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

Final Report
January 2003

Prepared for the Queensland Studies Authority by

EdData
Independent Professional Evaluation & Research

January 2003

QSA
Queensland Studies Authority

Office of the Queensland Studies Authority
295 Ann Street
Brisbane Q 4000

PO Box 307
SPRING HILL QLD 4004

Inquiries:
Reception (07) 3864 0299
Fax (07) 3221 2553
Email office@qsa.qld.edu.au

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Acknowledgments

We acknowledge the cooperation and assistance provided by QSCC and QSA personnel Christopher Dean, Julian Touissant, Richard Dunlop, Andrea Lanyon Terry O'Brien, Pam Brennan and Heather Alexander as well as the cooperation of Christine Ludwig and the Years 1 to 10 English project team.

We acknowledge and very much appreciate the participation of the school administrators and teachers in interviews and the cooperation of the principals of their schools. We also acknowledge the valuable contribution to this point by the members of the Years 1 to 10 English Syllabus Advisory Committee.

This evaluation was designed and supervised by Ted Hobbs. Chief evaluator was Patricia Connell. Associate evaluators were Helena Austin, Anne Hobbs and John Byrne. Helena Austin, Patricia Connell, Anne Hobbs and Ted Hobbs conducted the interviews with school administrators and teachers. Ted Hobbs prepared the report with assistance from the team. Lyn Calcutt did final editing.

Executive Summary

The curriculum project:
The purpose of the Years 1 to 10 English Curriculum Development Project is to review and revise the 1994 *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 inservice materials for Queensland schools.

The project, which began with Queensland School Curriculum Council, is now being carried out for the Queensland Studies Authority by the Years 1 to 10 English project team. It commenced in January 1999 and is expected to be finalised in 2003.

The evaluation:

The evaluation reported here covered the trial phase of the curriculum project. The purpose was to provide advice on the appropriateness, effectiveness and efficiency of the *English Years 1 to 10 Draft Syllabus Trial 2002* and the associated support materials used in the trial phase of the Years 1 to 10 English Curriculum Development Project in 2002.

Evaluation approaches were the systematic collection, analysis, interpretation and reporting of information on:

- the experiences of teachers and administrators in trial schools in working with the draft syllabus and support materials (the materials) during the trial phase
- responses to the materials from school personnel, representatives of the school authorities and members of the Years 1 to 10 English Syllabus Advisory Committee (SAC).

Evaluation methods included:

- interviews with teachers and school administrators in the trial schools
- a mail survey of all trial teachers
- a process involving the SAC to evaluate compatibility with the views held by groups with an interest and expertise in English education
- a process involving the school authorities (AISQ, Education Queensland and QCEC) to evaluate the extent to which the materials are consistent with their needs.

The results:

The data suggest that the draft syllabus is very sound in its construction. Its design has taken account of a very wide range of theoretical considerations and input from a broad range of people with an interest and expertise in English education. The theoretical framework of the draft syllabus has received positive though not universal support from teachers and administrators in the trial schools and stakeholder groups as represented on the SAC. The draft syllabus appears to have moved forward from the well-established 1994 syllabus by broadening and strengthening certain key areas and setting the whole into the outcomes approach.

The evaluation has revealed widespread belief that the draft syllabus describes the learnings in English that are fundamental for all learners in Years 1 to10.

The evidence also indicates that most of the teachers who had worked with the materials for at least a year found the whole quite workable with very good results in the classroom. According to the teachers in the trial, students benefited from their teachers' efforts with the materials.

The evaluation indicates that the draft syllabus is efficient in terms of teaching resources and the time available for teaching English, although some additional resources may be required for the newer areas, the wider variety of text types and the teaching-learning processes most suitable to the outcomes approach.

Notwithstanding these positive findings, the evaluation data show that problems are associated with the use of the materials, which seemed to be quite difficult to understand and use for teachers who were unfamiliar with them. Words like "cumbersome", "daunting" and "overwhelming" were repeated throughout the interviews and the write-in comments on the survey. Teachers gave less than adequate ratings for clarity and amount of detail. Planning for teaching with the materials was frequently reported as difficult and "time-consuming". Assessment was a problem area for many of the trial teachers who were new to the project in 2002. Frequent calls were made for examples, models, sample modules or specific guidance. The core learning outcomes were often described as vague or overly general, and the elaborations seen as excessively profuse and difficult to apply to planning.

These problems seem to derive mainly from:

- the wording of the core learning outcomes
- the structure and sheer volume of the elaborations.

Other contributing factors seem to be:

- the newness of some aspects of the draft curriculum including the outcomes approach (new to English), the three strands in general, the critical strand in particular, functional grammar, text types and aspects of visual literacy
- the broader concept of English as opposed to a literacy curriculum.

The project team is aware of the difficulty teachers report in coming to terms with the volume and nature of the materials and has been working on simplifying and clarifying the language and presentation. This work is clearly necessary, but the evaluator believes that the initial inservice materials will play a crucial role in bringing teachers to the point where they are comfortable with the final versions of the materials and can apply them efficiently to the tasks of planning, teaching and assessment.

The data indicate that the e-navtool (an online syllabus navigation tool included in the support materials) can help greatly with managing and navigating the elaborations as well as facilitating the planning process, especially for teachers new to the materials, but does not provide an answer for those teachers who prefer to work from paper, are not sufficiently skilled with computers, do not feel they have the time to learn the software or do not have ready access to appropriate computer facilities.

The interviewers found that few of the trial teachers had accessed the online support materials such as the slide shows and various printable resources, in spite of the fact that they often called for assistance in learning to use the draft syllabus and elaborations. Perhaps this was partly a matter of access, but it was also a matter of having the time to explore the materials.

1. Introduction

1.1 Purpose of the Evaluation

The purpose of the external evaluation of the Years 1 to 10 English Key Learning Area Curriculum Development Project is to provide advice on the draft Years 1 to 10 English draft syllabus and support 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.

The primary audience for the evaluation consists of the Queensland Studies Authority (QSA) and the Years 1 to 10 English project team.

1.2 The Years 1 to 10 English Curriculum Development Project

1.2.1 Curriculum Project Outline

The purpose of the English Curriculum Development Project is to review and revise the 1994 *English in Years 1 to 10 Queensland Syllabus Materials* (the 1994 syllabus) and to design, develop, publish and disseminate a Years 1 to 10 syllabus for English, online support materials/ sourcebooks and initial inservice materials for use in Queensland schools. A wide range of information on the project is available from the QSA website at qsa.qld.edu.au/yrs1_10/kla/english. A draft syllabus is expected to be submitted to the QSA for approval early in 2003.

The project, which originated with the Queensland School Curriculum Council (QSCC) in January 1999, is now being carried out for the QSA by the Years 1 to 10 English project team. The project team consists of five full-time project officers led by a principal project officer. The project team is supported by the Years 1 to10 English Syllabus Advisory Committee (SAC). Membership of the SAC includes nominees from a broad range of stakeholder groups. The groups represented and the current membership can be accessed from the QSA website.

The project began with the development of a *Project Design Brief* using processes that involved consultation, a review of the 1994 syllabus, a document scan and public submissions. The design brief was approved by the QSCC on 7 October 1999 and is available from the QSA website.

The project continued with a *co-development phase* in 2000. This involved 37 teachers in primary and secondary schools across Queensland. The co-development teachers provided feedback that contributed to the development of draft core learning outcomes with elaborations. Material was also collected from co-development teachers to form the basis of sample support materials for sourcebook modules to be prepared in later stages of the development project. Evaluation Report One described the co-development processes and reported results of the evaluation of that phase. The executive summary of that report is included in Appendix 1.

