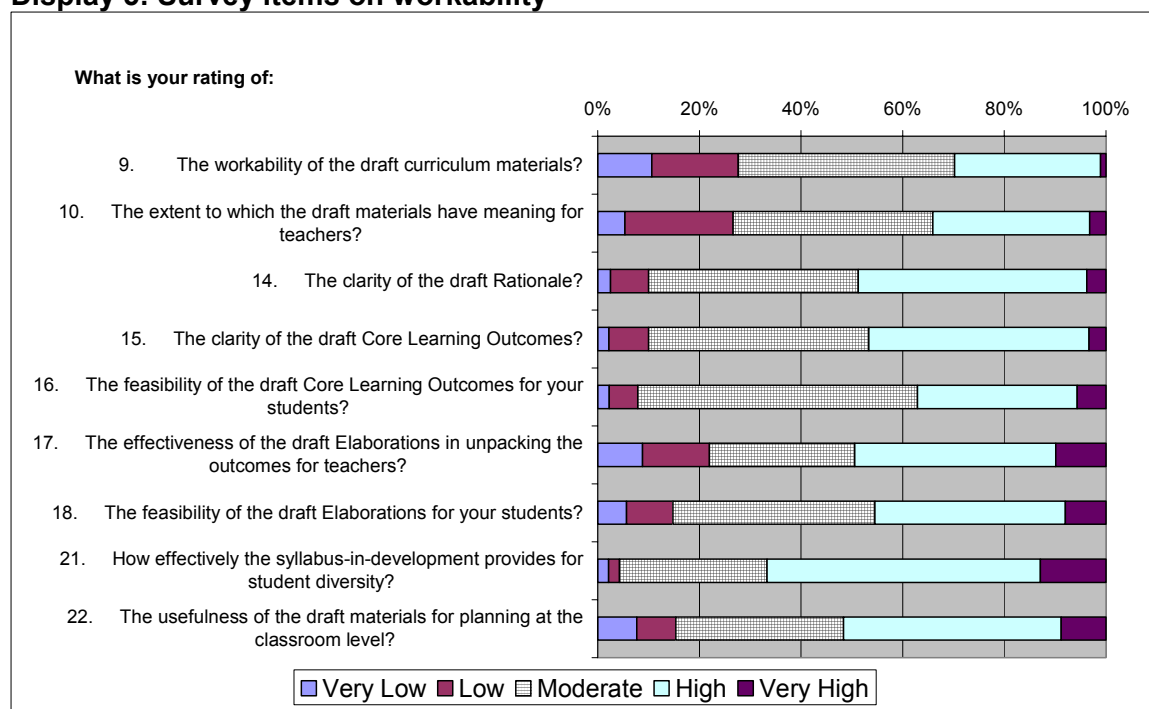
[Note: missing responses excluded]

Results for item 9 (workability of the draft materials) indicate problems with workability in general: Less than one-third of the teachers gave high or very high ratings and a similar number gave low or very low ratings. The write-in comments suggest that the reasons for this moderate response may be summed up in the comment:

- *It is complicated and unwieldy and difficult to grasp at first – a large document.*

Evidently, a workable set of materials will be much more compact and arranged to be readily accessible to the user. Presentation of the material in the online form, as planned, may overcome these concerns.

Results for item 10 (extent to which the draft materials have meaning for teachers) are similar to those for item 9, that is, a moderate response with relatively few high or very high ratings. Examination of the write-in comments suggests that meaning is not immediately apparent without some level of familiarity with underlying concepts and terminology. Some comments were:

- *Many just continue on with what they know without PD seminars.*
- *This will take time.*
- *They need to be explained and have examples available.*

The mean for those who were co-development teachers in 2000 was a little higher than for the other teachers, although still in the moderate range (3.41 compared to 2.95).

For item 14 (clarity of the draft Rationale) approximately half of the ratings were high or very high, with few low or very low ratings. The incidence of non-response was quite high for this item at 18%. This, together with examination of the write-in comments, indicates that at least one-fifth of the teachers had not read the Rationale. Nonetheless the results as a whole indicate that with further refinement, the draft Rationale had the potential for high ratings.

Results for item 15 (clarity of the Core Learning Outcomes) were similar to those for item 14, except that the rate of non-response was lower at 8%. A sound basis exists but refinement is needed.

Results for item 16 (feasibility of the draft Core Learning Outcomes for your students) showed mostly moderate response. Ratings were similar for primary and secondary teachers. Write-in comments gave few clues, except that some said the outcomes were too general and some that they were set too high. Again, further refinement is required.

The results for item 17 (effectiveness of the draft Elaborations in unpacking the outcomes for teachers) show that more than 20% of the responses were low or very low. Write-in comments frequently referred to the number of elaborations (too many) or the need for them to be further explained:

- *They need clarification: How are we supposed to write them up? How do you ensure they are being taught?*
- *Too many in this format.*
- *So many they seem to create more doubt.*

The results for item 18 (feasibility of the draft Elaborations for your students) show a generally moderate response. Write-in comments indicate again that many teachers found the number of elaborations daunting:

- *There's just so many!*
- *Do we really have to express some of these? They seem very obvious. Can write 30 odd for each unit. What does it prove?*
- *Need to be simplified in some way.*

Such comments indicate that the point of the question was missed by some of the teachers, in spite of being preceded by item 17. The mean for those who were co-development teachers in 2000 was higher than for the other teachers (3.78 compared to 3.22), possibly indicating that greater familiarity with the elaborations allowed the teachers to address the issue behind the question. Interpretation of the results on this item is confounded by the consistent reaction of some teachers to the number of the elaborations.

The results for item 21 (how effectively the syllabus-in-development provides for student diversity) were very encouraging. More than 80% of the valid ratings were high or very high. Clearly there is high agreement that the syllabus-in-development provides well for student diversity. Few write-in comments were made.

The results for item 22 (usefulness of the draft materials for planning at the classroom level) had a predominance of moderate and high ratings, with 15% low or very low. This indicates that while some teachers were able to plan effectively, some

were not sure or had found it difficult. The write-in comments indicated that some teachers had not attempted to use the materials for planning yet (non-response was 7%). Some teachers repeated concerns about working through the amount of information in the materials:

- *Have to find ways to make the bulk manageable.*
- *Not useful in current form – too much information to wade through.*
- *Very detailed – lots to read – a bit overwhelming.*

6.3 External Review

The results of the external review, set out in Section 3.1, have indicated that the three main schooling authorities expressed reservations and concerns about the way the draft curriculum materials have responded to a range of issues. Some of the reservations and concerns are relevant to the effectiveness of the draft materials in planning, teaching and learning contexts. In particular, reservations and concerns were expressed that:

- more explanation is needed for teachers in relation to multiliteracies, the place of literature, the learning and teaching of grammar, accommodation of student diversity and accommodation of the Year 2 Diagnostic Net and the national Literacy Benchmarks.
- presentation of curriculum materials needs to be more effective in terms of the organisation of outcomes and elaborations, accessibility to teachers and other potential users, and facilitation of planning programs at school, year and class levels.
- consistency of language and terminology with other documents in use across systems is required in relation to the learning and teaching of reading.

6.4 Summary and Conclusions

In determining an answer to the focus question about how effectively the draft materials will be applied in the planning, teaching and learning contexts, there were many positive ratings and comments. Our focus here, however, has been to illuminate those concerns and criticisms that may assist in the continuing curriculum development process.

The interviews and survey showed that many of the syllabus-in-development teachers had experienced difficulty coming to terms with the amount of material they had been presented with. Draft materials in general were seen as complicated and unwieldy. The meaning was not immediately apparent without some level of familiarity with underlying concepts and terminology.

The draft Rationale and the core learning outcomes were seen as at least moderately clear by most of the teachers, but the draft core learning outcomes evoked a great diversity of opinion. A majority of the teachers made favourable comments, but these were often accompanied by criticism. Many said that the outcomes did not stand alone – the elaborations were needed to explain them. Some had ignored the outcomes and gone straight to the elaborations.

Criticisms of the outcomes were diverse – they were seen variously as too broad, global, ambiguous, cumbersome, wordy, repetitive, subjective or needing explication and exemplification. The outcomes were also described as clear, understandable, user friendly, measurable, flexible and providing a good frame for planning. The levelling of outcomes drew comment, either as appropriate or too high, especially in the Critical strand.

Many teachers were concerned that there were too many elaborations for them to cope with. The sheer volume of the elaborations and uncertainty about how to use them reduced the effectiveness of the draft elaborations in unpacking the outcomes for teachers.

Assessment was raised as an issue in the context of the elaborations, indicating a misapprehension by some that the elaborations represent prescriptions for assessment rather than suggestions for planning for learning, teaching and assessment.

Some of the teachers reported difficulty, but others success, in using the draft materials to plan effectively at classroom level. Most rated the draft curriculum materials as useful for planning classroom programs. An often-stated approach was the analysis of current units to identify which elaborations were covered. Many had positive experiences using the elaborations for planning but some wanted the materials to contain more specific guidance on how to plan.

Most of the primary teachers saw and appreciated the linkages with the national Literacy Benchmarks and the Year 2 Diagnostic Net. Secondary teachers found continuity between the draft curriculum materials and the Trial/Pilot Senior Syllabus in English.

The external review reinforced the teachers' opinions, especially in terms of the complexity of the array of elaborations, the difficulty of developing an understanding of basic concepts and the need for specific guidance on how to plan using outcomes and elaborations.

In interpreting these results, consideration must be given to the fact that the draft curriculum materials were still very much in a developmental stage at the time of the survey. A rating of moderate, at that stage, could be considered to be sufficient indication that a sound basis had been provided for further development. From this point of view, the results indicate that the draft curriculum materials represent a sound basis upon which to build.

Concerns about the daunting nature of the package, mainly represented by the series of tables containing outcomes with elaborations, derive from the way the project team has approached the development task. Strong emphasis was placed during the syllabus-in-development phase on providing a comprehensive set of elaborations that covered a range of content defined in an 'internal framework'. In attempting to be systematic and comprehensive, while making the structure explicit, 81 A3 pages were presented for levels 1 to 6 in the two sub-strands Reading and viewing and Writing and shaping. This represented an enormous amount of work carried out very systematically and thoroughly, but the size of the package was overwhelming to teachers. It is important to note that core learning outcomes and elaborations for the sub-strand, Speaking and listening, were not available for the 2001 phase and will add to the volume of materials.

The set of level statements was expected to emerge once the outcomes had been generated and elaborations identified for the range of content, but it had not been written at the time of the survey and interviews. At the time, teachers had no simple, compact framework of level statements and outcomes to provide an organiser for the set of elaborations.

As a result, many of the teachers saw 'too many' elaborations and called for the materials to be presented in a much more compact way. A single table showing levels, level statements and core learning outcomes should be much easier for teachers to take in. Presentation of the material in the online format, as planned, should provide a solution for accessing the elaborations.

The variety in ratings and comments related to the outcomes and elaborations is difficult to interpret. Different teachers had different levels of introduction to the materials and that was probably a factor. Different schools had worked with different levels, sub-strands or outcomes. Another explanation is that the variation reflected a range of understanding among the teachers about the nature of the outcomes approach in general and the purpose of the English outcomes and elaborations in particular; for example, whether they are a tool for assessment or a planning guide; whether the outcomes are prescriptive and elaborations descriptive; whether the elaborations exemplify and explicate the outcomes or represent specific, mandatory and assessable items. This variety of understanding, which became evident to the interviewers, indicates a point of concern for the next stage of the project – concentrated, clear and precise direction being implied.

The outcomes should stand alone. The elaborations should be appreciated as providing valuable assistance in the planning process. The links among the various components of the curriculum need to be made clear.

We conclude that:

> In the present state of development, the materials can provide a good basis for planning, for learning, teaching and assessment but only if the purpose of the elaborations and the basic concepts underlying the outcomes approach are understood. Many of the syllabus-in-development teachers were concerned that they could not cope with the large number of elaborations. We believe that the effectiveness of the draft curriculum materials is presently limited by their incompleteness, and level statements are needed to provide the basic organising framework for the core learning outcomes and elaborations. The completion of the level statements and core learning outcomes for all three strands and sub-strands, with presentation of the elaborations in the online format, can be expected to make the materials much more effective in their application to classroom planning for learning, teaching and assessment.

7. Effectiveness – Assessment of Students' Performance and Progress

Focus Question 6
How well have the syllabus-in-development schools been able to assess the performance and progress of all students using the draft curriculum materials?

7.1 Discussion

No interview question or survey item directly addressed this focus question, recognising that use of the draft materials could not have progressed to any great extent by the time of the data collection. Nonetheless, assessment issues did arise in Interview Question 7 on the workability of the draft elaborations, and Question 14 on possible implications for the school of implementing the new syllabus. Responses were reported in Section 6.1.3 and 10.1.1. A few teachers apparently believed that they would have to assess students on all of the elaborations and saw that as being far too difficult. Some teachers anticipated problems for their school in changing assessment and reporting processes to accommodate an outcomes approach. Only one of the 'messages' in Interview Question 1 related to assessment. The teachers were concerned about not knowing how to assess students' progress using outcomes.

7.2 Summary and Conclusions

At the present stage of the curriculum development process, assessment of students' performance and progress has not been a concern for most teachers. It may well emerge as an issue in subsequent phases of the project as schools begin to use the draft syllabus in the trial phase. There was evidence that some teachers have misunderstood the purpose of elaborations, seeing them as necessary indicators for assessment of outcomes. Some teachers expressed concern that assessment and reporting procedures in their schools would have to change considerably in response to the outcomes approach, an issue for all of the Years 1 to 10 syllabuses.

We conclude that:

> In the current phase of the development process, it is too soon to judge how well schools can assess the performance and progress of students using the draft curriculum materials. Care will be needed in the next phase of the project to ensure that teachers understand the basic concepts of the outcomes approach that underlies Queensland School Curriculum Council syllabuses as well as the roles of levels, core learning outcomes and elaborations in assessment and reporting.

8. Effectiveness – Implications for Draft Materials

Focus Question 7
In light of the above, what improvements may be made to the draft curriculum materials to align them more closely with the stated intentions?

8.1 Discussion

Most of the suggestions for change implied in the preceding sections of this report relate to focus question 10 (improvements needed to make the materials more manageable for teachers). The kinds of changes needed are discussed in Section 11.

The results set out in Section 7 indicate the need for specific guidance for teachers with regard to planning at classroom and school levels and for assessment and reporting. The general level of concern about the numbers of elaborations, along with various responses in the interviews, indicates a degree of misapprehension about the nature and purpose of the core learning outcomes and elaborations as well as their relationship to level statements. It is difficult to comprehend the components without an appreciation of the whole.