The *syllabus-in-development phase* followed in 2001. This was an expansion of the co-development phase, with the number of participating teachers increased to 164 in a total of 35 State, Catholic and Independent schools. In each school, a teacher who had taken part in the co-development phase acted as syllabus-in-development coordinator. Evaluation Report Two covered project activity during the syllabus-in-development phase. The executive summary of that report is also included in Appendix 1.

The result of the syllabus-in-development phase was the *English Years 1 to 10 Draft Syllabus Trial 2002,* published in February 2002 (the draft syllabus) and a set of support materials.

The draft syllabus includes a rationale, core learning outcomes and advice on planning for learning and assessment. It was presented as a “draft-in-development” for use by co-ordinators and teachers in trial schools, members of the SAC, members of the focused consultation groups and the consultative network. Publication was for the purposes of consultation and further development.

The support materials consist of:

- an online syllabus navigational tool, referred to as the 'e-navtool', which incorporates core learning outcomes from the draft syllabus, elaborations of the core learning outcomes, examples for selected elaborations, a glossary, metalanguage and descriptions of text complexity
- other support materials including computer-based slide presentations which focus on the outcomes approach in the Years 1 to 10 syllabuses, an introduction to the draft materials, and planning and documenting units of work.

In the remainder of this report, the draft syllabus and support materials are referred to collectively as “the materials”.

The materials were designed for access by computer but printable versions of the sections of the draft syllabus, core learning outcomes and elaborations were provided.

The draft core learning outcomes are organised into three strands, each with three sub-strands. The strands are:

- Cultural: making meaning in contexts
- Operational: operating the language system
- Critical: analysing and evaluating texts.

The sub-strands are:

- Speaking and listening
- Reading and viewing
- Writing and shaping.

The elaborations for each outcome provide typical examples of what students would know and be able to do to demonstrate the outcome.

The project continued in 2002 with a *trial phase*, in which schools:

- used the the materials to plan for teaching, learning and assessing
- implemented class programs based on the materials
- collected and recorded assessment information based on the materials
- provided feedback to the project team based on classroom learning, teaching and assessment activities and records.

A total of 36 schools began the trial, including 15 where teachers had participated in the syllabus-in-development phase and 21 new schools. These new schools were included following a QSCC decision that the trial should include schools and teachers that had not been involved in the co-development or syllabus-in-development phases. This strategy would allow the trial to reveal the experiences of teachers being exposed to the materials for the first time.

1.2.2 Project Team Activity in the Trial Phase

The main focus of the project team's activity during the trial phase has been the revision and ongoing development of the materials. Project team activity has consisted of:

- a three-day conference for teachers and administrators in February 2002 to introduce them to the materials, assist them in preparing to work with the materials in their classrooms, and prepare them for the task of supporting other staff in their schools to become familiar with and use the materials
- visits to the trial teachers to provide support and collect feedback
- the collection of unit plans from teachers
- production and revision of the draft core learning outcomes and elaborations
- consultations with English and literacy associations, experts in the field and representatives of the school authorities (AISQ, Education Queensland and QCEC)
- meetings of the SAC
- publication of project updates
- participation in a range of English-related projects
- collection of feedback on the materials from a wide range of sources.

An important component of the project is extensive ongoing consultation with a wide range of interested groups and individuals, including academics, teacher unions, professional associations, parent groups and schools not participating in the trial processes.

1.3 Evaluation Methods

This report is concerned with external evaluation activity during the during the 2002 trial phase of the curriculum development project. The purpose of the evaluation is to provide advice to the QSA on the appropriateness, effectiveness and efficiency of the materials used in the trial phase. The focus questions for the trial phase are shown in Display 1.

The main evaluation approaches for the trial phase were the systematic collection, analysis, interpretation and reporting of information on:

- the experiences of teachers in trial schools in working with the materials
- the experiences of administrators in trial schools (principals, deputy principals or heads of department) in working with the materials
- responses to the materials from school personnel and members of other groups with an interest and expertise in English curriculum for schools.

The data collection methods were:

- interviews with teachers in all of the schools participating in the trial phase (held in Term 2 from 13 May to 3 June and in Term 3 from 5 August to 30 August)
- interviews with a school administrator in each of the schools participating in the trial phase (held at the same time as the interviews with teachers)
- a process to identify key aspects of an English curriculum for Years 1 to 10 in Queensland schools, involving the SAC members as nominees of groups with an interest and expertise in English curriculum for schools (from May to October)
- a process to identify the needs of the school authorities for a Years 1 to 10 key learning area curriculum and determine the extent to which those needs had been met by the materials (from May to October)
- a mail survey of all teachers participating in the trial phase (mailed out 2 September with return date of 11 October).

Display 1: Evaluation focus questions

Appropriateness: In providing advice on appropriateness aspects, the evaluator will focus on the extent to which the components of the draft curriculum materials satisfy the identified needs of students, teachers and school administrators. Key appropriateness questions are:
1. To what extent are the draft Years 1 to 10 English syllabus and support materials compatible with the views held by groups with an interest and expertise in English education? [SAC, TS, AI]
2. To what extent are the draft Years 1 to 10 English syllabus and support materials consistent with the needs of the three major school authorities for an English curriculum in Years 1 to 10? [SA]
3. To what extent do the draft core learning outcomes describe the learnings in English that are essential for all learners? [SAC, TS, AI]
4. To what extent are the draft Years 1 to 10 English curriculum materials consistent with the needs of a range of students, teachers and schools? [TS, AI]
5. To what extent is the progression described by the draft core learning outcomes considered developmentally appropriate by various groups? [TS, SAC]
6. How consistent are the elaborations with the core learning outcomes? [TS]
Effectiveness In providing advice on effectiveness aspects, the evaluator will report on the extent to which the intentions of the draft curriculum materials could be fulfilled in the trial phase. Key effectiveness questions are:
7. How well are the draft Years 1 to 10 English curriculum materials able to be used by trial teachers for the purposes of planning for learning, teaching and assessment at school and classroom levels? [TI, AI, TS]
8. How well have the draft Years 1 to 10 English materials been able to be used by trial teachers for designing assessment activities, making judgements about learning and communicating with students and parents about students' progress in English? [TI, AI, TS]
9. How effectively do the draft Years 1 to 10 English curriculum materials assist teachers and schools in providing for students' diverse needs? [TI, AI]
10. How effectively have teachers in the trial been able to use the draft Years 1 to 10 English curriculum materials in a teaching and learning context? [TI, AI]
11. To what extent do the draft Years 1 to 10 English curriculum materials match teachers' needs in relation to definition of scope and emphasis in the English key learning area? [TI]
12. To what extent do the draft Years 1 to 10 English curriculum materials match teachers' needs in relation to clarity and amount of detail? [TS]
Efficiency In providing advice on efficiency aspects, the evaluator will report on the extent to which the components of the draft curriculum materials are workable in the trial schools, in terms of resourcing and time. Key efficiency questions are:
13. How does the resourcing and time required for planning using the draft curriculum materials compare with that required previously? [TI, AI]
14. How accessible are the draft curriculum materials for teachers in terms of ease of use for planning and assessing for student learning? [TI, AI, TS]
15. How workable is the online syllabus navigational tool in assisting teachers in the trial schools to navigate around the outcomes and elaborations? [TS, TI]
16. How workable is the online navigational tool for planning and assessing students' demonstrations of learning at classroom levels? [TI]
17. How and to what extent has the emphasis on online provision of curriculum materials impacted on teachers' planning and implementing of English programs? [TI]

TI=Teacher Interview; AI=Administrator Interview; TS=Teacher Survey; SAC=SAC Process; SA=School authority process

Interviews

The interviews with trial teachers followed a structured format, proceeding from general questions to specific issues, with an emphasis on effectiveness and efficiency of the materials rather than appropriateness. The questions focussed on the trial teachers' experiences in planning a unit based on the materials and implementing the unit in the classroom. Assessment issues and learning and teaching processes were covered.