During the syllabus-in-development phase, however, the full set of core learning out-comes was not available, the level statements had not been drafted and schools were not expected to attempt to go beyond classroom planning with the incomplete draft materials. Therefore it was too early to expect suggestions for change beyond what had been already given to the Project Team during visits and cluster conferences.

The trial phase of the curriculum development project should provide more information in response to focus question 7.

8.2 Summary and Conclusions

A complete draft syllabus-in-development and a full set of supporting materials were not available for the syllabus-in-development phase. Therefore a level of misconception about the nature and purpose of core learning outcomes, elaborations and the connections between them is not surprising. Another consequence is that it was too early to expect suggestions for change beyond the structured feedback obtained by the project team.

Nonetheless, the results from Section 7 indicate the need for specific guidance for teachers on planning at classroom and school levels and on assessment and reporting.

The most pressing need is to produce a complete version of the syllabus, including a full set of key learning area outcomes, level statements and core learning outcomes for all strands and sub-strands, a statement of core content, and a concise Rationale that provides a clear basis for the levels, outcomes and content.

We conclude that:

> Before further work with schools, a complete version of the syllabus is required, including a full set of key learning area outcomes, level statements and core learning outcomes for all strands and sub-strands, a statement of core content, and a concise Rationale that provides a clear basis for the levels, outcomes and content.

9. Efficiency – Online Provision of Materials

Focus Question 8
To what extent has the emphasis on the online provision of curriculum materials made the task of planning and implementing more or less efficient than previously for teachers?

At the time of data collection for the evaluation, the online provision of curriculum materials was still in the planning stage. The project team had prepared a PowerPoint presentation showing graphically how the proposed online syllabus navigational and planning tool would work. This was presented to the syllabus-in-development coordinators at the cluster meetings in July and August. A copy of the presentation was given to the coordinators to show to other teachers in their schools.

At the time of this report, an online tool prototype had been developed and demonstrated to the Years 1 to 10 English Syllabus Advisory Committee. The team was optimistic and the demonstration persuasive that the online tool is functional and addresses the issues of 'unwieldiness' raised in the interviews and surveys. It has yet to be tested in the field.

9.1 Interview
One question was included in the interview dealing with the potential of the online provision of curriculum materials.

9.1.1 Question 13: How do you rate the potential of the proposed online syllabus navigational and planning tool for making the draft curriculum materials accessible to teachers?
Most of the ratings were high, but eight of the teachers did not give a rating:

Very High: 2	High: 23	Moderate: 10	Low: 2	Very Low: 1

[Missing = 8]

Comments were made by 35 of the interviewees. Most of these were optimistic about the potential of the proposed online facility.

The most frequent type of response was an expectation that the online tool would be a great boon for teachers (17 comments). For example:
* *It has enormous potential. The response from most of the teachers here is that it will really help them to use the outcomes and elaborations better.*
* *From what the coordinator has said this should be excellent. It may be especially helpful in making links between outcomes in different strands.*
* *I showed the teachers the information on the navigational tool. They see it as very useful.*
* *The navigational tool will be very useful here as all teachers have a laptop and a data point in their classrooms. This technology will make the syllabus more workable. It will provide, hopefully, a manageable way of organising the necessarily large document.*
* *Love it. An excellent tool – teachers will need some in-service on how to use it.*
* *That is going to be great. If all the information is electronic, you can just select what you want to use. When you see it all in print, it can be overwhelming.*

Some teachers were optimistic but cautious, not having seen the finished article (7 comments). For example:

- *Not aware of it to any extent yet. I like the idea that it will offer the full range of professional development available to every teacher and not just leave it to the trickle down effect.*
- *I think it will be good but I will reserve judgment until I see.*
- *I haven't actually seen it. If it helps you navigate around the syllabus it will be good. Some of the outcomes are repeated through the syllabus so if there were linking in the software it would make moving around the document a lot easier.*

Some of the comments indicated concerns that some teachers may not have ready access to the online facility (8 comments). For example:

- *If you are linked to the Internet – fantastic. There will be a problem for those with no access to the Internet.*
- *High so long as we have access to computers.*
- *Providing teachers have access to the hardware and software at home or wherever teachers do their planning.*
- *It's absolutely necessary but we will have to have the machinery. We can't download on the classroom computers.*

A couple of the teachers had doubts:

- *It sounds extremely impressive and comprehensive but I fear that the sheer volume of information may be overwhelming.*
- *I would like to see it take into account that teachers have to plan across the KLAs in an integrated way. There needs to be just one site, not eight different ones.*

9.2 Summary and Conclusions

High ratings were given to the potential of the proposed online syllabus navigational and planning tool for making the draft curriculum materials accessible to teachers. Most of the teachers were optimistic about the potential of the proposed online facility. Some indicated concerns about teachers' access to the online facility.

In interpreting these results, the status of the online tool has to be considered. For the teachers it had been previewed in conceptual terms only, so their opinions can be considered to be provisional on the creation of a working version. However, following the data collection for the evaluation, a prototype version of the software was demonstrated to the Years 1 to 10 English Syllabus Advisory Committee.

We conclude that:

> The online syllabus and navigational tool shows promise for providing teachers with a powerful and flexible way to access the curriculum materials and apply them in the planning and learning–teaching processes. Possible limitations will be the access teachers have to the necessary information technology facilities and the ease with which they can develop facility with the software itself.

10. Efficiency – Implementation Considerations

Focus Question 9
What are the possible implications for schools of implementing the draft curriculum materials?

10.1 Interview

One interview question referred to the implications for schools of implementing the draft curriculum materials.

10.1.1 Question 14: Please comment on possible implications for your school of implementing the new curriculum materials?

This question gave rise to 47 comments. The majority referred to the need to prepare teachers, many calling for provision of 'lots of' professional development activities. Some saw a need to change the school's assessment and reporting processes. None mentioned issues related to resources or time.

Most of the comments (25 comments) referred to a need for in-service activity, usually stated as 'a lot'. For example:

- *A lot of professional development will be needed for teachers to familiarise with the elaborations.*
- *Professional development in functional grammar, critical literacy and viewing: these are the areas teachers need training in. Teachers will need time to internalise the documents. Time is important, and they need support. In-service should be on site – at the school – and based around the teachers' current planning – then they will use the documents and see how they work; professional development has to be part of the planning process.*
- *We are going to need a lot of in-service. The teachers are willing but they found it difficult.*
- *It is absolutely vital that they have to find money to in-service teachers. English underpins all KLAs so it has to be done properly. The document is so overwhelming that teachers will need guidance on coming to terms with it and using it.*

Several comments (6) referred to implications for assessment and reporting. For example:

- *We would redesign our planning format and assessment. We might have to look at our standards because the standard in the draft syllabus is high. In the implementation, reporting will have to be changed.*
- *We will have to examine and modify our reporting structure.*
- *In reporting outcomes to students it means probably a whole new computer program across the school. There is no way at the moment that we can report in outcomes, as a school, even though we can plan them.*
- *The school will have to plan across grades to get the breadth needed for children to achieve levels.*

A few comments (4) saw problems with the need for teachers to change:

- *We have some teachers who work only out of the Operational strand and they do not use outcomes at all. A lot of professional development will be needed and there are differing levels of willingness to change.*

- *Some people will find it difficult because they are stuck in the past. A buddy system will help them to get going and give ongoing support.*
- *It will be a huge job. There might be resentment towards it – some are still in the old way of thinking. The other outcomes syllabuses will help pave the way.*
- *We have teachers here who are not familiar with the 1994 syllabus – we are asking them to jump right over it into this one – so they are having difficulty. We have teachers here who are really challenged by outcomes, not really able to program in outcomes in the other KLAs. We have other teachers who will not have a problem with this at all.*

10.2 Survey

Three survey items dealt with this focus question. Item 19 (resource requirements), item 20 (time requirements) and item 30 (in-service requirements). The results for these three items are summarised in Display 6.

The results of the survey of the syllabus-in-development teachers indicate that, on implementation of the new curriculum:
- Few expected resource requirements to be of major concern.
- Approximately one-third rated feasibility in terms of time requirements as low or very low.
- Almost 90% of the teachers anticipated the need for high or very high levels of in-service.

Apparently, the teachers were not including in-service costs or time demands under the heading of expected resource requirements. The results indicate that the draft syllabus-in-development and support materials could be used within existing resources, although time demands may be too high. Most teachers believed extensive in-service would be needed upon implementation.

Display 6: Survey items 19, 20, 30
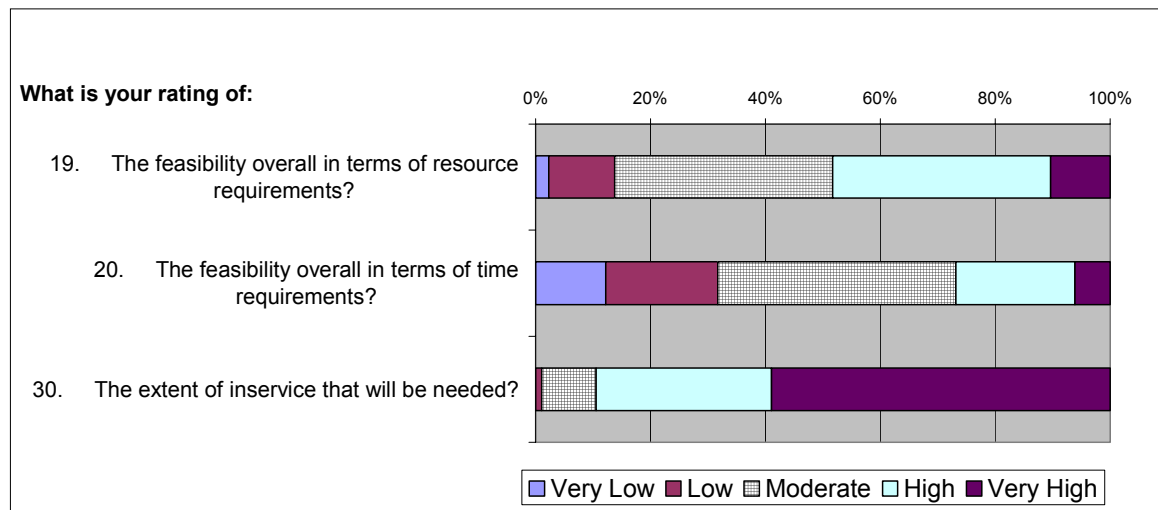
[Note: missing responses excluded]

10.3 Summary and Conclusions

Most of the teachers anticipated the need for high or very high levels of in-service on implementation of the new curriculum materials. Few expected resource requirements to be of major concern but some saw problems in terms of time demands.

In interpreting these results, it is necessary to look into some of the comments made in the interviews. Teachers referred to various aspects of the draft curriculum materials, including the nature and purpose of the outcomes and elaborations, the role of these in assessment in the context of an outcomes approach, the need for guidance in coming to terms with the scope of the materials, and the need to understand certain aspects such as critical literacy or functional grammar. Several teachers indicated that some of their colleagues would be unwilling to change.

There were comments that indicated the concepts inherent in the English in Years 1 to 10 Queensland syllabus materials (1994) were not familiar to some teachers, who had not had an effective introduction to them. This includes some secondary teachers and teachers in independent schools that had not implemented the 1994 syllabus. The draft syllabus-in-development and support materials is largely a further development of that syllabus, therefore the in-service needs of such teachers can be expected to be quite high.

We conclude that:

> On present indications, implementation of the new curriculum will require a strong commitment by schools and school systems to in-service for teachers and awareness that teachers may need time to come to terms with the materials, learn how to apply them and develop understanding of the basic concepts. Further assessment of in-service needs should be undertaken during the anticipated trial phase.

11. Efficiency – Implications for Draft Materials

Focus Question 10
What changes could be made to the draft curriculum materials to make them easier and more manageable to work with?

11.1 Interview

Interview item 15 asked for suggestions to improve the draft curriculum materials.

11.1.1 Question 15: What suggestions do you have for improving the draft curriculum materials?

A total of 57 suggestions emerged in the responses to this item. These were passed on to the project team for their consideration.

Close to half of the suggestions referred to the draft elaborations. Most of these advised the project team to make the elaborations more manageable. Several mentioned that they were unwieldy in their print form. For example:

- *Cut back the elaborations.*
- *It would be better if there were key elaborations that were core rather like the organisation of the Year 2 Net. I am asking them to prioritise what is critical to teach.*
- *Change the format and reduce the amount of material to make it more user friendly and less cumbersome. The online tool may solve these problems.*
- *I would like the layout of the elaborations in a book. The manageability of the A3 sheets is difficult.*
- *If there were some way we could make it smaller and easier to get at. We can waste so much time getting through it.*

Some of the teachers called for the elaborations in their present form to be retained:

- *Maintain the range of elaborations and keep the simple specific nature of them.*
- *It will be a pity to lose the extensive elaborations.*
- *Some teachers say there is too much and it is too big. I'm not sure whether they mean it to be cut down or that the layout should be changed.*

Some teachers wanted the repetition of some elaborations across sub-strands and strands streamlined:

- *The comment that has come out in our staff is where elaborations are the same in different strands you have to search and link across. This should be less of a difficulty with the online syllabus.*
- *Clearer developmental sequence (nesting) of outcomes and especially elaborations.*
- *I like the idea of the strands. The difficulty with the elaborations is that they overlap so much.*
- *The repetitiveness of the elaborations, especially the link between reading and writing. It would help if it were noted somehow that a specific elaboration would appear somewhere else – like an asterisk. Teachers would know there was a link with another elaboration.*

Other suggestions dealt with diverse issues such as assessment, features such as a glossary or overviews, or the need for additional resources for certain student groups. Some examples of suggestions are:

- *Identify or help teachers identify content and tasks that are appropriate to the different elaborations and levels etc.*
- *The navigational tool. People would be more receptive to the syllabus if they could share what they had planned and taught. It would reduce a lot of additional work. It could be like the online forum but with people's work on the net.*
- *People are looking for assessment examples e.g. criteria sheets.*
- *We need examples, samples of how we are supposed to be assessing and reporting. If you gave the syllabus to teachers in its present state they would not use it. We are struggling with it even though we believe we understand it.*
- *A concise overview of the elaborations and outcomes is needed.*
- *The organisers need a preamble and a glossary is needed. A summary framework with each level set out on a page is important.*
- *Ensure clear linkage with other educational directions in the State of Queensland.*
- *Develop modules that take in the ESL context and deal with the issue of how to engage children in reading and writing they find relevant.*
- *We need an extra resource book pointed at the Islands and one for Aboriginal communities also.*

Two secondary teachers, who were not coordinators, hoped that the syllabus would not have to be implemented.