Interviews with administrators focused on more general issues of appropriateness, effectiveness and efficiency. Interviews were held during visits to the schools, with at least one trial teacher and an administrator taking part in each. Copies of the interview questions are included in Appendix 2.

The interviews began late in Term 2 (13 May) and extended into mid Term 3. Sufficient time had elapsed from the conference in February for teachers to be well advanced with planning using the materials and to have at least begun teaching a unit. At the time of the interviews, all of the teachers had begun teaching a unit and close to half had completed at least one. Assessment had not been started by 9 of the 52 teachers interviewed, but of the others, 19 had assessment under way and 24 had completed assessment for the unit discussed.

SAC process

The three-step evaluation process involving the SAC dealt with questions of appropriateness. Step 1 was the identification of a set of "key aspects" significant to the development of an English curriculum for Years 1 to 10 in Queensland schools. A draft list was developed by the evaluation team, and then presented to the project team and SAC via the Internet. Responses to the initial list were discussed with the project team and a revised list was presented to the SAC for comment and finalisation. In step 2, the project team indicated their perspective on how the materials addressed each key aspect. In the final step, the members of the SAC were asked to indicate the extent to which the project team's perspectives were compatible with their views about English and English education in schools.

School authority process

The process involving the school authorities was intended to find the extent to which the materials were consistent with the needs of each for an English curriculum in Years 1 to 10. The intention was to:

- identify the needs of the different authorities
- have the project team describe how the materials would address these needs
- request the school authorities to indicate the extent to which the project team's responses were consistent with their needs.

The process was initiated by mail to the representative for each authority on the former Queensland School Curriculum Council.

Teacher survey

The survey occurred near the end of Term 3. Survey questionnaires were mailed to the schools to arrive during the third last week of term. The survey was aimed at all teachers who had been working with the materials during the trial phase, including those who attended the February conference and others in their schools who took part in the trial.

The survey included questions related to appropriateness, effectiveness and efficiency, with particular attention to evaluation issues not included in the interviews.

Some of the questions were designed to explore reasons for teachers' difficulties with the materials, based on evaluation data from the syllabus-in-development phase. Items were multiple choice with most requiring teachers to indicate their level of agreement or disagreement with a series of statements. Space was provided for general comments.

The response rate achieved was 74% (132 of 179 surveys distributed). The survey is provided as Appendix 3 and a summary of the results included as Appendix 4.

The teachers

The teachers who responded to the surveys and interviews had different experiences related to the materials, and included:

- those who were continuing in the trial following their participation in the syllabus-in development phase in 2001 (the "continuing teachers")
- those who had not participated in 2001 ("the new teachers") including those in:
    - schools that took part in the syllabus-in-development phase in 2001
    - schools that were new to the project in 2002.

Not all of the teachers who participated in the trial had attended the February conference. They were briefed by those at their school who had attended the conference.

2. Results - Appropriateness

2.1 The Trial Teacher Survey

The survey of trial teachers (conducted at the end of Term 3) included three items related to appropriateness issues. The items and the results are presented in Display 2, showing percent of valid responses.

Display 2: Survey results – appropriateness (percentage table) (N=132)

Please show the level of your agreement or disagreement with each statement.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My students will benefit from my efforts in using the draft curriculum materials. (Q32)	11%	**47%**	**27%**	11%	4%
I can relate the draft curriculum materials to what I think should be learnt in English. (Q11)	5%	**73%**	14%	9%	0%
I can see the progression in the core learning outcomes from level to level. (Q23)	6%	**55%**	**21%**	11%	7%
I can see a clear relationship between the core learning outcomes and the elaborations. (Q24)	4%	**47%**	**27%**	17%	5%

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

Display 2 indicates that the appropriateness of the materials is:

- very high in terms of
    - teachers being able to relate the materials to what should be learnt in English
- adequate in terms of
    - teachers' judgement about benefit for students
    - the progression in core learning outcomes from level to level
    - a clear relationship between the core learning outcomes and the elaborations.

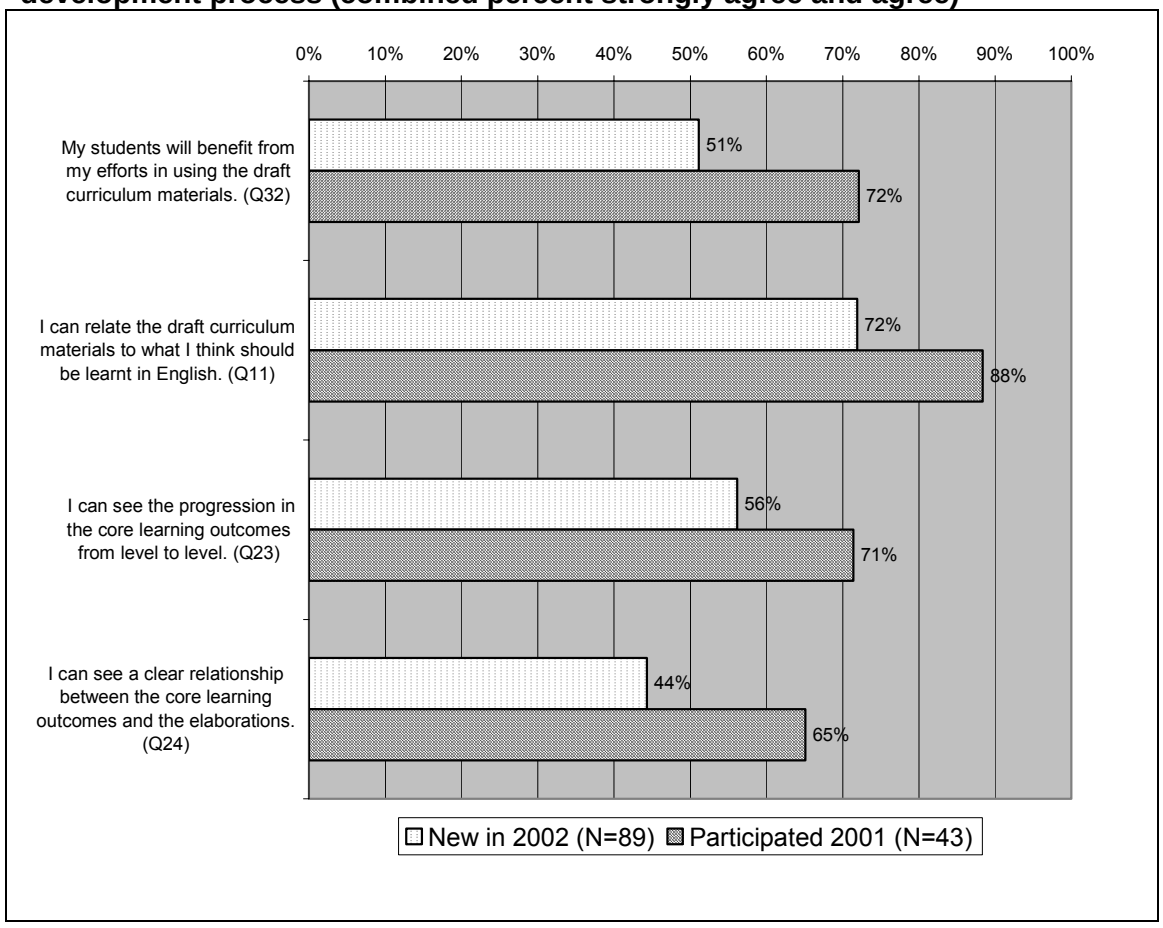
[Criteria for interpreting percentage responses are shown in Appendix 5.]

Display 3 shows the combined agree and strongly agree percentages for two groups:

- those who took part in the syllabus in development phase in 2001 (the "continuing teachers")
- those who were new to the project in 2002 (the "new teachers").