- *Could we scrap it? I don't see any problem with what we are doing now. Why do we need to reinvent the wheel every seven years?*
- *As to outcomes we hear so many different reports on their future we really need to know what is going to happen – is this definite? It is going to be a nightmare – I really think so.*

11.2 Summary and Conclusions

The teachers' comments on the online syllabus navigation and planning tool (Section 9) give few indications for change and suggest that the development of the tool should keep to the current plan. One suggestion worth considering is to address the need for primary teachers to plan across key learning areas.

The constantly recurring complaint about daunting numbers of elaborations will need to be addressed in the further development of the materials. Clearly, the online tool has the potential to overcome this problem, giving teachers a way to access elaborations that are relevant to a given planning context. Teachers participating in the proposed trial phase will have to be well informed of the purpose and use of elaborations. The next version of materials will need to be designed to be reassuring, not daunting, to teachers.

The many concerns about in-service requirements cannot be ignored, especially those referring to the needs to establish a good conceptual understanding among teachers and to convince them of the value of the new curriculum materials. Apparently, some teachers and schools are not yet familiar with the concepts that underlie the English in Years 1 to 10 Queensland Syllabus Materials (1994), and will have a long journey to travel to be inducted into the new curriculum materials. The online tool should not be expected to meet the necessary in-service needs alone, and the initial in-service materials will have to include resources to assist schools and school authorities to plan adequate in-service programs.

We conclude that:

The online syllabus navigation and planning tool should keep basically to the current plan, but should be designed to facilitate planning across several key learning areas, especially for primary teachers. The online tool should overcome the recurring concerns about daunting numbers of elaborations, as long as there is clarification for teachers of the purpose and use of elaborations, core learning outcomes and level statements. The next version of materials will need to be reassuring, not daunting to teachers. The online tool is not intended to meet the requirements for induction into the new curriculum materials and the initial in-service materials will need to assist schools and school authorities to plan adequate teacher professional development programs that include specific guidance on:

- planning for learning and teaching at both classroom and school levels
- assessment and reporting strategies and techniques in the context of the outcomes approach
- the nature and intended use of level statements, core learning outcomes and elaborations as well as the connections among these.

12. Concluding Comments

The evaluation process has revealed that many of the teachers working with the project team on the syllabus-in-development process have been applying a great deal of time and effort to their contribution. The demands on the teachers need to be recognised and their efforts supported.

The interviews have shown that much of the change represented by the draft curriculum materials lies in the outcomes approach itself – the way the syllabus is structured around levels and core learning outcomes. We believe that the teachers' task of coming to terms with the syllabus format and the outcomes approach are a significant undercurrent to the findings of the evaluation. This factor can explain some, but by no means all, of teachers' concerns about difficulty comprehending the materials and the likely needs for in-service.

A major consideration in interpreting the evaluation results is the incompleteness of the draft curriculum package during the syllabus-in-development phase. The format in which the elaborations were presented to the teachers was clearly difficult for them to absorb, dominating the responses of many.

We believe that teachers' concerns about the daunting nature of the draft materials, mainly represented by the series of tables containing outcomes with elaborations, derive from the approach to the development task. The project team concentrated their main effort during the syllabus-in-development year on developing a comprehensive set of elaborations to cover the range of content represented by the 'internal framework'. In attempting to be systematic and comprehensive, the team carried out an enormous amount of work in a very thorough manner, but the size of the resulting package was overwhelming to teachers. The level statements were expected to emerge once the outcomes had been generated and elaborations identified for the range of content, but these had not been written at the time of the evaluation. As a result, teachers had no simple, compact framework of level statements and outcomes in which to set the elaborations, except for the internal framework. Consequently, the teachers saw 'too many' elaborations and called for the materials to be presented in a much more compact way. Presentation of the material in the online format, as planned, should provide the solution for accessing the elaborations for teachers who have access to the Internet and the skills necessary to use the software.

School authority representatives expressed a range of reservations and concerns that could be classified into five categories:
* issues that need to be clarified in the rationale (nature of English as a key learning area; continuity with current curriculum; nature and place of literacy)
* issues needing more clarification for teachers (multiliteracies; place of literature; grammar; student diversity; accommodation of the Year 2 Diagnostic Net and National Literacy Benchmarks)
* more effective presentation of curriculum materials (organisation of outcomes and elaborations; accessibility to users; facilitation of planning)
* consistency of language and terminology with other documents in use across school authorities (learning and teaching of reading)
* issues which may need further resolution at a Council level (assessment and reporting).

The results of the external review involving the three school authorities may be seen as discouraging, but they do show that the project team has addressed all of the important issues in the draft materials, even though reservations and concerns emerged. We believe that none of these reservations or concerns is beyond resolution, but the framing of a concise Rationale that is endorsed by the three school authorities is clearly a high priority for the project at the present stage. We would emphasise the need for constructive partnership between the school authorities and the project team in the development of the Rationale. The next priority will be to produce a complete syllabus, with level statements and core learning outcomes for the full array of levels, strands and sub-strands.

We believe that the project should then move decisively ahead with the trial phase, focusing activity on proving the draft curriculum materials in the range of school settings, along with continued development of elaborations, the online syllabus navigation and planning tool and a framework for initial in-service.

In summary, we believe that the immediate tasks for the project are to:
- finalise a complete version of the syllabus, including a concise Rationale that is endorsed by the three schooling authorities, with level statements and core learning outcomes for the full array of levels, strands and sub-strands
- move decisively ahead with the trial phase, focusing activity on proving the draft curriculum materials in the range of school settings, along with continued development of elaborations, the online syllabus navigation and planning tool and a framework for initial in-service.

Appendixes

Appendix 1 Interview — Syllabus-in-Development Teachers

Appendix 2 Survey Questionnaire

Appendix 3 External Review

Appendix 4 Characterisation of Draft Curriculum

Appendix 5 Review by Major School Authority Representatives

Appendix 6 Survey Results

Appendix 7 Syllabus-in-Development Schools

Appendix 1: Interview – Syllabus-in-Development Teachers

YEARS 1 TO 10 ENGLISH CURRICULUM DEVELOPMENT PROJECT
SYLLABUS-IN-DEVELOPMENT PHASE
EXTERNAL EVALUATION TERM THREE, 2001

This interview is for teachers taking part in the syllabus-in-development phase of the Queensland School Curriculum Council curriculum development project for Years 1 to 10 English.

Most questions require a rating (indicated by [R]) and brief comment. Some require a comment only. The scale for ratings is:

Very Low	Low	Moderate	High	Very High

Our reports will not show the source of any ratings or comments. We will report your ratings and comments but we won't identify which school or person they came from.

Part 1: Messages
1. What messages do you have for the Project Team, the Evaluator or the Queensland School Curriculum Council?
Part 2: The Syllabus-in-Development Process
2. In general, how do you rate the progress of the syllabus-in-development process? [R]
3. How do you rate the effectiveness of the consultation with schools in ensuring an appropriate, effective and efficient curriculum? [R]
Part 3: The Syllabus-in-development and associated draft materials
4. In general terms, how do you rate the workability of the current version of the English syllabus-in-development as a document for teachers? [R]
5. How do you rate the potential of the syllabus-in-development for meeting the present and future needs of the students in your school? [R]
6. Please comment on the draft core learning outcomes.
7. How do you rate the workability of the draft elaborations in your context with your students? [R]
8. How do you rate the practicability of the draft materials for planning classroom programs? [R]
9. How do you rate the level of continuity of the current materials with your school's current English programs? [R]
10. Please comment on the links with the Year 2 Diagnostic Net and the national literacy benchmarks [Years 1–7 teachers].
11. Please comment on the likely continuity with the new Senior English Syllabus [Years 8–12 teachers].

12. Please comment on the draft materials in terms of:
  a. the enhancement of literacy
  b. the learning and teaching of grammar
  c. the learning and teaching of reading
  d. the learning and teaching of texts
  e. the learning and teaching of writing

Part 4: Online Syllabus Navigational and Planning Tool
13. How do you rate the potential of the proposed online syllabus navigational and planning tool for making the draft materials accessible to teachers? [R]
Part 5: General Issues
14. Please comment on possible implications for your school of implementing the new curriculum.
15. What suggestions do you have for improving the draft materials?

Appendix 2: Survey Questionnaire

Thank you for completing the survey. Please return it to the coordinator of the Syllabus-in-Development process in your school.

Our address is EdData, PO Box 1199, Sunnybank Hills Qld 4109.

Please use the space below for any other comments.

The Years 1 to 10 English Curriculum Project

External Evaluation

Survey of Syllabus-in-development Teachers

This survey is for teachers taking part in the Queensland School Curriculum Council Years 1 to 10 English project. The results will form a significant part of the independent external evaluation of this curriculum. The findings will appear in a formal report to the Council later this year.

Please complete the survey quickly and return it to your Syllabus-in-Development coordinator, who will mail it back to us. Alternatively, you may send it to the address on the back of this booklet.

- Every teacher's response is important.
- You may, if you wish, add comments to explain your response to each question.
- Space is provided on the back page of the booklet for other comments.
- Your responses are anonymous.
- A copy of the results will be sent to your school.
- Start with the background questions below:

1. What Year levels do you teach this year? ☐ 1-3; ☐ 4-7; ☐ 8-10

2. Were you a co-development teacher last year? ☐ Yes; ☐ No

3. School sector: ☐ Catholic; ☐ Independent; ☐ State

4. Your English training: ☐ Degree major; ☐ Some tertiary; ☐ Secondary

5. Years of teaching experience: ☐ Fewer than 2; ☐ 2-5; ☐ More than 5

6. Your familiarity with the draft 1-10 English materials?

   ☐ Very Low; ☐ Low; ☐ Moderate; ☐ High; ☐ Very High

Response Code: VL=Very Low; L=Low; M=Moderate; H=High; VH=Very High

What is your rating of:	VL	L	M	H	VH		Comment
7. Your understanding of your role in the process?							
8. The appropriateness of the direction taken by the syllabus-in-development?							
9. The workability of the draft curriculum materials?							
10. The extent to which the draft materials have meaning for teachers?							
11. The compatibility of the syllabus-in-development with your school's philosophy on the teaching of English?							
12. The compatibility of the syllabus-in-development with current views in education about the teaching of English?							
13. The effectiveness of the strands and sub-strands as a way of organising the outcomes and elaborations?							
14. The clarity of the draft Rationale?							
15. The clarity of the draft Core Learning Outcomes?							
16. The feasibility of the draft Core Learning Outcomes for your students?							
17. The effectiveness of the draft Elaborations in unpacking the outcomes for teachers?							
18. The feasibility of the draft Elaborations for your students?							
19. The feasibility overall in terms of resource requirements?							
20. The feasibility overall in terms of time requirements?							
21. How effectively the syllabus-in-development provides for student diversity?							
22. The usefulness of the draft materials for planning at the classroom level?							
23. Your agreement with the approach to grammar?							
24. Your agreement with the approach to reading?							
25. Your agreement with the approach to learning about texts?							
26. Your agreement with the approach to literacy?							
27. Your agreement with the approach to writing?							
28. The likelihood that teachers will accept the curriculum?							
29. The likelihood that the general community will accept the curriculum?							
30. The extent of inservice that will be needed?							

Appendix 3: External Review

This appendix reproduces the first two pages of the instrument used to collect responses in Stage Three of the process. The other pages are similar in format to the second page shown, containing the other 11 issues as shown in Display 1.

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External Evaluation of the Years 1 to 10 English Curriculum Development Project

External Review Component

July 2001

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This document forms the basis of one component of the external evaluation of the Queensland School Curriculum Council project on Years 1 to 10 English.

The document contains a series of response sheets. Each sheet relates to one of a set of 11 issues that have been identified as impacting currently on English curriculum in schools.

Each response sheet deals with a single issue. For each issue there is a statement describing how the Years 1 to 10 English Curriculum (in its current stage of development) responds to the issue.

We invite you to review each of these statements and indicate whether the response is appropriate to your organisation.

The EdData evaluation team will seek to meet with you to elicit and record your comments for each issue.

Issue: 1: The nature of English as a key learning area
How the draft in development Years 1 to 10 English responds to this issue:

> An explanation of the nature of English is provided in a section of the Rationale in the draft syllabus-in-development. Currently, this section is a developing statement – an attempt to reflect the most valuable aspects of the history of the theories and approaches to the learning and teaching of English. Feedback is still actively being sought on this section of the Rationale and as more advice is obtained during the curriculum development process, it will be further refined and focussed. There is a link between that and the Council's Assessment and Reporting Draft Policy And Guidelines.

Is this response appropriate for your organisation?
☐ Yes
☐ Yes with reservations
☐ No
Please comment:

Appendix 4: Characterisation of the Draft Curriculum

How the draft curriculum responds to issues currently seen to be significant for the development of a Years 1-10 curriculum in English

Issue: The nature of English as a key learning area

How the draft curriculum responds to the issue:
An explanation of the nature of English is provided in a section of the Rationale in the draft syllabus-in-development. Currently, this section is a developing statement – an attempt to reflect the most valuable aspects of the history of the theories and approaches to the learning and teaching of English. Feedback is still actively being sought on this section of the Rationale and as more advice is obtained during the curriculum development process, it will be further refined and focussed.

Issue: Maintenance of continuity with current curriculum documents in P-12

How the draft curriculum responds to the issue:
The English in Years 1 to 10 Queensland syllabus materials [1994], Extended Trial/Pilot Senior Syllabus in English [November, 1999] and the draft Years 1 to 10 curriculum materials all draw upon the same history of theories and approaches to the learning and teaching of English and integrate these in similar ways.

Attempts have been made to use concepts and terminology that are the same as, or have continuity with, the 1994 syllabus (for example the context-text model, shaping, functional and traditional grammar).

The three strands of the draft syllabus-in-development are directly related to the three criteria in the Extended Trial/Pilot Senior Syllabus in English. (Years 8 to 12 teachers have recognised and commented favourably on this relationship.)

The outcomes and elaborations in the draft curriculum materials build on the approaches in the Preschool Curriculum Guidelines.

Issue: The effectiveness of the organisation of the core learning outcomes and elaborations

How the draft curriculum responds to the issue:
The framework for the organisation of the outcomes and elaborations is made up of three strands and three sub-strands, which were proposed in the project design brief and approved by the Council. These strands and sub-strands provide a framework that accommodates the nature and purpose of English as a Years 1 to 10 key learning area. This framework and the inter-relatedness within the framework have been made explicit to the user in the draft syllabus-in-development.

This framework embodies familiar understandings about English as well as incorporating new developments. It also provides sufficient breadth to serve as a starting point for users to engage with the draft curriculum materials as well as a stimulus to extend current practice.

The framework also has the potential to elaborate and provide further direction on aspects of the 1994 syllabus, for example reading, viewing, critical perspectives, and relationships among the modes.

Issue: Multiliteracies

How the draft curriculum responds to the issue:
Multiliteracies are explored and elaborated through many aspects of the framework. For example, the strands, sub-strands and internal organisers of the elaborations provide possibilities for teasing out how multiliteracies might be included. The elaborations make frequent reference to a multiplicity (range and combinations) of modes, media, text types, discourses, purposes and textual resources (for example visual, orthographic, digital).