Display 3 shows the extent to which the responses of the continuing teachers are more positive than those of the new teachers. High to very high levels of agreement are seen for the continuing teachers on these appropriateness items, but for the new teachers only moderate levels of agreement are seen for three of the items. The results for the continuing teachers may reflect a commitment to the materials that has built up over one or two years, several conferences and participation in the development of the materials.

Display 3: Survey results – appropriateness by previous participation in development process (combined percent strongly agree and agree)



The number of new teachers who responded to the survey is about twice that of the continuing teachers. Some of the new teachers would have come from schools where one or more teachers took part in the syllabus in development phase in 2001.

Display 3 indicates that the new teachers were much less convinced than the continuing teachers about the benefits to their students or the links between the core learning outcomes and the elaborations.

2.2 School Administrator Interviews

The school administrator interview (conducted from mid-May through August) included three items related to appropriateness. The questions and ratings are shown in Display 4.

Display 4 indicates that according to the school administrators, the draft syllabus and support materials:

- are very compatible with schools' views about English education
- relate quite well to what should be learnt in English
- are quite consistent with the needs of schools.

Display 4: School administrator interview results – appropriateness (N=25)

To what extent...	Very High	High	Moderate	Low	Very Low	No Answer[1]
Are the draft materials compatible with this school's views about English education?	**5**	**12**	**5**	2	0	1
I can relate the draft curriculum materials to what I think should be learnt in English.	4	**9**	**6**	1	0	**5**
Are the draft curriculum materials consistent with the needs of your school?	2	**11**	**5**	**5**	1	1

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

[1] No answer was offered on some items where administrators did not have sufficient knowledge to justify a rating.

On compatibility with the school's views, the ratings were high. Relevant comments were made by 17 administrators, most of which (13) were positive. A few (3) qualified their positive responses saying that some teachers were not enthusiastic. Examples of comments were:

- *Input that we have got from teachers who are enthusiastic about it has been infectious.*
- *It is very comprehensive in covering the general concerns that people have about English.*
- *The materials are good; the school's views can be traditional; we need to move the school's thinking forward.*
- *I qualify the high rating that it is high for some teachers but not others. It goes much better with those teachers who have a good handle on the 1994 syllabus but not so well with those who haven't.*

On description of essential learnings, the ratings were high. Few relevant comments were made, some focussing more on the wording of the outcomes than the outcomes themselves.

On compatibility with needs of the school, the ratings were high but with 6 of the 24 being low or very low. Comments associated with the low ratings related more to effectiveness issues however, such as difficulties with understanding and using the materials. For example:

- *My general view is that the materials are more complex than they need to be or should be. The amount of material is well intentioned but overwhelming.*
- *The materials are not difficult, but how they are organised is stopping the most effective use of the syllabus.*

2.3 SAC and School Authorities Procedures

2.3.1 SAC Procedure

To reiterate the three-step evaluation process involving the SAC:

Step 1 was the identification of a set of "key aspects" significant to the development of an English curriculum for Years 1 to 10 in Queensland schools.

The starting point for step 1 was a draft list developed by the evaluation team. This list was presented to the project team and the SAC via the Internet with a structured format for response. Responses to the initial list from the SAC were then discussed with the project team and a revised list prepared. The revised list was presented to the SAC for members' final comment. Following further discussion with the project team, the list of key aspects was finalised.

The key aspects can be seen in Display 5 as well as Appendix 6.

In step 2, the project team indicated their perspective on how the materials addressed each key aspect.

The project team's perspectives are shown in Appendix 6 for each key aspect.

In step 3, the members of the SAC were asked to indicate the extent to which the project team's perspectives were compatible with their views on English and English education in schools.

The result of steps 1 and 2 was presented in booklet form to the members of the SAC with a request that they indicate the extent to which the perspective of the project team on each of the key aspects was compatible with their views.

Sufficient time was allowed for the SAC members to discuss the task with other members of the constituency or group for which they were nominees on the SAC. Members were asked to respond on the basis of their representative constituency but there was no expectation that any given member would actually be responding on behalf of the constituency.

A second part of the study was the inclusion of two questions of a more general nature at the end of the booklet. One question asked SAC members to indicate the extent to which they believed that the materials were compatible with the views held by the group for which they were nominee on the SAC. The second question asked to what extent the draft core learning outcomes describe the learnings in English that are essential for all learners.

The response booklets were handed to the SAC members at a regular SAC meeting and returned to the evaluator by mail.

The results of the main part of the process – ratings for the key aspects – are discussed in Section 2.3.1.1.

Results of the more general questions are discussed in 2.3.1.2.

2.3.1.1 Key Aspects

Display 5 shows the compatibility ratings for each key aspect. Appendix 7 contains a summary of the project team's perspectives on the key aspects and the comments made by the SAC members in response.

Display 5: SAC results – key aspects (N=13)

Key Aspect	Compatibility Rating [1]					
	VH	H	M	L	VL	NA
Issue 1: Understandings about texts, language and literacy The underlying understandings about texts, language and literacy in the draft English syllabus and support materials	**8**	1	2	1	0	1
Issue 2: Articulation with current curriculum documents in P-12 The degree to which the curriculum articulates with the *English in Years 1 to 10 Queensland syllabus materials [1994]*, the *English Senior Syllabus 2002*, the *Preschool Curriculum Guidelines* and *The Early Years Curriculum Guidelines (in development)*	**5**	**4**	1	0	0	**3**
Issue 3: The core curriculum Identification of the essential elements of the English curriculum that all students should study during the years of compulsory schooling	**3**	**5**	**3**	1	0	1
Issue 4: Degree of specification of curriculum The degree to which the draft syllabus and support materials provide clear direction for schools and teachers while allowing scope to take account of and respond to the diversity of school contexts	**3**	**4**	**3**	2	0	1
Issue 5: Description of a developmental sequence The development of a sequence of learning in English which represents a progression of increasing complexity in what students know and what they can do	2	**4**	**4**	1	1	1
Issue 6: The organisational framework for the curriculum A framework of strands and sub-strands that provides connections between contemporary theories and practices	2	**5**	1	**3**	1	1
Issue 7: Providing for diversity in the needs of students How the draft syllabus and support materials take account of and cater for student diversity	**4**	**5**	1	1	0	2
Issue 8: Relationship with the Year 2 Diagnostic Net The relationship between the draft syllabus and support materials and the Year 2 Diagnostic Net	2	**4**	1	0	0	**5**
Issue 9: Relationship with National Literacy Benchmarks The relationship between the draft syllabus and support materials and the National Literacy Benchmarks	1	**8**	0	0	0	**3**
Issue 10: Relationship with the Four Roles of the Reader The relationship between the draft syllabus and support materials and Luke and Freebody's Four Roles of the Reader	**3**	**8**	1	0	0	1
Issue 11: Compatibility with good assessment practice in an outcomes approach Compatibility of the advice provided about assessment in the draft syllabus and support materials with current understandings about appropriate practices in the assessment of English using an outcomes approach	2	**5**	**4**	1	0	1
Issue 12:Planning for learning in an outcomes approach Compatibility of the advice provided about planning in the draft syllabus and support materials with current understandings about planning for teaching and learning in English within an outcomes approach	1	**6**	**3**	0	0	**3**
Issue 13: Incorporation of multiliteracies The understandings about multiliteracies that are made available by the draft syllabus and support materials	2	**5**	**3**	1	0	2
Issue 14: Description of students' learning in terms of reading The understandings about reading that are made available in the draft syllabus and support materials	**5**	**4**	2	0	0	2
Issue 15: Description of students' learning in terms of literature The understandings about literature that are made available in the draft syllabus and support materials	**3**	**6**	2	1	0	1
Issue 16: Description of students' learning in terms of grammar The understandings about grammar that are made available in the draft syllabus and support materials	2	**6**	**3**	1	0	1

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

The results in Display 5 show that compatibility ratings were mostly high or very high, but one or more low ratings were found in 10 of the 16 key aspects. Of the 13 members who responded, 6 indicated a low or very low rating on at least one of the key aspects.