Issue: The learning and teaching of reading

How the draft curriculum responds to the issue:
The core learning outcomes and elaborations are compatible with a range of contemporary and compatible theories and approaches to the learning and teaching of reading. The explicit details provided in the draft curriculum materials, including those related to the learning of reading, are based upon needs identified in the review of the 1994 syllabus conducted by the Project Team in 1999. The learning of reading is strongly linked to the learning of writing and speaking through the relationships among the sub-strands. While it is not the place of the syllabus to provide explicit advice on the pedagogy of reading, the elaborations, in many instances, suggest effective teaching strategies.

Issue: The place of literature

How the draft curriculum responds to the issue:
The Rationale of the draft syllabus-in development states explicitly that English involves the study of a range of texts including 'the study of significant material, aesthetic and cultural forms of literature that are embodied in a broad range of texts including those:

- past and present from Australia and other English speaking cultures

- in English or translated into English from cultures where English is not the dominant language

- that represent diversity in culture and the multiplicity of Englishes.' [p. 6]

The Rationale also states that 'text studies involves the study of various print, spoken, visual and multimedia texts, including domains of texts such as: canonical/classical texts; contemporary texts; reflective texts; drama texts; popular culture texts; media, mass media and multimedia texts; hypermedia; and spoken and written everyday texts of work, family and community life.' [p. 8] The elaborations contain numerous references to this broad range of texts, including literature, based on the work of teachers involved in the syllabus-in-development process.

Issue: The learning and teaching of grammar

How the draft curriculum responds to the issue:
The elaborations in the Operational strand describe in explicit detail the knowledge and use of grammar that underpin the outcomes in all strands. The underlying concept is that traditional and functional grammars work together in naming and describing the language system. Many examples and explanations have been included in recognition of teachers' expressed needs in this area.

The elaborations in the Operational strand are linked explicitly to related elaborations in the Cultural and Critical strands to emphasise the necessity for learning and using grammar appropriately, purposefully and critically in a broad range of contexts.

Further support is planned in the form of a glossary, modules and initial in-service materials.

Issue: Accommodation of student diversity in the learning and teaching of English

How the draft curriculum responds to the issue:
The outcomes approach in Council syllabuses is based on equity principles including high expectations for all learners and a focus on development that acknowledges individual differences. The draft curriculum materials give schools wide scope and flexibility to design learning programs based on outcomes and elaborations selected to suit the identified needs of different learners at different times and in different places.

The schools involved in the syllabus-in-development phase of the project represent a wide range of student populations and continue to assist with ensuring that the draft curriculum materials accommodate student diversity. Two of the three modules in development have been planned and implemented in contexts where students have diverse needs.

Issue: Accessibility of the curriculum to teachers and other potential users

How the draft curriculum responds to the issue:
In terms of accessibility to the draft curriculum materials themselves, in the current print form, the volume and format may appear initially daunting. While the final syllabus will be available in print form, an online version of the syllabus and online support materials are also being developed, including an online syllabus navigational and planning tool. This tool is expected to facilitate teachers' understanding and use of the curriculum materials by providing links among curriculum components such as a glossary, examples of student work, descriptions of text complexity or sample modules.

In terms of conceptual accessibility, the continuity with the 1994 syllabus and the trial/pilot senior English syllabus is designed to assist teachers in understanding the draft curriculum materials. Also, the syllabus-in-development process is expected to assist in making the draft curriculum materials conceptually accessible to most users.

Advice from teachers in the syllabus-in-development schools is informing the ongoing revision of curriculum materials including wording, format and layout.

Issue: Accommodation of the Year Two Diagnostic Net indicators and the *Literacy Benchmarks: Years 3, 5 & 7 Writing, Spelling and Reading*

How the draft curriculum responds to the issue:

Key indicators from phases B, C and D of the reading and writing continua of the Year Two Diagnostic Net have been placed in the corresponding outcome levels in the appropriate sections of the internal framework to show how they link to the related elaborations. They are currently marked in bold, orange, italic type and coded according to the Year Two Diagnostic Net code.

The professional elaborations of the national literacy benchmarks for writing, spelling and reading are accommodated within the elaborations of the Writing and shaping and Reading and viewing sub-strands throughout the internal framework. They are underlined. The text complexity component of the professional elaborations in reading is also currently used to describe text complexity in levels 2, 3 and 4 of the Reading and viewing sub-strand.

Issue: The facilitation of planning English programs at school, year and class levels

How the draft curriculum responds to the issue:

Currently, the syllabus-in-development schools are using the draft curriculum materials for planning at the classroom level. The information being collected from the teachers is contributing to the development of planning guidelines at the classroom level within the outcomes approach. Modules are intended to further exemplify classroom planning based on outcomes. Although the final materials are intended for whole-school long-term planning, schools have been cautioned against using the draft materials as a basis for planning school or year level programs at this early stage of development.

Issue: The nature of literacy and its place in the English key learning area

How the draft curriculum responds to the issue:

Literacy, as one of the four cross-curricular priorities that are to be incorporated into all Council syllabuses, is the joint responsibility of all key learning areas.

The study of literacy as a social practice is one of the integrative elements of English, together with the study of texts and language as a meaning making system.

Issue: Assessment and reporting of achievement in 1 to 10 English

How the draft curriculum responds to the issue:

The draft syllabus-in-development contains a section on assessment that draws on aspects of the Council's Draft Position and Guidelines Paper on Assessment and Reporting.

Based on advice received through the project's consultative processes, the section will be revised so that it relates specifically to assessment in English.

While reporting issues are linked to assessment and schools may wish to explore reporting with outcomes, Council syllabuses are currently not expected to provide advice on reporting.

Appendix 5: Review by Major School Authority Representatives

Issue: 1: The nature of English as a key learning area
How the draft in development Years 1 to 10 English responds to this issue:

An explanation of the nature of English is provided in a section of the Rationale in the draft syllabus-in-development. Currently, this section is a developing statement – an attempt to reflect the most valuable aspects of the history of the theories and approaches to the learning and teaching of English. Feedback is still actively being sought on this section of the Rationale and as more advice is obtained during the curriculum development process, it will be further refined and focussed.

Is this response appropriate for your organisation?

Association of Independent Schools of Queensland Inc.: Yes

Education Queensland, Queensland Catholic Education Commission: Yes with reservations

Please comment:

Education Queensland:

The role that the learner background plays needs to be clarified and accommodated. Explicit statements that learning in context is essential need to be evident. Some terminology, eg 'responsive' is loose. Clarification of expectations required instead of absolutes. Absolutes re conventions are contrary to equity, social justice and the individual nature of learning. This is an issue with outcomes where learning is matched to time bands.

Queensland Catholic Education Commission:

Any reservations would be in the language that is used. Some difficulty with terminology in the 1994 syllabus will carry over to the new syllabus. Some of the terminology needs to be clearly grounded and explained in the Rationale.

In some secondary schools without exposure to the 1994 syllabus, teachers' knowledge comes from experience with Senior English. In some cases they have embedded ideas from Senior into the Junior program. It may be somewhat difficult for such teachers to understand the Rationale without inservice.

In general, the Rationale will not stand alone without some degree of inservice for teachers on the theory base.

The document appears to be going in the right direction, but some secondary teachers may not be ready yet to accept the ideas in the Rationale, possibly from a value position that passing on the cultural heritage is the main purpose of English.

There is a heavy emphasis in the Rationale on understanding history and the present, but it doesn't necessarily address the important issue of where we need to go in the future and how to make sure we have a chance of getting there. There is a need to explore the futures perspective more. There ought to be a focus on what happens in practice in looking at opportunities and directions for the future. The Rationale should incorporate designing and creating futures with social justice as the important overall consideration.

There needs to be attention to how English should be seen as intersecting and acting as vessel for exchanging views of the world from other KLAs, such as artistic or religious. There is a need to make reference to the other KLAs as English is the medium for human exchange in our society. The Rationale should spell out that feature of English to make it easier for young people to have integrative experiences across the KLAs.

Association of Independent Schools of Queensland Inc.:

It is important to note that the sub-strand, Speaking and Listening, which was not available for the 2001 phase, will add to the volume of materials. to consider 'valuable' aspects of the history of theories and approaches to the teaching and learning of English.

Good teaching of English requires a variety of methods and approaches that lead not only to student success with 'activities' but to a deeper understanding of 'English' as an area of study. Need to clarify Literacy/English.

Issue 2: Maintenance of continuity with current curriculum documents in P-12

(Preschool Curriculum Guidelines [1998]; English in Years 1 to 10 Queensland syllabus materials [1994]; Extended Trial/Pilot Senior Syllabus in English [November 1999])

How the draft in development Years 1 to 10 English responds to this issue:

The English in Years 1 to 10 Queensland syllabus materials [1994], Extended Trial/Pilot Senior Syllabus in English [November, 1999] and the draft Years 1 to 10 curriculum materials all draw upon the same history of theories and approaches to the learning and teaching of English and integrate these in similar ways.

Attempts have been made to use concepts and terminology that are the same as, or have continuity with, the 1994 syllabus (for example the context-text model, shaping, functional and traditional grammar).

The three strands of the draft syllabus-in-development are directly related to the three criteria in the Extended Trial/Pilot Senior Syllabus in English. (Years 8 to 12 teachers have recognised and commented favourably on this relationship.)

The outcomes and elaborations in the draft curriculum materials build on the approaches in the Preschool Curriculum Guidelines.

Is this response appropriate for your organisation?

Education Queensland: Yes with **grave** reservations. Agree with need for continuity of documents, but have reservations with a number of issues re success of task.

Association of Independent Schools of Queensland Inc.: Yes with reservations

Queensland Catholic Education Commission: No

Please comment:

Education Queensland:

Comparisons of the documents require extensive unpacking to locate the content, approach, theory of '94 syllabus and how these are positioned in this new syllabus – also changes in language and groupings of components/concepts need to be tracked for teachers to link documents.

Evaluation of senior syllabus trial should be taken into account when developing this syllabus.

Link with '94 document – 'emotive', 'affective' aspects are not explicit in 2001 document.

Queensland Catholic Education Commission:

There seems to be good continuity with all three as far as we can tell.

Association of Independent Schools of Queensland Inc.:

Yes – in that a P-12 approach to any learning area and associated background theories is desirable.

If this maintenance is built on the idea that the 1-10 Syllabus in particular, is widely known, understood and used, I would not be confident that this is the case. Certainly elements have come into common usage, but there seemed a perception that the document was too involved and lengthy.

Any replacement document must be succinct and give a perception of manageability to ensure a more efficient level of uptake and use.

Issue 3: The effectiveness of the organisation of the core learning outcomes and elaborations.

How the draft in development Years 1 to 10 English responds to this issue:

The framework for the organisation of the outcomes and elaborations is made up of three strands and three sub-strands, which were proposed in the project design brief and approved by the Council. These strands and sub-strands provide a framework that accommodates the nature and purpose of English as a Years 1 to 10 key learning area. This framework and the inter-relatedness within the framework have been made explicit to the user in the draft syllabus-in-development.

This framework embodies familiar understandings about English as well as incorporating new developments. It also provides sufficient breadth to serve as a starting point for users to engage with the draft curriculum materials as well as a stimulus to extend current practice.

The framework also has the potential to elaborate and provide further direction on aspects of the 1994 syllabus, for example reading, viewing, critical perspectives, and relationships among the modes.

Is this response appropriate for your organisation?

Association of Independent Schools of Queensland Inc.: Yes

Education Queensland: Yes with reservations (5); No (7)

Queensland Catholic Education Commission: Yes with reservations

Please comment:

Education Queensland:

Strands and sub-strands provide a useful framework, but cultural and operational strands could be combined. The number of elaborations is overwhelming, and difficult to manage in its current form. However, <u>most</u> of the elaborations are useful for teachers who need more structure, for planning purposes and for diagnostic purposes.

Queensland Catholic Education Commission:

There needs to be clear reference that the sub-strands can't be considered or approached independently from each other.

It seems hard to suggest other sub-strands that would be useful. The strands are pretty much what you need to be doing with young people's learning. The operational and critical have definite connections to life skills, but the cultural does focus on where we are and not so much on what we want to be. The focus should be more on what kind of world we want to live in and how to get to that – otherwise we are just perpetuating the existing social order.

Information from schools is that the present structure provides too many elaborations. We are told that teachers worry that there isn't the time in the present setting to be able to do this all and there has to be a change in the way the school is structured. Secondary teachers may want to take the full set of elaborations as prescriptive and set up assessment accordingly.

The way the print version of the syllabus (outcomes and elaboration) is set out is very complex and organisationally difficult. Looking at a page containing outcomes and elaborations is at first pretty daunting and it is hard to follow the logic of the way it is set out.

Some of the outcomes themselves are too broad and comprehensive. Outcomes should avoid containing too much or using words like 'a range of' or 'a variety of'. The outcomes need to be leaner, more precise and not open to wide interpretation There is not enough of some of the specificity that some teachers may like, although we recognise that specificity has to be balanced against a need for richness and choice.

In primary, this language is not the same as that used in other KLAs such as SOSE or Science, and this could limit the usefulness of the outcomes for providing possibilities for integrative activities.

Association of Independent Schools of Queensland Inc.:

Outcomes and elaborations need to hint at key understandings to be developed, rather than act as a checklist of skills to be worked through that may not necessarily be connected.

Issue 4: Multiliteracies

How the draft in development Years 1 to 10 English responds to this issue:

Multiliteracies are explored and elaborated through many aspects of the framework. For example, the strands, sub-strands and internal organisers of the elaborations provide possibilities for teasing out how multiliteracies might be included. The elaborations make frequent reference to a multiplicity (range and combinations) of modes, media, text types, discourses, purposes and textual resources (for example visual, orthographic, digital).

Is this response appropriate for your organisation?

Association of Independent Schools of Queensland Inc.: Yes

Education Queensland: Yes with reservations (Needs more explanation, explication and definition in document.)

Queensland Catholic Education Commission: No

Please comment:

Education Queensland:

A focus on multiliteracies is critical and there needs to be more explicit mention of electronic media.

The elaborations under mode and medium do outline potential multiliteracy outcomes; however, multiliteracies are not mentioned in level outcome statements. Unless teachers work with the elaborations, 'text types' may not be understood in the broadest sense and be limited to print text. Maybe there needs to be more specifics about the type of literacies to be handled. Some literacies are emphasised more than others, e.g., functional literacies/operational, with critical literacies poorly developed.

Queensland Catholic Education Commission:

One issue is the extent to which there is a common understanding of what is meant by multiliteracies. The word needs unpacking. We believe that there would be a wide range of understanding of the term.

What to do in relation to multiliteracies at a given level is not coming through.

The concept of literacy has changed dramatically as communication processes have changed in recent times. Much of the terminology in describing literacy comes from former and much less complex times and this could cause confusion for some. There is still a tendency to use orthographic examples in the elaborations. The meaning of terms such as 'writing' just has to be broadened and this may not be happening with many people. The language used needs to be placed closer to Luke's description. There is a disjunction between what happens in the classroom and what students encounter outside it. It has become crucial for English to address such disjunctions, which may be associated with lack of connection between schooling and the students world, possibly leading on to alienation of students.

We see teachers doing excellent work in making meaning of the changing world but more often in the context of social science rather than English. A related question is to what extent is every teacher a teacher of English? The issue has enormous implications for professional development as well as for the design and development of appropriate shared frames for defining what multiliteracies are and how to deal with them. How do you get students to play a positive role in shaping the future when the teacher has to work with a language and culture that are not part of their world, now or in the future?

Association of Independent Schools of Queensland Inc.:

As a document being constructed in the present for future years, the addressing of multiliteracies is an essential element for learning organisations.

Issue: 5: The learning and teaching of reading

How the draft in development Years 1 to 10 English responds to this issue:

The core learning outcomes and elaborations are compatible with a range of contemporary and compatible theories and approaches to the learning and teaching of reading. The explicit details provided in the draft curriculum materials, including those related to the learning of reading, are based upon needs identified in the review of the 1994 syllabus conducted by the Project Team in 1999. The learning of reading is strongly linked to the learning of writing and speaking through the relationships among the sub-strands. While it is not the place of the syllabus to provide explicit advice on the pedagogy of reading, the elaborations, in many instances, suggest effective teaching strategies.

Is this response appropriate for your organisation?

Association of Independent Schools of Queensland Inc., Queensland Catholic Education Commission: Yes

Education Queensland: Yes with reservations.

Please comment:

Education Queensland:

There is support for an explicit focus on the teaching and learning of reading. There needs to be consistency across all documents currently being developed.

Queensland Catholic Education Commission:

We agree with this general position – that the syllabus should not provide pedagogy. We will expect that modules and other materials will provide some guidance. Primary school teachers may need more specific guidance on teaching reading, especially the four resources. They may be able to find it in the elaborations to some extent. Again we see the need for a common language, in this case about teaching reading.

Association of Independent Schools of Queensland Inc.:

All methods for the teaching of reading should be considered when relating to the needs and learning styles of each learner. While the linking of reading, writing and speaking is essential to learners, there is a place for explicit strategies to develop each of these core areas.

Issue 6: The place of literature

How the draft in development Years 1 to 10 English responds to this issue:

The Rationale of the draft syllabus-in development states explicitly that English involves the study of a range of texts including 'the study of significant material, aesthetic and cultural forms of literature that are embodied in a broad range of texts including those:
- Past and present from Australia and other English speaking cultures
- In English or translated into English from cultures where English is not the dominant language
- That represent diversity in culture and the multiplicity of Englishes.' [p. 6]

The Rationale also states that 'text studies involves the study of various print, spoken, visual and multimedia texts, including domains of texts such as: canonical/classical texts; contemporary texts; reflective texts; drama texts; popular culture texts; media, mass media and multimedia texts; hypermedia; and spoken and written everyday texts of work, family and community life.' [p. 8] The elaborations contain numerous references to this broad range of texts, including literature, based on the work of teachers involved in the syllabus-in-development process.

Is this response appropriate for your organisation?

Queensland Catholic Education Commission, Association of Independent Schools of Queensland Inc.: Yes

Education Queensland: Yes with reservations (5) (But it needs to appear in the elaborations and outcomes. The Rationale may not stay as is.); No (7).

Please comment:

Education Queensland:
'Significant' holds a lot of meaning (paragraph 1) as does 'diversity' and 'ethnicity'.
'Literature' needs to be foregrounded.
Very hegemonic view of 'literature' presented. It needs a broader interpretation.
Teacher background and skills are integral to 'the place of literature'.
Queensland Catholic Education Commission:
We are in accord with this view of the place of literature.
Association of Independent Schools of Queensland Inc.:
While the variety of text is important, so too is the modelling of what is considered 'quality text' from within the range suggested – not just popular varieties.

Issue: 7: The learning and teaching of grammar

How the draft in development Years 1 to 10 English responds to this issue:

The elaborations in the Operational strand describe in explicit detail the knowledge and use of grammar that underpin the outcomes in all strands. The underlying concept is that traditional and functional grammars work together in naming and describing the language system. Many examples and explanations have been included in recognition of teachers' expressed needs in this area.

The elaborations in the Operational strand are linked explicitly to related elaborations in the Cultural and Critical strands to emphasise the necessity for learning and using grammar appropriately, purposefully and critically in a broad range of contexts.

Further support is planned in the form of a glossary, modules and initial in-service materials.

Is this response appropriate for your organisation?

Queensland Catholic Education Commission , Association of Independent Schools of Queensland Inc.: Yes

Education Queensland:	Sentence 1	Sentence 2	Sentence 3
Yes	12	9	0
Yes with reservations	0	2	0
No	0	1	12

Please comment:

Education Queensland:
Potential confusion with dual system of functional and traditional grammar. We need to use only current functional grammar.
Simplification of functional grammar in PD needed for all teachers involved.
Some specific examples/levels of critical grammar need to be given so that teachers know exactly how far to take this and what expected outcomes might be.
Syllabus focus on grammar as Operational strand doesn't give students a <u>reason</u> for learning grammar eg. that it is vital for making highly <u>critical</u> judgements relating to discourse, ideology and power. It is necessary that one be seen as a tool for the other.
Queensland Catholic Education Commission:
We support the approach taken.
Association of Independent Schools of Queensland Inc.:
There is no question as to the essential nature of teaching certain 'basic skills' elements of English – grammar is one such area. The explicit teachings of this area as suggested is a positive response.

Issue 8: Accommodation of student diversity in the learning and teaching of English

How the draft in development Years 1 to 10 English responds to this issue:

The outcomes approach in Council syllabuses is based on equity principles including high expectations for all learners and a focus on development that acknowledges individual differences. The draft curriculum materials give schools wide scope and flexibility to design learning programs based on outcomes and elaborations selected to suit the identified needs of different learners at different times and in different places.

The schools involved in the syllabus-in-development phase of the project represent a wide range of student populations and continue to assist with ensuring that the draft curriculum materials accommodate student diversity. Two of the three modules in development have been planned and implemented in contexts where students have diverse needs.

Is this response appropriate for your organisation?

Queensland Catholic Education Commission, Association of Independent Schools of Queensland Inc.: Yes

Education Queensland: Yes with reservations (2); No (10)

Please comment:

Education Queensland:

Pathways for students from diverse backgrounds need to be described differently – elaborations may describe a majority cohort but can't realistically be expected to describe outcomes for everyone at particular stages in their learning pathway.
Queensland Catholic Education Commission:
No difficulty with this.
Association of Independent Schools of Queensland Inc.:
There needs to be room for student negotiation of learning and assessment in support of diversity. This is suggested by this response.

Issue: 9: Accessibility of the curriculum to teachers and other potential users

How the draft in development Years 1 to 10 English responds to this issue:

In terms of accessibility to the draft curriculum materials themselves, in the current print form, the volume and format may appear initially daunting. While the final syllabus will be available in print form, an online version of the syllabus and online support materials are also being developed, including an online syllabus navigational and planning tool. This tool is expected to facilitate teachers' understanding and use of the curriculum materials by providing links among curriculum components such as a glossary, examples of student work, descriptions of text complexity or sample modules.

In terms of conceptual accessibility, the continuity with the 1994 syllabus and the trial/pilot senior English syllabus is designed to assist teachers in understanding the draft curriculum materials. Also, the syllabus-in-development process is expected to assist in making the draft curriculum materials conceptually accessible to most users.

Advice from teachers in the syllabus-in-development schools is informing the ongoing revision of curriculum materials including wording, format and layout.

Is this response appropriate for your organisation?

Association of Independent Schools of Queensland Inc.: Yes

Queensland Catholic Education Commission: Yes with reservations

Education Queensland: Yes with reservations (Agree with the intent)

Please comment:

Education Queensland:

Professional Development support is needed to ensure accessibility of data.

Materials must be able to interface to ensure best use.

Queensland Catholic Education Commission:

The materials are not yet accessible. They are difficult to read and comprehend, but this may be alleviated by the proposed online format. We cannot be sure because we don't know how teachers work with online materials at the moment. In the paper version the materials are difficult to read.

The online format promises to be very accessible by providing cross-referencing of outcomes and elaborations that are similar across strands or sub-strands.

There is a need for different, more visual ways to present information instead of just blocks of text.

Association of Independent Schools of Queensland Inc.:

Accessibility is very important in a physical sense eg ease of use in electronic form or in print form.

Accessibility is also a problem if the document is perceived to be so wordy, lengthy or complicated that its key users (teachers) don't use it, or only address some parts.

The 'daunting' nature of early print forms may be a necessary stage, but must be shown as one that will be moved through purposefully and quickly to keep confidence in the upcoming document as a valuable one.

Issue 10: Accommodation of the Year Two Diagnostic Net indicators and the *Literacy Benchmarks: Years 3, 5 & 7 Writing, Spelling and Reading*
How the draft in development Years 1 to 10 English responds to this issue:

Key indicators from phases B, C and D of the reading and writing continua of the Year Two Diagnostic Net have been placed in the corresponding outcome levels in the appropriate sections of the internal framework to show how they link to the related elaborations. They are currently marked in bold, orange, italic type and coded according to the Year Two Diagnostic Net code.

The professional elaborations of the national literacy benchmarks for writing, spelling and reading are accommodated within the elaborations of the Writing and shaping and Reading and viewing sub-strands throughout the internal framework. They are underlined. The text complexity component of the professional elaborations in reading is also currently used to describe text complexity in Levels 2, 3 and 4 of the Reading and viewing sub-strand.

Is this response appropriate for your organisation?

Queensland Catholic Education Commission: Yes

Association of Independent Schools of Queensland Inc.: Yes with reservations

Education Queensland: Yes with reservations

Please comment:

Education Queensland:

Intent is fine. Not evident in materials yet.

Queensland Catholic Education Commission:

Teachers have been very happy with this.

Association of Independent Schools of Queensland Inc.:

As schools trying to tie these elements together it is useful to indicate where they 'fit'. Benchmarks in particular however are based on a minimalist view of accomplishment, and are influenced by political agendas. It is important not to lose sight of the 'equity principle of high expectations for all learners' (see issue 8).

Issue: 11: The facilitation of planning English programs at school, year and class levels

How the draft in development Years 1 to 10 English responds to this issue:

Currently, the syllabus-in-development schools are using the draft curriculum materials for planning at the classroom level. The information being collected from the teachers is contributing to the development of planning guidelines at the classroom level within the outcomes approach. Modules are intended to further exemplify classroom planning based on outcomes. Although the final materials are intended for whole-school long-term planning, schools have been cautioned against using the draft materials as a basis for planning school or year level programs at this early stage of development.

Is this response appropriate for your organisation?

Queensland Catholic Education Commission , Association of Independent Schools of Queensland Inc.: Yes

Education Queensland: Yes with reservations

Please comment:

Education Queensland:

We need a bigger picture as a <u>starting point</u> for unit planning – the elaborations then become the language. Demands/outcomes for different students who are operating at different levels. Eg. Examples of tasks – texts in contexts – with an analysis of outcomes involved for students operating at different levels.

Queensland Catholic Education Commission:

The draft materials are currently proving to be workable for classroom planning.

The caution against using the draft materials for planning school or year level programs at this stage need to be communicated strongly to schools and teachers to avoid needless waste of time and effort.

It is important that teachers be able to see how and where they can continue with or adapt components of their current work programs. Specific guidance may be needed here.

Association of Independent Schools of Queensland Inc.:

Presumably a number of English programme types will be modelled that permit schools the feasibility of incorporating important learning/teaching directives with the use of outcomes and elaborations.

Issue 12: The nature of literacy and its place in the English key learning area

How the draft in development Years 1 to 10 English responds to this issue:

Literacy, as one of the four cross-curricular priorities that are to be incorporated into all Council syllabuses, is the joint responsibility of all key learning areas.

The study of literacy as a social practice is one of the integrative elements of English, together with the study of texts and language as a meaning making system.

Is this response appropriate for your organisation?

Queensland Catholic Education Commission, Association of Independent Schools of Queensland Inc.: Yes

Education Queensland: Yes with reservations

Please comment:

Education Queensland:
Failure to foreground principles espoused above in document. Tends to be last paragraph at end of section. Presumes a great deal of prior understanding. Agree with statements but don't feel the document adequately does this, i.e., 'walk the talk'.
Queensland Catholic Education Commission:
Agree with this.
We believe strongly that other KLAs should be teaching literacy, including the 'language' of the KLA and how that contains and conveys a meaning of the world. The need remains to clarify what literacy means in each KLA (including English).
Is there overlap between the Rationale sections on 'literacy as social practice' and 'language as meaning making system'?
Association of Independent Schools of Queensland Inc.:
Very important – point needs to be clearly made that <u>literacy</u> is really a <u>cross-curricular</u> priority and cannot realistically be the domain of English.

Issue: 13: Assessment and reporting of achievement in 1-10 English
How the draft in development Years 1 to 10 English responds to this issue:

> The draft syllabus-in-development contains a section on assessment that draws on aspects of the Council's Draft Position and Guidelines Paper on Assessment and Reporting.

> Based on advice received through the project's consultative processes, the section will be revised so that it relates specifically to assessment in English.

> While reporting issues are linked to assessment and schools may wish to explore reporting with outcomes, Council syllabuses are currently not expected to provide advice on reporting.

Is this response appropriate for your organisation?

> Education Queensland, Association of Independent Schools of Queensland Inc.: Yes

> Queensland Catholic Education Commission: Yes with reservations

Please comment:

Education Queensland:
Agree with intent. The consultative process, to date, does not include opportunities for professional discussion and sharing of the results of such discussions.
Queensland Catholic Education Commission:
There is a difficulty with the way the issue is framed – the word 'achievement' does not appear in council documentation. Preferred expression is 'demonstrating outcomes at a level'.
We wonder about the extent to which the Project Team will be able to revise the section on assessment and reporting so it relates specifically to assessment in English – is the team in a position to be able to say that or will the generic statement in syllabus have to stay that way? This may be an issue for the Council.
It may also be a shifting issue as to whether Council policy on providing advice on reporting is still supported by its various constituents.
Association of Independent Schools of Queensland Inc.:
The option of adopting models of assessment and reporting is useful, but schools do need the flexibility to be able to explore an assessment/reporting framework that supports and reports on teaching and learning models that operate within the school.