These results indicate that compatibility between the perspectives of the project team and the members of the SAC was generally:

- very high in relation to:
    - Understandings about texts, language and literacy
- high in relation to
    - Articulation with current curriculum documents in P-12
    - Providing for diversity in the needs of students
    - Relationship with the Year 2 Diagnostic Net
    - Relationship with National Literacy Benchmarks
    - Relationship with the Four Roles of the Reader
    - Description of students' learning in terms of reading
    - Description of students' learning in terms of literature
- moderate to high in relation to:
    - The core curriculum
    - Description of a developmental sequence
    - Compatibility with good assessment practice in an outcomes approach
    - Planning for learning in an outcomes approach
    - Incorporation of multiliteracies
    - Description of students' learning in terms of grammar
- moderate in relation to:
    - Degree of specification of curriculum
    - The organisational framework for the curriculum.

On half of the key aspects, compatibility between the perspectives of the project team and the views of the SAC members was high to very high. On most of the other aspects, compatibility was rated moderate to high.

The comments given by the SAC members were very diverse, as can be seen in Appendix 7. These revealed that some members would prefer more specification, especially for assessment, and some wanted the core learning outcomes to be more effectively nested. Opinion on multiliteracy was diverse. The perspective on grammar was widely supported but some called for clearer guidance for teachers.

Most key aspects drew comments from various members on the language, terminology, format etc. of the documents, usually indicating that these tended to limit how well the the stated intentions of the project team were actually realised in the materials.

One recurring line of comment related to doubts about the organisational framework. Two of the members were consistent in identifying positive or negative features in relation to social justice issues on most of the key aspects. One member consistently commented that while compatibility of views was usually high "in theory", the materials did not always reflect the perspectives given for the key aspects. One member commented consistently that the place of literature for enjoyment was not sufficiently prominent.

The two key aspects that drew several moderate, low or very low ratings are discussed separately below.

Degree of specification:

The key aspect here was the degree to which the draft syllabus and support materials provide clear direction for schools and teachers while allowing scope to take account of and respond to the diversity of school contexts.

The project team's perspective on this key aspect was, briefly, that the materials provide clear direction through several layers of increasingly specific advice.

A total of 5 of the 13 ratings by SAC members were moderate, low or very low. The comments accompanying these ratings were diverse, but they seem to share a common thread – that the actual nature of the wording and format of the advice hinder the provision of sufficiently clear direction.

Organisational framework:

The key aspect here was the framework of strands and sub-strands that provides connections between contemporary theories and practices.

The project team's perspective on this key aspect was, briefly, that the three strands and three sub-strands structure was carefully selected on the basis of wide considerations and a list of 11 clear advantages.

A total of 5 of the 13 ratings by SAC members were moderate, low or very low. The comments associated with these ratings were quite varied, but the common thread seemed to be over-complexity of the framework.

Notwithstanding the very high and high levels of compatibility evident on most key aspects, the relatively lower level of compatibility for this aspect seems very noteworthy, especially because it relates to the very foundation of the draft syllabus and the vehicle by which balance is defined. Therefore it is important that the comments on this one aspect be examined closely.

The comments, edited for brevity, were as follows.

- *Concerns about relationship between strands and sub-strands - latter seem misnamed. Are they vehicles for the strands?*
- *Strands and sub-strands contain a wealth of information and resources. That the framework can be opaque, confusing, cumbersome, difficult to use and off-putting, means the syllabus fails to reach its audience and provide a useable framework.*
- *I believe that the strands and the sub-strands could be around the other way and I would like more congruency in the strands with texts, language, literacy.*
- *Framework encapsulates the context-text model, retains an emphasis on using genre, addresses critical approaches but does not connect to literary theories, literature or personal growth theories. Can embed a picture of the KLA English but is solely a literacy/linguistics framework.*
- *Have missed opportunity to construct outcomes that do not separate the modes. The fact that they are in modes leads to much repetition – if these can't be changed at this stage, we would prefer the sub-strands to be the strands.*
- *The 11 advantages are important factors but could have been accommodated within a simpler framework. The timing of the 11/12 and 1-10 syllabus framework was unfortunate because it is more important for the 11/12 framework to follow on from the 1-10 rather than have the 11/12 impose structure on 1-10.*
- *Framework is distinctive to English and this presents a problem for teachers familiar with other KLAs. They are expecting the same framework - not one where each of the 9 CLOs is interdependent, interconnected, interrelated.*

The evaluator believes that the comments on both key aspects – the degree of specification and the organisational framework – seem to derive from a desire to find a way to reduce teachers' reported problems with the wording of the core learning outcomes. Some of the comments seem to suggest that a simplification of the structure to three strands of Speaking and listening, Reading and viewing, and Writing and shaping might help to simplify and reduce the number of outcomes. This may or may not be so, but it is important to balance these comments with the fact that 7 of the 13 responses were high or very high on both of the aspects (4 and 6).

The interpretation of the lower compatibility ratings and the diversity of the comments is problematic, but can be explained to some extent by:

- the breadth of viewpoint in the field of curriculum generally
- the breadth of viewpoint in English education in particular
- the diversity of the composition of the SAC itself (available from the QSA Years 1 to 10 English web page).

It may well be seen as an achievement that, through the extensive processes of consultation, the perspectives of the project team have been able to find at least moderate and in many cases high levels of compatibility with such a wide range of views on most of the key aspects.

In summary, the SAC process revealed moderate to high levels of compatibility between the perspectives of the project team and the views of the SAC members on most key aspects of the materials. Very high compatibility was evident in relation to understandings about texts, language and literacy. Compatibility was more moderate in relation to two key aspects – the degree of specification and the organisational framework.

2.3.1.2 General Questions

Following the rating of compatibility with views under the key aspects, the SAC booklet included two general questions. The items and responses are shown in Display 6.

Display 6: SAC results – general questions (N=13)

To what extent…	Very High	High	Moderate	Low	Very Low	No Answer
…do you believe that the draft Years 1 to 10 English syllabus and support materials are compatible with the views held by the group for which you are nominee on the Years 1 to 10 English Syllabus Advisory Committee?	2	2	**4**	2	0	**3**
…do the draft core learning outcomes describe the learnings in English that are essential for all learners?	**3**	**4**	1	2	0	**3**

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

The results for the first question indicate only moderate support for the views underlying the materials by the group that has played a highly important role throughout the development process.

At first glance these results may not seem to reflect the results shown in Display 5, but the question refers directly to the materials rather than the perspectives of the project team and to compatibility with the view of the groups for which the SAC members are nominated rather than the views of the members themselves.

The results for the second question indicate that the SAC members believe that the core learning outcomes are very appropriate in representing the essential learnings in English.

2.3.1.3 Summary

The SAC process results taken together seem to indicate that in most aspects, the guiding concepts of the materials are compatible with the views of most of the groups represented on the SAC, with overall compatibility being moderate to high. Highest levels of compatibility occurred for:

- Understandings about texts, language and literacy
- Articulation with current curriculum documents in P-12
- Relationship with the Four Roles of the Reader
- Description of students' learning in terms of reading
- Description of students' learning in terms of literature.

More moderate levels of compatibility occurred for:

- Degree of specification of curriculum
- The organisational framework for the curriculum.

The moderate and low ratings on these key aspects seem to be related to concerns about complexity, wording and presentation rather than appropriateness as such.

The results indicate that the SAC members believe that the core learning outcomes appropriately represent the essential learnings in English.

2.3.2 The School Authorities Process

The representative on the Queensland School Curriculum Council for each of the school authorities – AISQ, Education Queensland and QCEC – was approached in an attempt to determine the extent to which the materials were consistent with the needs of their respective organisations for a key learning area curriculum in Years 1 to 10. The first step would be the identification of those needs. At the time of the preparation of this report, only limited response had been obtained.