Appendix 6: Survey Results

Responses to Background Items

1. What year levels do you teach this year?

1-3	38
4-7	34
8-10	22
1-7	2
Missing	2
Total	98

Comment: 74% teach at primary levels.

2. Were you a co-development teacher last year?

Yes	18
No	79
Missing	1
Total	98

Comment: Indicates that approximately half of the co-development teachers did not return surveys. Consistent with returns from approximately half of the syllabus-in-development schools.

3. School sector:

Catholic	32
Independent	21
State	45
Missing	0
Total	98

Comment: All three sectors participated in survey.

4. Your English Education:

Degree major	37
Some tertiary	43
Secondary	13
Missing	5
Total	98

Comment: 82% indicate at least some tertiary study in English. High correlation between this variable and Primary/secondary as shown below (χ^2=8.01, df=2, p=0.018).

	Degree major	Some tertiary	Secondary	Missing	Total
Primary only	22	38	10	4	74
Secondary only	14	5	3		22
Missing	1			1	2
Total	37	43	13	5	98

5. Years of teaching experience:

Less than 2	40
2-5	34
More than 5	22
Missing	2
Total	98

Comment: Most respondents were relatively inexperienced teachers, 40% with fewer than two years experience.

6. Your familiarity with the draft 1 to 10 English materials:

Very Low	7
Low	25
Moderate	38
High	21
Very High	6
Missing	1
Total	98

Comment: Few very low or very high levels of familiarity. Indicates the use of three levels of familiarity for breakdowns combining very low with low and very high with high. Cross-tabulation with Item 2 shows that familiarity correlates highly with coordinator status (χ^2=28.4, df=4, p=0.00001):

	Familiarity with draft materials:						
Coordinator?	Very low	Low	Moderate	High	Very high	Missing	Total
Yes	0	0	4	11	3	0	18
No	7	25	33	10	3	1	79
Missing	0	0	1	0	0	0	1
Total	7	25	38	21	6	1	98

Ratings for appropriateness items

8. The appropriateness of the direction taken by the syllabus-in-development?

11. The compatibility of the syllabus-in-development with your school's philosophy on the teaching of English?

12. The compatibility of the syllabus-in-development with current views in education about the teaching of English?

23. Your agreement with the approach to grammar?

24. Your agreement with the approach to reading?

25. Your agreement with the approach to learning about texts?

26. Your agreement with the approach to literacy?

27. Your agreement with the approach to writing?

28. The likelihood that teachers will accept the curriculum?

Legend: Very Low, Low, Moderate, High, Very High

Note: Missing responses not included

Ratings for workability items

9. The workability of the draft curriculum materials?

10. The extent to which the draft materials have meaning for teachers?

14. The clarity of the draft Rationale?

15. The clarity of the draft Core Learning Outcomes?

16. The feasibility of the draft Core Learning Outcomes for your students?

17. The effectiveness of the draft Elaborations in unpacking the outcomes for teachers?

18. The feasibility of the draft Elaborations for your students?

19. The feasibility overall in terms of resource requirements?

20. The feasibility overall in terms of time requirements?

21. How effectively the syllabus-in-development provides for student diversity?

22. The usefulness of the draft materials for planning at the classroom level?

Legend: Very Low, Low, Moderate, High, Very High

Note: Missing responses not included

79

Ratings for items 7, 13, 29 and 30
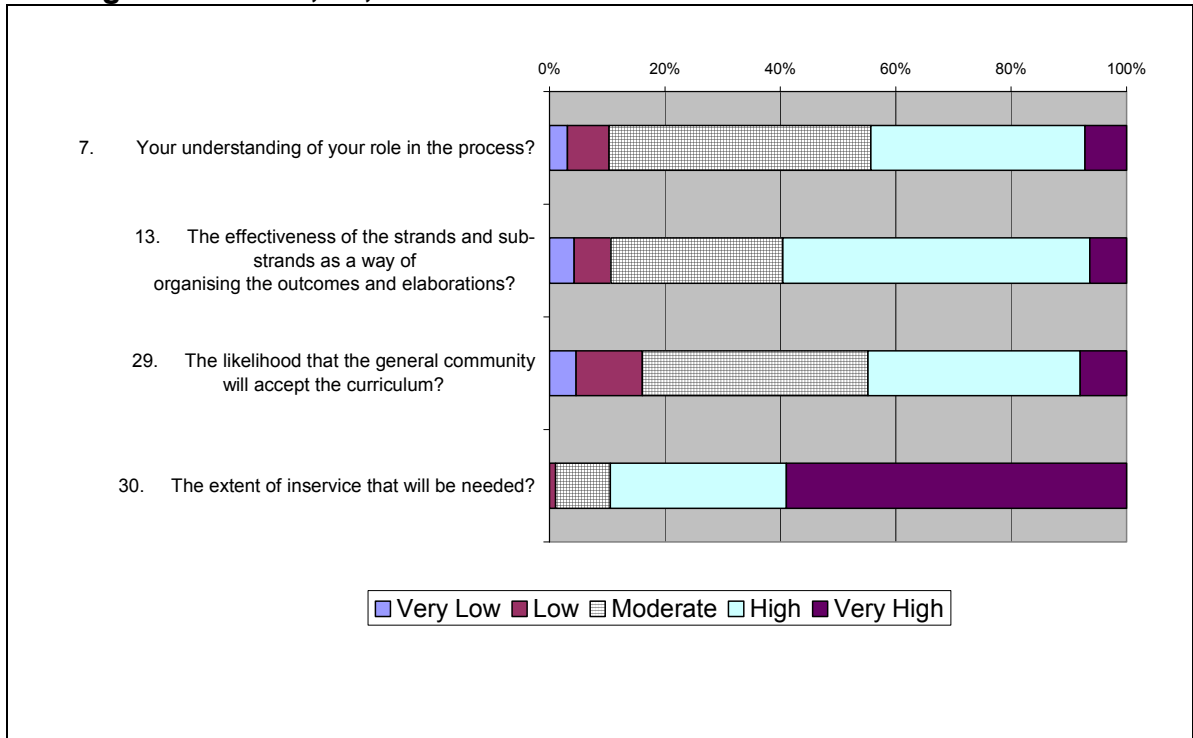
Note: Missing responses not included

Comparisons for Background Variables

For the purposes of analysing group differences, means were calculated for each of items 7 to 24 by assigning scores of 1 to 5 for the rating levels Very Low to Very High.

Two new variables were defined by averaging the means of sets of items in the survey as shown in the table below:

Variable	Mean of items
Appropriateness	8, 11, 12, 23-28
Workability	9, 10, 14-22

Comparisons were made for these two variables as well as for items 7, 13, 29 and 30. Analysis of variance procedures were used to examine the differences. The results are provided in graphic form in the following pages.

The following independent variables were defined for the analysis:

| Independent variable	Definition	Comment
Primary/secondary	For item 1, 'What year levels do you teach this year?' code responses 1-3 and 4-7 as 'Primary' and 8-10 as 'Secondary'.	
Co-development teacher	Item 2, 'Were you a co-development teacher last year?' responses 'yes' or 'no'.	
Sector	Item 3 'School sector:' responses 'Catholic', 'Independent' or 'State'.	
English training	Item 4 'Your English training' responses 'Degree major', 'Some tertiary' and 'Secondary'.	Levels found to correlate highly with Primary/ second-ary so two covariates used, Co-development teacher and Primary/secondary.
Years of teaching experience	Item 5 'Years of teaching experience:' responses 'Less than 2', '2-5' and 'More than 5'.	
Familiarity with draft materials	Item 6 'Your familiarity with the draft 1-10 English materials?' responses 'Very Low', 'Low', 'Moderate', 'High' and 'Very High' combined to form three levels, 'Low' (including 'Very Low'), 'Moderate' and 'High' (including 'Very High').	Three levels of familiarity used in comparisons.

Notes:

1. Because the variable 'Co-development teacher' is clearly a source of variance within all of the other groups, it was used as a covariate for the analysis in the other groups. When making comparisons between the various groups, co-variance has the effect of controlling for or 'cancelling out' the variation caused by membership in the co-development group.

2. Comparisons always show an apparent difference between the means, but the analysis of variance calculates the probability that the differences are due to chance factors. Where apparent differences are shown as non-significant, the variance between the groups is not large enough to outweigh the variance within the groups (that is, there is so much variation among the members within the group that any apparent difference between the groups is probably chance only.
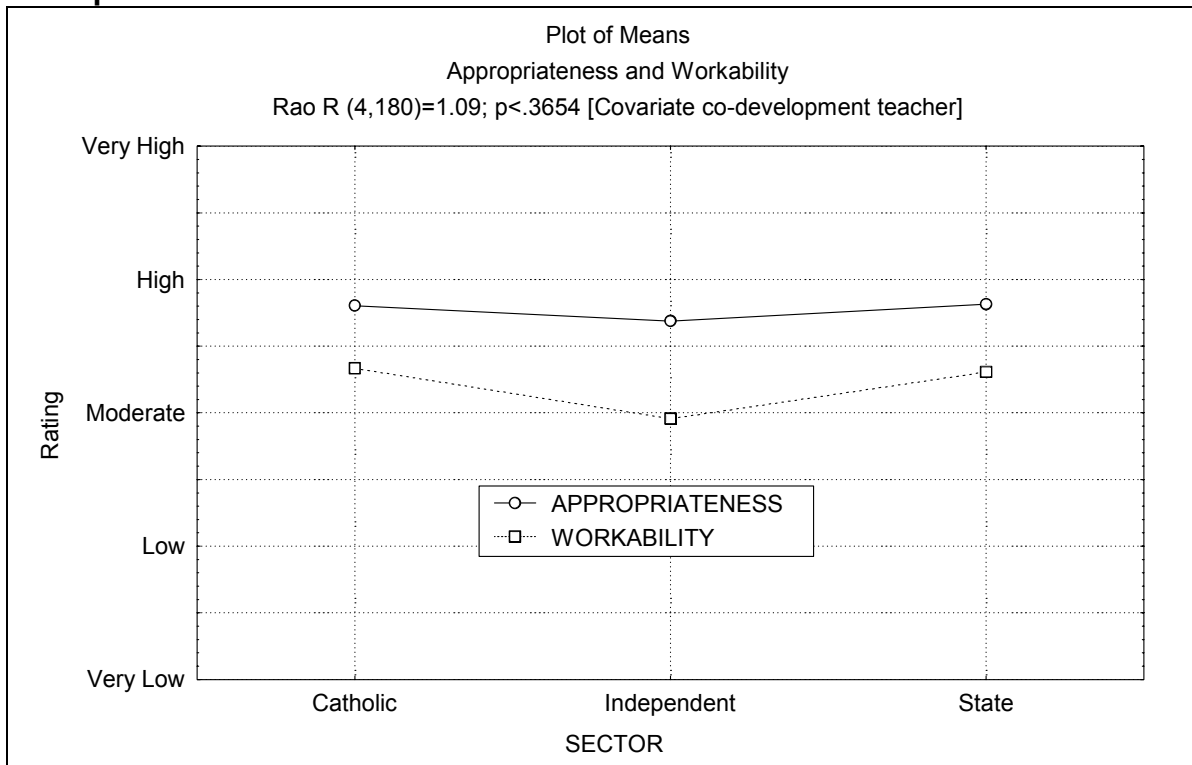
Comparisons between co-development teachers and others

Plot of Means
Appropriateness and Workability
Rao R (2,92)=5.31; p<.0065
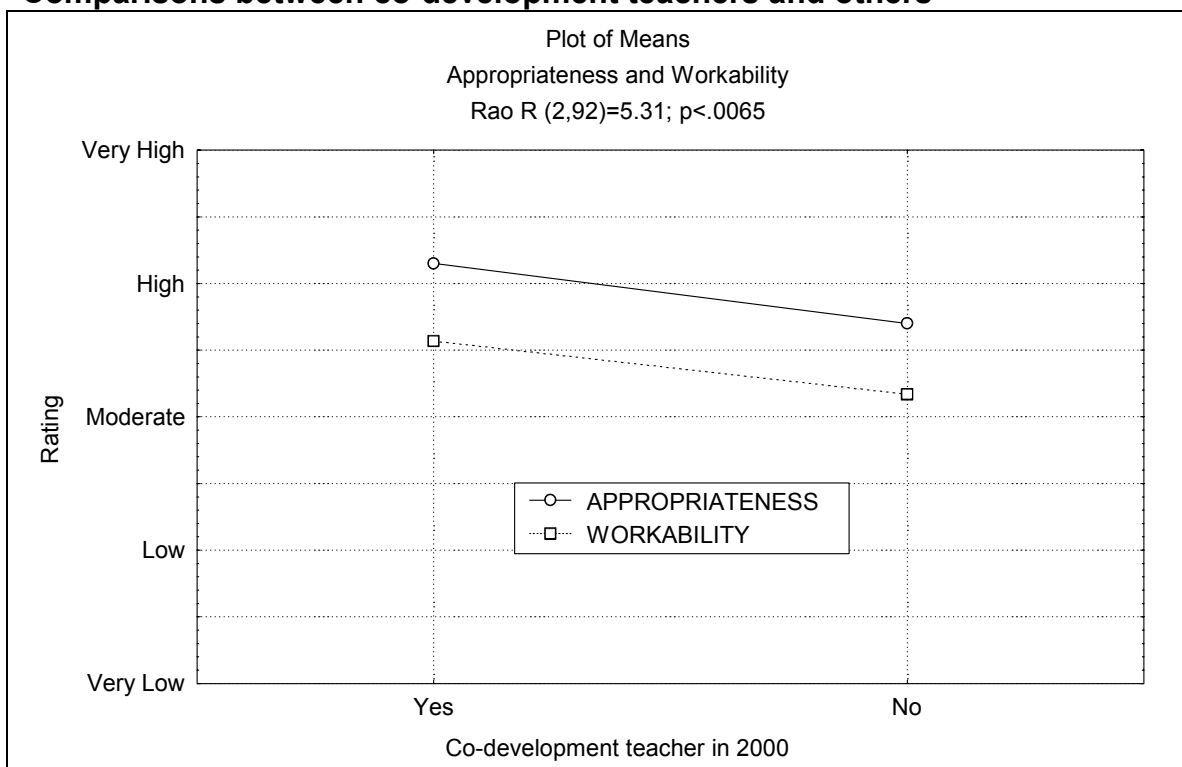
Comment: Co-development teachers gave higher ratings for appropriateness and workability.