AISQ responded that they had already provided considerable feedback to the project team in relation to "major problems" with the materials, namely:

- the nature of the outcomes
- the status of the elaborations
- assumptions made concerning the prior understanding of teachers about the 1994 English Language Arts syllabus
- the need for some kind of position/direction/instruction on where to begin and how to proceed to reduce the huge gap between the document and its application in the classroom.

The AISQ response indicated they had met with the project team, believed their position was understood and were continuing to work with the team to improve the materials.

The QCEC indicated that a response was forthcoming but it had not been received by the time of writing. Education Queensland indicated several times that a response was being prepared but to date no response had been received.

Reasons for the limited response from the school authorities are not known. Perhaps identifying needs was more difficult than envisaged by the evaluator. Perhaps the attempt to isolate the needs of the separate authorities was discordant with the highly consultative nature of the curriculum development process.

2.4 Summary of Findings – Appropriateness

The survey results indicate that the appropriateness of the materials is:

- very high in terms of
    - teachers being able to relate the materials to what should be learnt in English
- adequate in terms of
    - teachers' judgement about benefit for students
    - the progression in core learning outcomes from level to level
    - a clear relationship between the core learning outcomes and the elaborations.

The new teachers were much less convinced than the continuing teachers about the benefits to their students or the links between the core learning outcomes and the elaborations.

The results of interviews with school administrators indicate that the draft syllabus and support materials:

- are very compatible with schools' views about English education
- relate quite well to what should be learnt in English
- are quite consistent with the needs of schools.

The results of the SAC process indicate that in most aspects the guiding concepts of the materials, as identified by the project team, are compatible with the views of most of the groups represented on the SAC, with overall compatibility being moderate to high. The moderate and low ratings seem to be associated with concerns about complexity, wording and presentation rather than appropriateness as such.

3. Results – Effectiveness

3.1 The Trial Teacher Survey

The survey included 9 items related to effectiveness issues. The items and the results are shown in Display 7, showing percent of valid responses.

Display 7 indicates that the effectiveness of the materials is:

- high in terms of teachers being able to
    - understand what they are supposed to do with the materials to plan units
    - plan a unit with the materials
- adequate in terms of
    - teachers' ability to use the core learning outcomes to plan a unit
    - the extent to which the elaborations help teachers to focus assessment
    - the extent to which the elaborations help teachers to focus planning
- less than adequate in terms of
    - teachers being able to use the core learning outcomes to make judgements about demonstrations of student learning
    - meeting teachers' needs for detail
- deficient in terms of
    - being clearly stated.

Display 7: Survey results – effectiveness (percentage table) (N-132)

Please show the level of your agreement or disagreement with each statement.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I understand what I am supposed to do with the draft curriculum materials to plan units. (Q15)	4%	**61%**	15%	17%	3%
I can plan a unit with the draft curriculum materials. (Q16)	7%	**58%**	14%	14%	7%
I need examples of how to plan using the draft curriculum materials. (Q17)	**28%**	**40%**	18%	11%	2%
I can use the core learning outcomes to plan a unit. (Q21)	5%	**52%**	19%	16%	8%
I can use the core learning outcomes to make judgments about demonstrations of student learning. (Q22)	2%	**44%**	**25%**	18%	11%
The elaborations help me to focus my planning. (Q28)	11%	**47%**	18%	19%	5%
The elaborations help me to focus my assessment. (Q29)	13%	**47%**	**20%**	15%	5%
The draft curriculum materials meet my needs for detail. (Q18)	6%	**36%**	**25%**	**24%**	9%
I find that the draft curriculum materials are clearly stated. (Q19)	2%	18%	**24%**	**40%**	17%

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

The results indicate problems with clarity of wording, amount of detail and use of the outcomes for making judgements about demonstrations of student learning. The high level of need for examples to guide planning is evident in the results for item 17.

Display 8 shows the combined agree and strongly agree percentages for the new teachers and the continuing teachers separately, indicating the extent to which the continuing teachers' responses on the effectiveness items were more positive than the new teachers'. In particular, the new teachers had much more difficulty with the detail and clarity of the materials.

3.2 Teacher Interview

The teacher interviews were conducted from mid-May through August.

The main focus of the teacher interview was effectiveness. Most of the questions related to the planning, teaching and assessment of a unit of work. The results are reported under these headings:

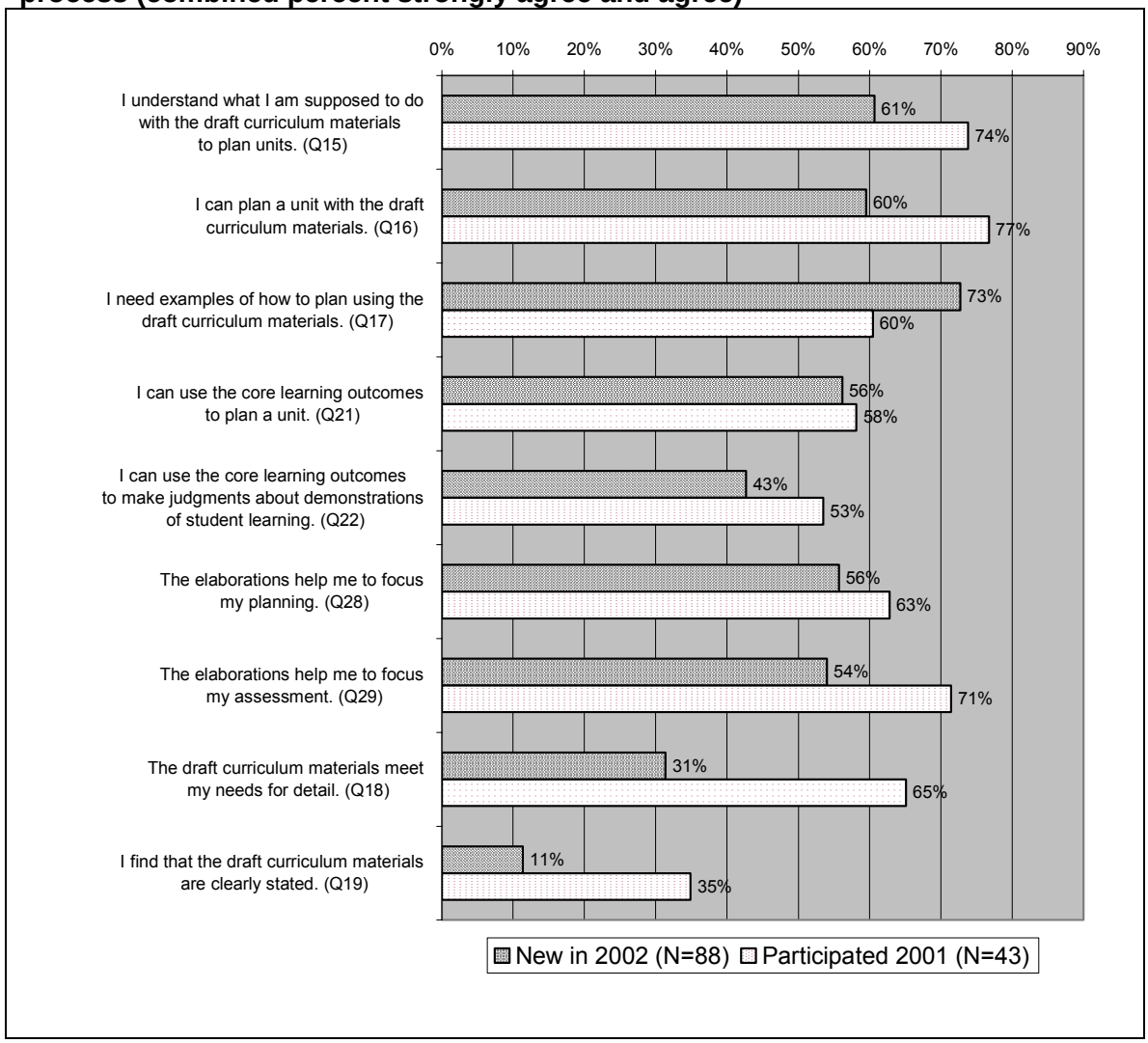
- planning
- assessment
- provision for students' diverse needs
- teaching-learning
- definition of scope and emphasis.

3.2.1 Planning

The relevant interview question here asked teachers to rate and comment on the workability of the materials for planning.

The ratings for the draft syllabus and the e-navtool are shown in Display 9.

Display 8: Survey results – effectiveness by previous participation in development process (combined percent strongly agree and agree)



Display 9: Teacher interview ratings – workability of materials for planning (N=52)

	Very High	High	Moderate	Low	Very Low	No Answer
Draft syllabus	5	**14**	**17**	**13**	1	2
E-navtool	4	**17**	7	3	4	**17**

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

Display 9 indicates that:

- the draft syllabus was found to be adequately workable for planning by some teachers but less than adequate by others
- the e-navtool was seen as highly workable for planning by 80% of those who had used it. (The interview comments indicate that those who did not give a rating had not used the e-navtool for planning.)

Those teachers who rated the workability of the syllabus as high or very high tended to rate the e-navtool highly as well. Their comments on the tool focused on its effectiveness for writing up plans and the usefulness of the metalanguage and glossary buttons.

Of the 14 teachers who rated the workability as high, all but two were continuing teachers. This suggests that familiarity with the materials made planning more workable.

Examples of comments with high workability ratings were:

- *High because I've been involved in the trial for a while. Other teachers saw them as daunting at first but after they worked through them, they feel OK.*
- *We have found the syllabus to be very good for planning. It took a while to familiarise people with it because there is a lot of information there.*

Some of the teachers who rated the workability as high still had comments about the number of elaborations:

- *The number of elaborations is an issue, it's great to have so many ideas but I found that I would work through each sub-strand, by the time I'd got to the third I lost concentration as I'd been reading too many.*
- *It is overwhelming to begin with. It made sense to me as I used it in conjunction with the blue book (1994 syllabus).*

Typical comments from the 17 teachers rating workability as moderate were:

- *The actual content was good, but with so many elaborations, it takes a long time to find what you're looking for.*
- *The outcomes are too wordy for planning.*
- *It does not clearly indicate what are the things we need to do everyday.*

Of the 13 teachers who rated the workability for planning as low, all but 2 were new to the development project in 2002. Recurring comments were "outcomes too broad to plan from" and "elaborations too numerous".

Display 10 shows the ratings of workability separately for the new teachers and the continuing teachers. The low and very low ratings came predominantly from the new teachers while the ratings of the continuing teachers were mostly high or very high.

Display 10: Teacher interview results item 8 (workability for planning) – differences by participation in 2001 (N=52)

Participated 2001	Very High	High	Moderate	Low	Very Low	No Answer	Totals
No	2	2	**10**	**11**	1	1	27
Yes	3	**12**	**7**	2	0	1	25
Totals	5	**14**	**17**	**13**	1	2	52

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

Another interview item asked for a word or phrase to describe their experiences with planning a unit. The results, shown in Appendix 8, allow insight into the depth and nature of teachers' feelings – sometimes intense – about planning with the materials.

When asked to suggest changes to make the materials more workable for planning, 48 of the teachers made relevant comments. Of these, about one fifth (10) had no suggestions for improving the materials or saw no need to change.

The various suggestions that were made included:

- give more direction in what children should be taught from Level to Level (9)
- provide examples to help with clarifying children's progress and to assist planning (9)

- reduce the number of elaborations or organise them more effectively (8)
- provide an index or glossary (4).

To sum up the teacher interview results, the workability of the materials for planning was rated as high by the continuing teachers and less than adequate by the new teachers. The problems most often cited were related to the wording of the outcomes, the large number of elaborations and the general volume of the material overall.

3.2.2 Assessment

The teachers were asked to rate and comment on the workability of the draft syllabus for the purpose of designing assessment activities, making judgements and communicating with students and parents about students' progress. The interview items are shown, with teachers' ratings, in Display 11.

Display 11: Teacher interview results – assessment (N=52)

Rate and comment on the workability of the materials for the purpose of	Very High	High	Moderate	Low	Very Low	No Answer
designing assessment activities (Q24)	4	**13**	**12**	10	3	10
making judgements about students' learning (Q25)	2	**12**	7	9	2	**20**
communicating with students and parents about students' progress (Q26)	2	**11**	5	7	3	**24**

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

In Display 11, most of the ratings are distributed across the range from low to high, with large proportions of non-response. The interviewers found that the non-responses came from teachers who had not designed assessment, made judgements or communicated progress at the time of the interview and could not rate or comment.

The results from those who did provide a rating were clearly ambivalent, and further examination of their comments is needed to explain this divided opinion.

Almost all of the low and very low ratings came from teachers who had not participated in the syllabus-in-development process in 2001, as illustrated in Display 12 for item 24. The trend appeared similar for primary and secondary Year levels.

Display 12: Teacher interview results item 24 (workability for designing assessment) – differences by participation in 2001

Participated 2001	Very High	High	Moderate	Low	Very Low	No Answer	Totals
No	1	4	**6**	**9**	3	4	27
Yes	3	**9**	**6**	1	0	**6**	25
Totals	4	**13**	**12**	10	3	10	52

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

Some examples of the more positive comments were:

- *I got clear direction from the elaborations. Something I never used before was the knowledge side.*
- *I have found that being explicit about what I can do to achieve an elaboration focuses the assessment also.*
- *It made me sharpen up what the students can demonstrate with the task - the know and can do.*
- *This is really a strength of it. The elaborations provide a focus for assessment.*

To consider first the question on workability for designing assessment, comments with the low and very low ratings refer to:

- difficulties understanding the draft syllabus and what it means for assessment practices
- the need for more examples
- the time and effort involved.

For example:

- *The information in the back of the syllabus is quite comprehensive and useful but it doesn't really address how we are going to report to parents. Also, it lacks practical examples.*
- *They require a very clear statement of outcomes and a compact number of elaborations.*
- *We are finding it very difficult to understand what the level statements mean and see the progression in them. We feel unable to apply these to assessment.*

The data seem to indicate that the underlying problem for some of the teachers can be traced back to the difficulty in understanding what the outcomes mean and how to manage and apply the elaborations.

To consider next the question on making judgements about students' learnings, the difficulties mentioned with the very low to moderate ratings related to:

- recognising levels
- seeing progression between levels
- organisational layout, language or terminology
- consistency of teacher judgement.

For example:

- *Can't see progression from one level to the next. We are not used to levels at the secondary level and we don't know how to use them in the classroom.*
- *I believe students should be able to see what a teacher is looking for and need to know what they are trying to know and do. The language used in the elaborations does not cater for this.*
- *If the terminology was more user friendly it would be high, but with the current terminology I have to say low.*
- *It is still too open to interpretation and it requires teachers to go through mountains of elaborations to see what an outcome represents. It is like the pieces of a jigsaw puzzle spread all over the floor without a picture to show the pattern or how to do it.*
- *The wording in the outcomes is very broad and there is a lot of room for variation in teacher interpretation.*

Some examples of the more positive comments were:

- *Quite good - the elaborations give a good guide. It all goes back to good clear planning based around the clear internal framework.*
- *The practical nature of elaborations makes this workable.*
- *They're either demonstrating the outcomes or not and if not, you simply go to the next level up or down.*
- *If the assessment is a true match with outcomes there should be no trouble. It tightens assessment up. I worry about teachers who aren't English trained.*

To consider finally the question on communicating with students and parents about students' progress, difficulties mentioned with very low to moderate ratings referred mostly to what parents would understand. For example:

- *The language used is extremely difficult to interpret and would be meaningless to parents. Must be simplified and perhaps reworded into fewer and more specific outcomes.*

Examples of more positive comments were:

- *Parents could get an overall picture of the child's progress in relation to expectations.*
- *The parents were happy because they could see stages of development rather than just ticks and crosses.*

Another interview item asked the teachers for a word or phrase to describe their experiences with assessment and reporting. The results, shown in Appendix 8, allow insight into the depth and nature of teachers' feelings about assessment. The responses traverse a very wide range in terms of breadth of view and depth of feeling. An important point here is that formal reporting to parents was not part of the trial. Although this interview question did not refer to formal reporting, some of the teachers may well have interpreted it to refer to the formal process.