Plot of Means
### Various Items
Rao R (4,75)=3.23; p<.0168
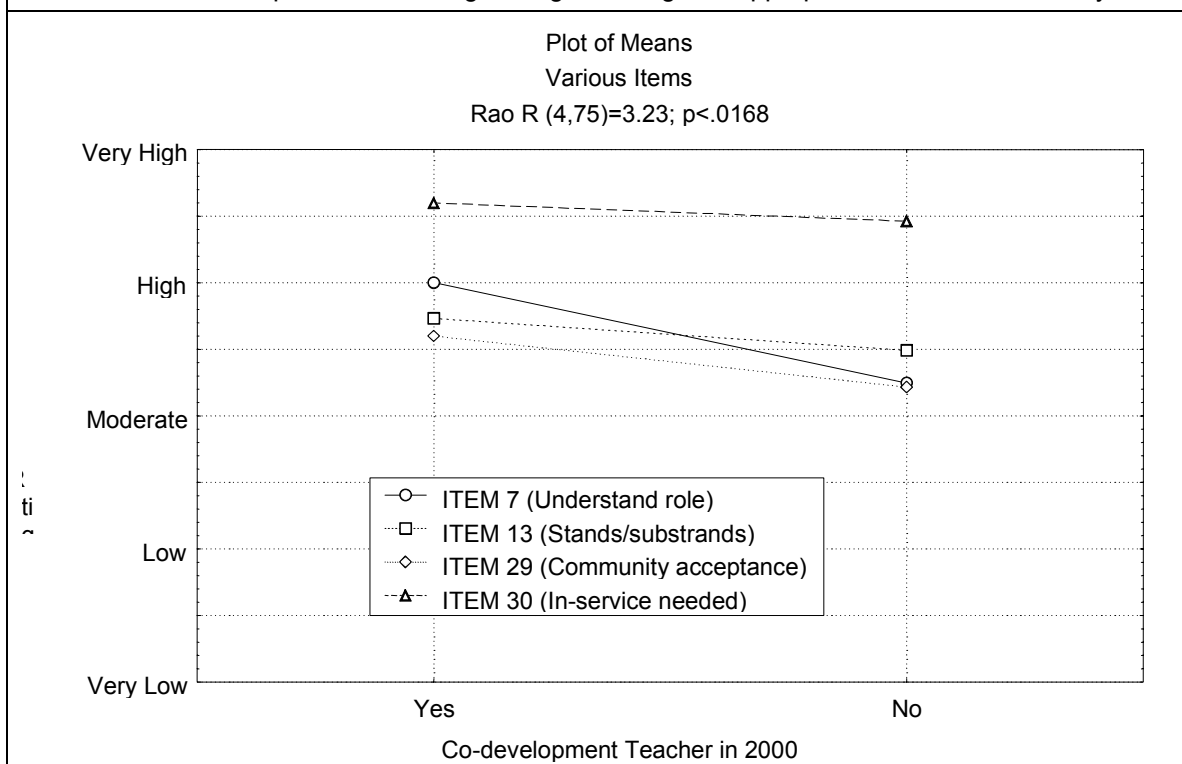
Comment: The difference is due to Item 7. Co-development teachers, as to be expected, understood their role in the process better than the other teachers did.

Comparisons between primary and secondary teachers

Plot of Means
Appropriateness and Workability
Rao R (2,89)=5.77; p<.0044 [Covariate co-development teacher]

Comment: Primary teachers gave higher ratings for workability, secondary teachers for appropriateness.

Plot of Means
PRIMSEC Main Effect
Rao R (4,77)=.47; p<.7610 [Covariate co-development

Comment: No significant difference between primary and secondary teachers.

Comparisons between sectors

Plot of Means
Appropriateness and Workability
Rao R (4,180)=1.09; p<.3654 [Covariate co-development teacher]

Comment: No significant difference between teachers from the three sectors.

Plot of Means
Items 7, 13, 29 and 30
Rao R (8,154)=1.02; p<.4226 [Covariate co-development
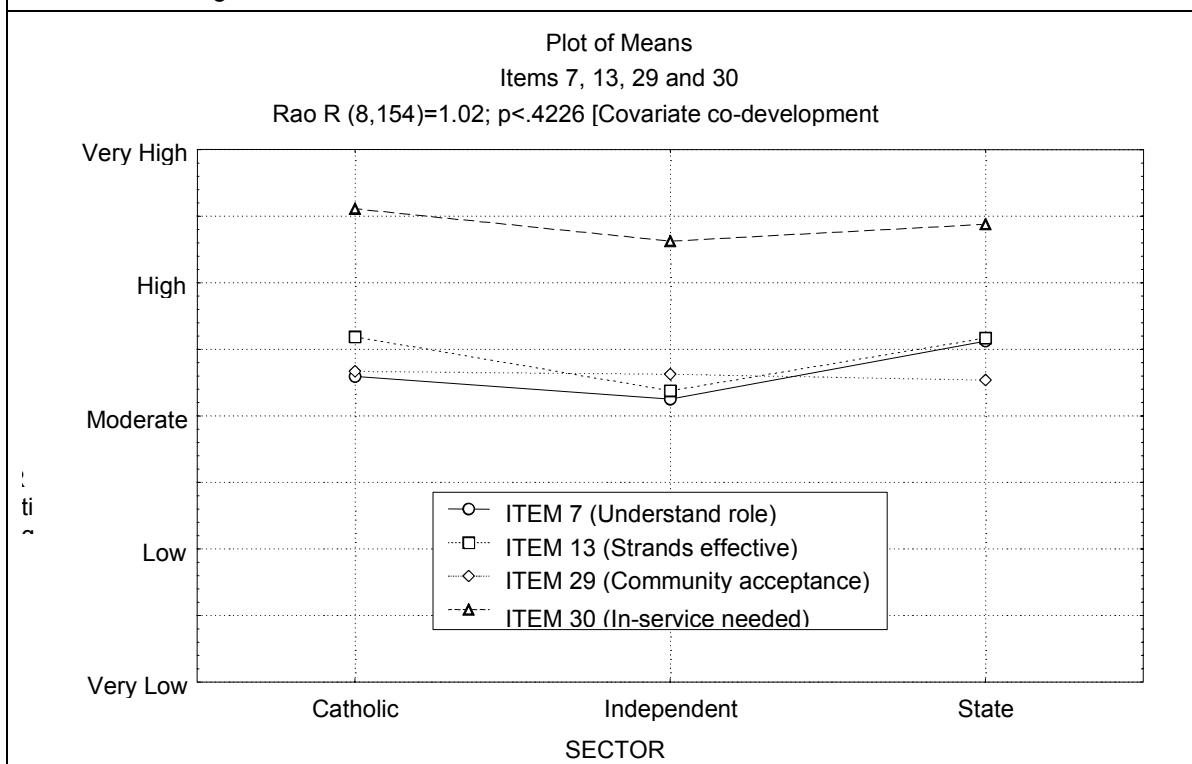
Comment: No significant difference between teachers from the three sectors.

# Comparisons based on indicated familiarity with the draft materials

Plot of Means
Appropriateness and Workability
Rao R (4,178)=.13; p<.9726 [Covariate co-development teacher]
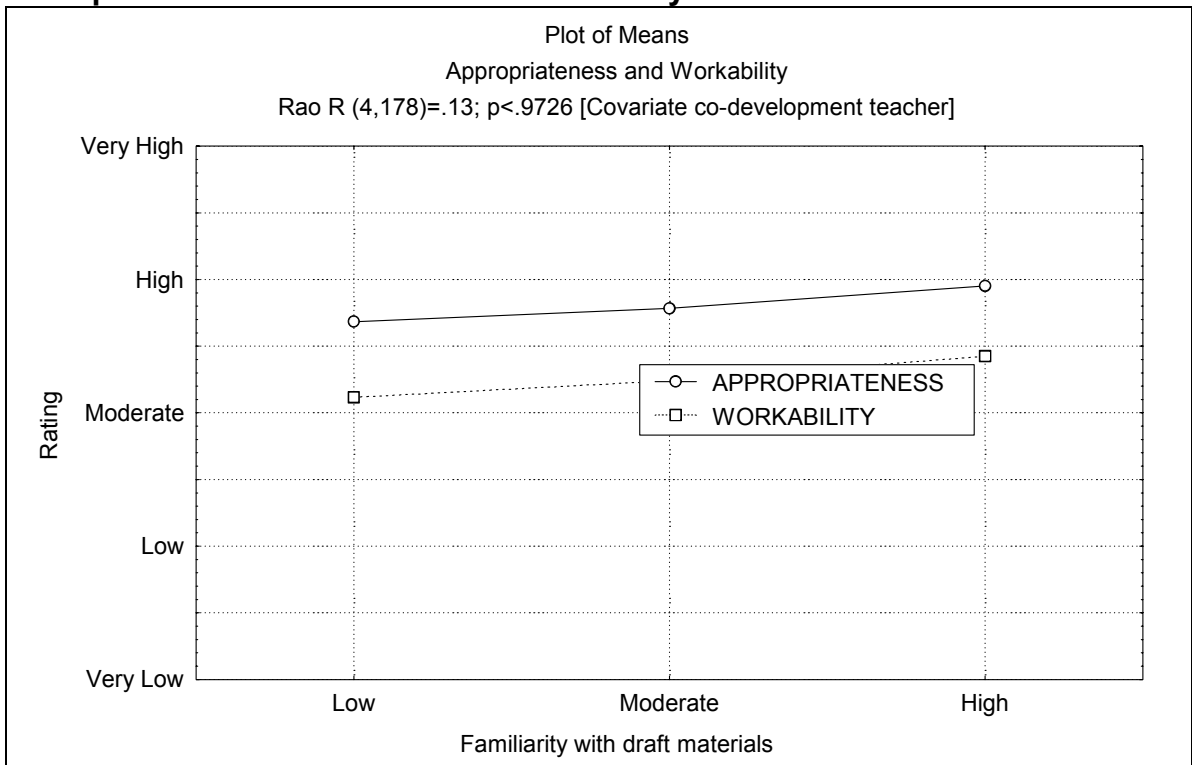
Comment: No significant difference according to familiarity with the materials.

Plot of Means
Items 7, 13, 29 and 30
Rao R (8,152)=2.01; p<.0489 [Covariate co-development
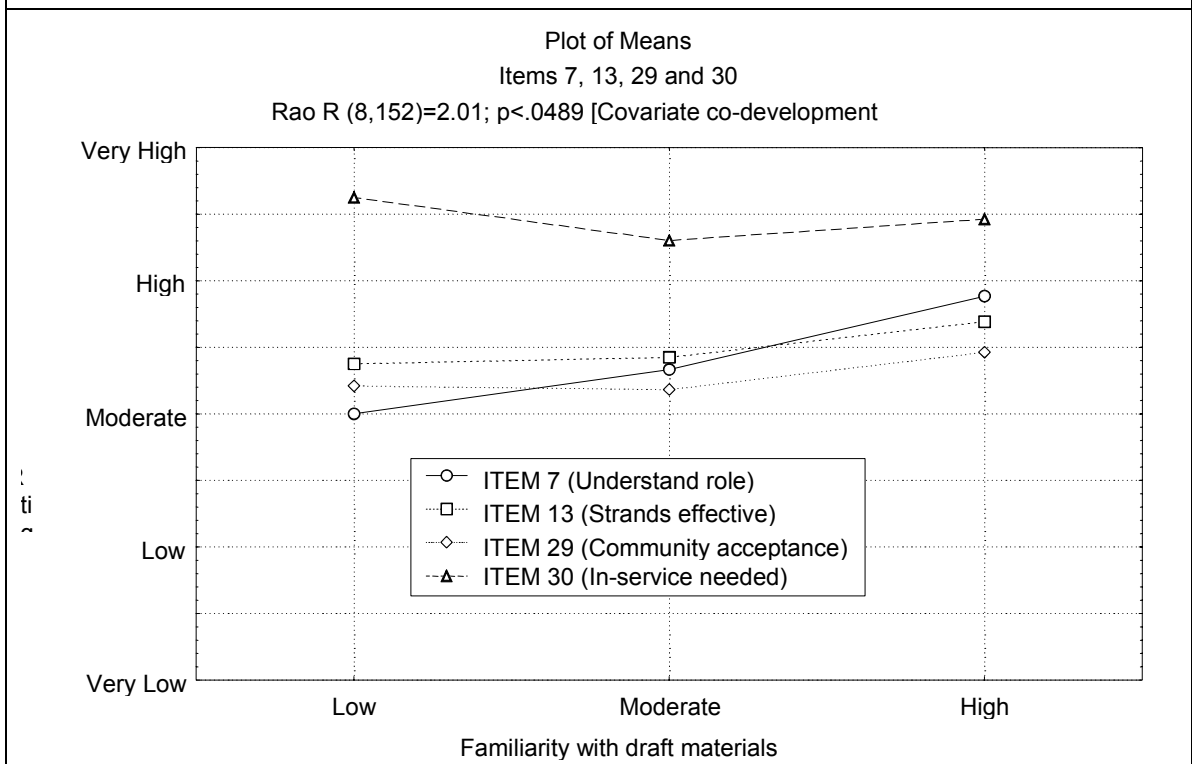
Comment: Difference is due to Item 7: Teachers who were more familiar with the materials were more familiar with their role in the process.
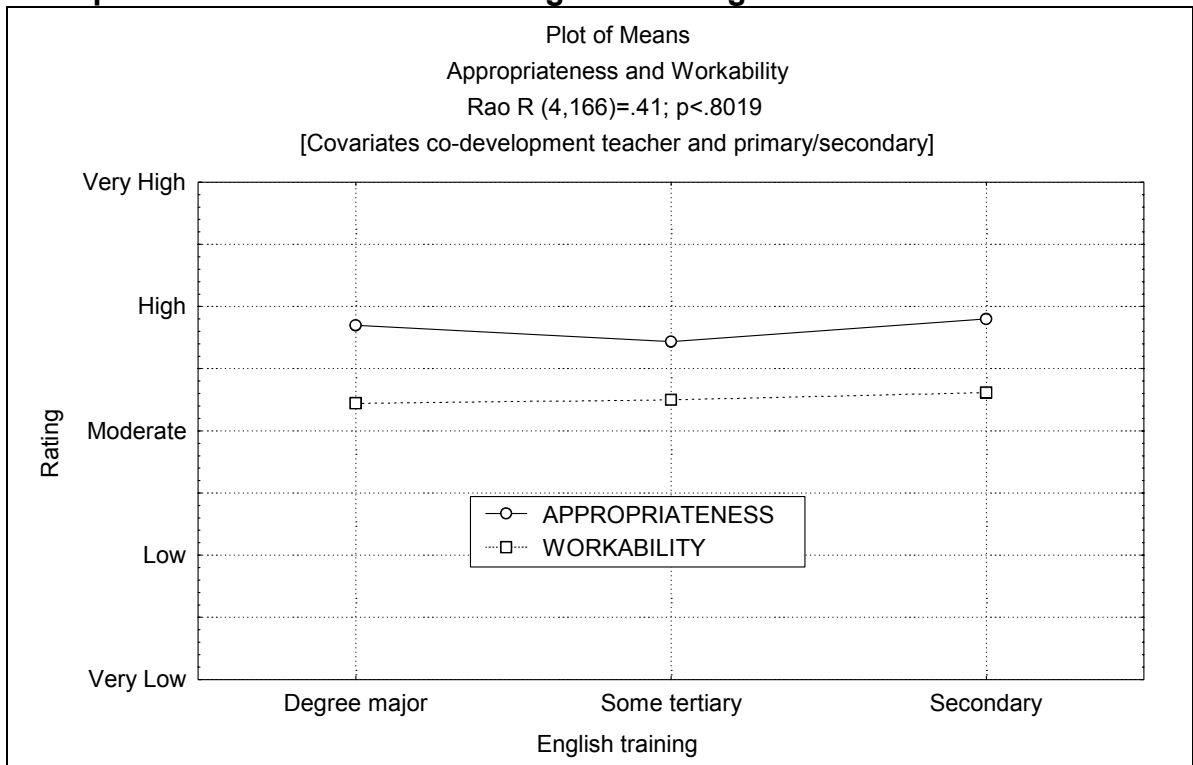
Comparisons based on years of teaching experience

Plot of Means
Appropriateness and Workability
Rao R (4,180)=3.06; p<.0179 [Covariate co-development teacher]
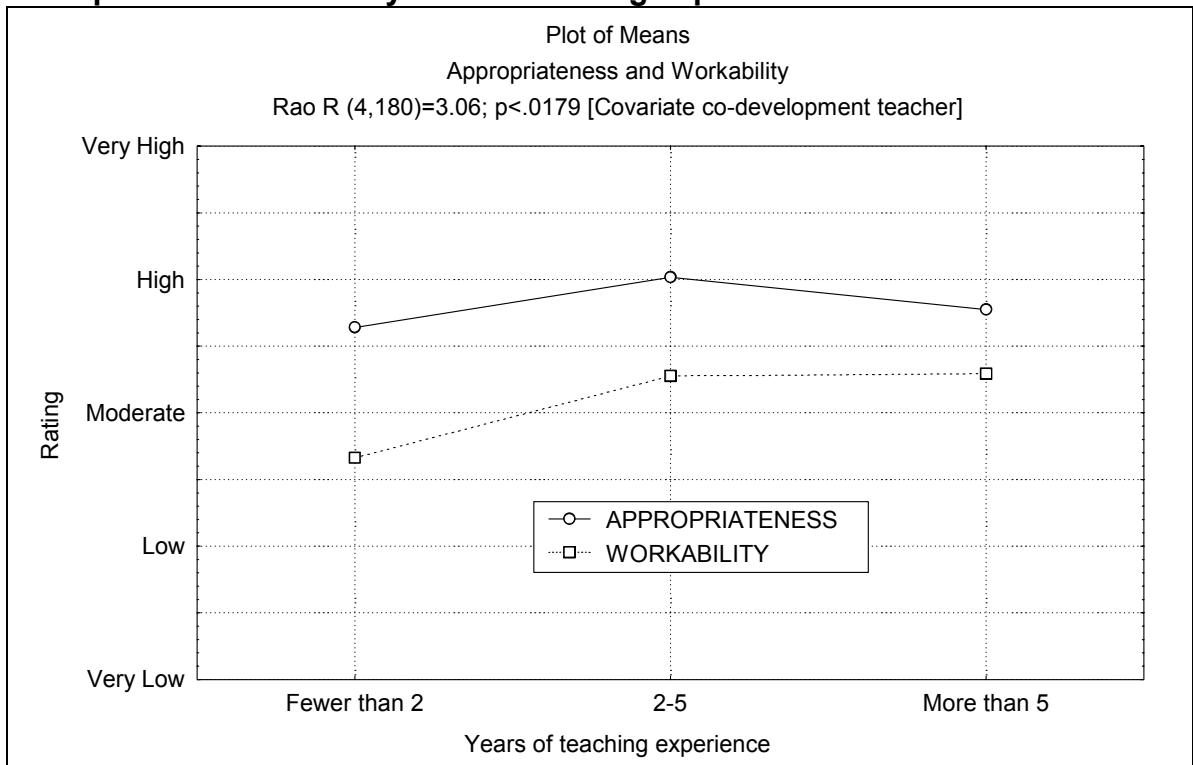
Comment: Post hoc analysis indicates that the difference is due to lower ratings of workability from the least experienced teachers.

Plot of Means
Items 7, 13, 29 and 30
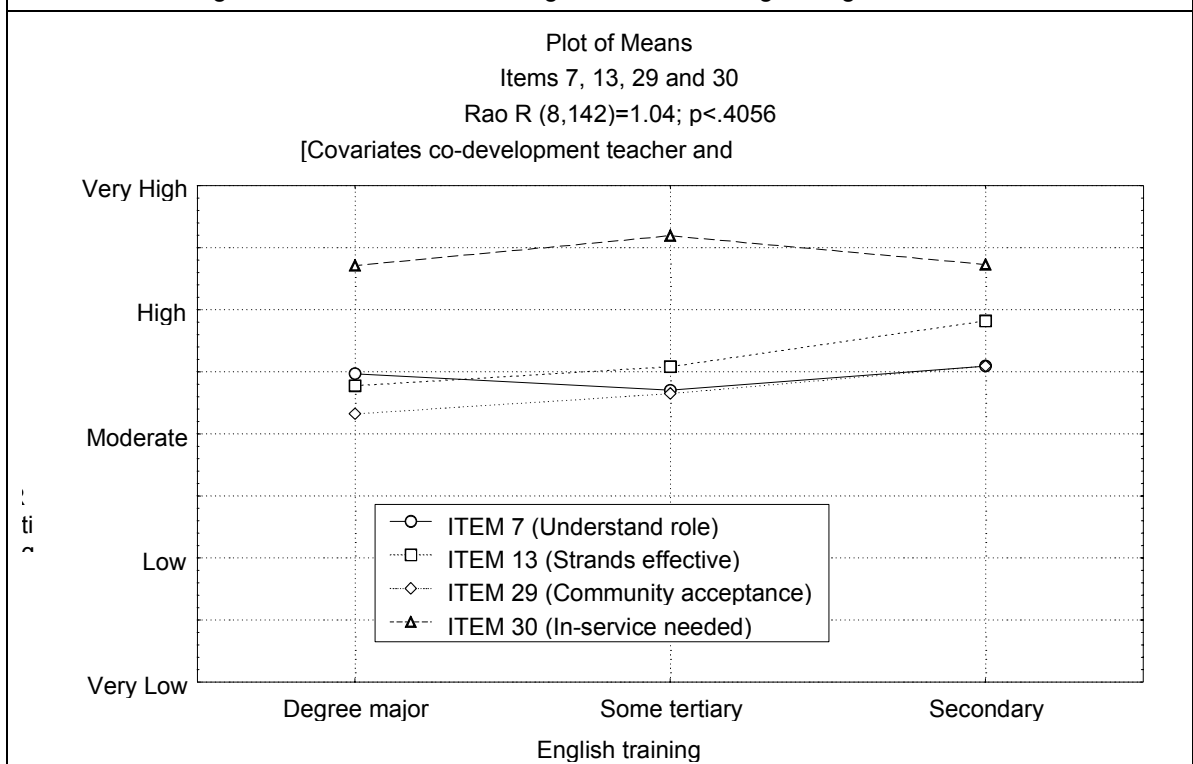Rao R (8,154)=.40; p<.9187 [Covariate co-development
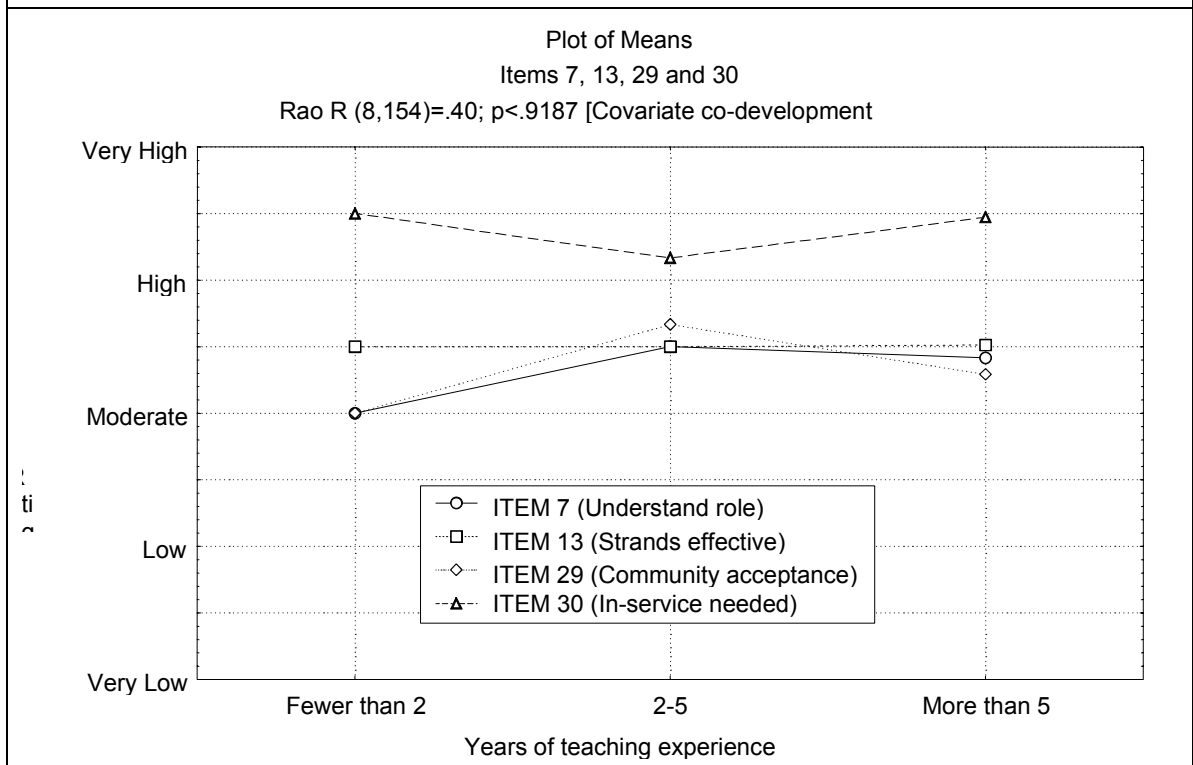
Comment: No significant difference between teachers according to level of experience. Variation within each group outweighs variation between the groups.

Comparisons based on level of English training

Plot of Means
Appropriateness and Workability
Rao R (4,166)=.41; p<.8019
[Covariates co-development teacher and primary/secondary]

Comment: No significant difference according to level of training in English.

Plot of Means
Items 7, 13, 29 and 30
Rao R (8,142)=1.04; p<.4056
[Covariates co-development teacher and

Comment: No significant difference according to level of training in English.

Appendix 7: Syllabus-in-Development Schools

School	Location	Post Code	Visit or Phone
Anglican Church Grammar School	East Brisbane	4169	Visit
Assumption College	Warwick	4370	Phone
Bray Park State School	Bray Park	4500	Phone
Cherbourg State School	Murgon	4605	Visit
Clifton State High School	Clifton	4350	No interview
Eatons Hill State School	Brendale	4500	Visit
Hambledon State School	Edmonton	4869	Visit
James Nash State High School	Gympie	4570	Visit
Loreto College	Coorparoo	4151	Visit
Milpera State High School	Chelmer	4075	Visit
Moreton Bay College	Manly West	4178	Phone
Narangba Valley State High School	Burpengary	4505	Visit
Northern Beaches State High School	Bohle	4818	Phone
Nudgee State School	Nudgee	4014	Phone
Our Lady of Lourdes School	Toowoomba	4350	Visit
Pimlico State High School	Castletown	4812	Visit
Ryan Catholic College	Thuringowa	4817	Phone
Somerville House	South Brisbane	4101	Phone
St Colman's School	Home Hill	4806	Visit
St John Vianney's School	Manly	4179	Phone
St Joseph's School	Bracken Ridge	4017	Visit
St Joseph's School	Parramatta Park	4870	Visit
St Mark's School	Inala	4077	No interview
St Mary's College	Dalby	4405	Visit
St Oliver Plunkett School	Cannon Hill	4170	Visit
Sunnybank Hills State School	Sunnybank Hills	4109	Visit
Sunshine Coast Grammar School	Forest Glen	4556	Visit
Taabinga State School	Kingaroy	4610	Visit
Thallon State School	Thallon	4497	No interview
The SCOTS PGC College	Warwick	4370	No interview
Thursday Island State School	Thursday Island	4875	Visit
Toowoomba State High School - Wilsonton Campus	Toowoomba	4350	Visit
Townsville Grammar Junior School	Annandale	4814	Phone
Trinity Lutheran Primary School	Ashmore City	4214	Visit
Waterford State School	Waterford	4133	Visit

Evaluation and Review Report Series

1997 Year 6 Test: Report on School Survey

Evaluation of 1998 Queensland Years 3 and 5 Testing Program: Results of Principal and Teacher Surveys

Evaluation of 1998 Queensland Years 3 and 5 Testing Program: Results of Principal and Teacher Surveys (Inclusivity Issues)

Evaluation of the Queensland 1998 Year 3 Test Resource Kit: Final Report

Evaluation of 1999 Queensland Years 3, 5 and 7 Testing Program: Final Report

Review of Queensland Literacy and Numeracy Testing Programs, 1995 to 1999

Review of Queensland Literacy and Numeracy Testing Programs, 1995 to 1999 (Issues Paper)

Review of the Form and Nature of the Queensland Year 3 Test

Evaluation of the 2000 Queensland Years 3, 5 and 7 Testing Program: Final Report

Evaluation of the 2001 Queensland Years 3, 5 and 7 Testing Program: Final Report

Evaluation of the Extent and Nature of Use of the *Preschool Curriculum Guidelines*: Final Report

Evaluation of the Years 1 to 10 The Arts Curriculum Development Project: Report 1

Evaluation of the Years 1 to 10 The Arts Curriculum Development Project: Report 2

Evaluation of the Years 1 to 10 The Arts Curriculum Development Project: Report 3

Evaluation of the Years 1 to 10 Technology Curriculum Development Project: Report 1

Evaluation of the Years 1 to 10 Technology Curriculum Development Project: Report 2

Evaluation of the Years 1 to 10 Technology Curriculum Development Project: Report 3

Evaluation of the Years 1 to 10 English Curriculum Development Project: Report 1

Evaluation of the Years 1 to 10 English Curriculum Development Project: Report 2

Evaluation of the Years 1 to 10 Mathematics Curriculum Development Project: Report 1

Evaluation of the Years 1 to 10 Mathematics Curriculum Development Project: Report 2