To sum up the main points from the teacher interview results on assessment, opinion was highly diverse and accompanied by strong feelings. Those who had taken part in the syllabus-in-development process in 2001 generally found the materials quite workable for assessment. Those who were new to the materials in 2002 had problems with assessment because of:

- difficulties understanding the draft syllabus and what it means for assessment
- the need for examples
- the time and effort involved
- format, language and terminology of the materials.

An underlying problem with assessment for teachers who were new to the draft syllabus in the trial seems to stem from the difficulty in understanding what the outcomes mean and how to manage and apply the elaborations.

3.2.3 Provision for Students' Diverse Needs

The teachers were asked how and to what extent the materials helped in providing for the diversity of their students' needs.

The ratings are shown in Display 13.

Display 13: Teacher interview ratings – extent materials help in providing for diversity of student needs (N=52)

Very High	High	Moderate	Low	Very Low	No Answer
2	**15**	9	**11**	3	**12**

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

About one in four did not give a rating. According to the interviewers, absence of a rating usually indicated that the provisions planned or used did not vary from existing practice.

Most of the ratings were distributed from low to high, indicating divided opinion on this question.

Of those teachers who did offer a comment:

- more than half (20 of 37) reported finding the levels, outcomes or elaborations quite useful in providing for diversity
- some (5) did not expect help from the draft syllabus because they felt it was the teacher's task to provide for diversity
- some (5) did not look to the draft syllabus for this purpose
- some (4) found that wording or format made the draft syllabus hard to apply.

Examples of comments accompanying the lower ratings were:

- *This is a school matter. The syllabus can't really tell you how to do this.*
- *I wasn't specifically looking for that. It is a teaching thing rather than a syllabus thing.*
- *It gives us a bit of a focus but we are doing it in our way.*
- *There is nothing there for our special education children. There is nothing to cater for these children. It is up to the teacher to just modify.*
- *Being Level 1, there's not a lot for below Level 1.You can go above Level 1 for bright kids.*
- *Too cumbersome, too much paperwork. Not enough time.*

One comment encapsulates most of the others:

- *To be able to consult the elaborations above and below the level was useful but it is basically up to me to apply my experience and knowledge of the children. There is nothing in the syllabus that is going to make my job any easier in providing for diversity. The syllabus does allow you to cater for diversity. It does give you a framework. If the outcomes were not so broad and the elaborations more specific the syllabus would be more helpful for catering with diversity.*

Another interview question asked how the materials could be made more helpful in providing for the diversity of students' needs. Of the 34 suggestions, just over one third (13) were that no change was needed or that provision for diversity is up to the teacher:

- *I make provision for student diversity - I do not need the syllabus to help me do that.*

Most of the 21 actual suggestions fell into four categories:

- provision of examples or more specific guidance (7) for instance:
    - *Provide models and examples of what could be done with the syllabus.*
- improved "nesting" of outcomes or elaborations across levels (6) for instance:
    - *The elaborations to be nested across levels with the identification of the difference between levels.*
- more user-friendly format (6) for instance:
    - *Access via a key word search would help to find where the relevant statements are for the levels above and below your main focus.*
- changes at the Foundation Level (2) for instance:
    - *Define the Foundation Level outcomes. A separate document for special needs children - intellectually impaired - would be needed.*

To sum up the main points from the teacher interview results on providing for students' diverse needs, most opinion was divided between those who found the draft syllabus quite helpful (the majority) and those who saw providing for diversity as a teaching matter not a syllabus matter. A few of the teachers said that the wording or format made the materials difficult to work with for this purpose.

Suggestions for changes to the materials to make them more workable in providing for diverse students' needs were to:

- provide examples or more specific guidance
- improve "nesting" of outcomes or elaborations across levels
- make the format more user-friendly
- provide outcomes and guidance at the Foundation Level.

3.2.4 Teaching-learning

The teacher interview asked how the unit plan turned out in practice and how students responded in terms of achievement and interest.

The teachers' reports on how their unit plans turned out were highly positive for the most part. Of the 49 comments, almost 80% (38) were along the lines that the plan had turned out well. A couple said that the unit had worked well but was not a great departure from what they were doing previously. A few (7) said they were unhappy with the teaching, for various reasons.

Comments on students' interest and achievement were also highly positive on the whole. Of the 43 who commented, 38 reported that the students were excited, interested, motivated and responding well. Some of these (10) said that students could see a purpose to what they were doing and enjoyed being involved in their learning and assessment, and some (5) that the unit provided focus for both the students and the teachers. Another 5 saw no difference.

Some typical comments were:

- *High because they're working. The tasks set are finished and they are achieving at their level. The syllabus is giving them something to chew on.*
- *It's been good so far - their understanding is at a higher level than in previous years.*
- *Students responded well and have been well rewarded for their efforts.*
- *The students are enjoying it, finding it a challenge but they are learning. It is very different for them.*
- *They were very interested - I was surprised with how highly they achieved.*

The teachers' responses to the request for a word or phrase to describe their experiences teaching their unit are set out in Appendix 8. A wide range is evident, as is the enjoyment most teachers found in the experience.

To sum up the main points from the teacher interview results on applying the materials to a teaching and learning context, most found that teaching their units based on the materials was highly rewarding for themselves and resulted in high levels of student interest and achievement.

3.2.5 Definition of Scope and Emphasis

The interview asked teachers to rate and comment on how well the materials define the scope and emphasis of the curriculum (with reference to the unit being discussed).

The ratings are shown in Display 14.

Display 14: Teacher interview ratings – how well materials define scope and emphasis (N=52)

Very High	High	Moderate	Low	Very Low	No Answer
5	**21**	**15**	3	1	7

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

Of the 46 relevant comments, more than half (24) were that the draft syllabus clearly defined the scope and sequence. The other comments fell into three categories:

- More direction or explanation is needed, particularly about what is important and what isn't (13 comments)
- terminology (jargon) is a problem (5 comments)
- the scope is too wide or the outcomes too numerous (4 comments).

The teacher interview results indicate that the materials define the scope and sequence well, although more indication of relative importance would be helpful for teachers.

3.3 School Administrator Interview

The school administrator interview included three items related to effectiveness. These are shown, with the results, in Display 15.

Display 15: School administrator interview results – effectiveness (N=25)

To what extent...	Very High	High	Moderate	Low	Very Low	No Answer
have the materials been workable for planning an English program at school level?	2	1	4	4	1	**13**
have the materials been workable for assessment purposes?	0	**6**	4	4	1	**10**
have the materials been effective in providing for students' diverse needs?	1	**7**	**7**	4	0	6

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

With regard to workability for planning at school level, the 'no answer' category was most frequent. Interview comments revealed that these schools had not yet attempted school level planning. This was not surprising since the trial protocols called for classroom but not school-level planning.

Of the 8 administrators who could comment, 1 said the draft syllabus and support materials were hard to work with and the other 7 gave mixed responses, for example:

- *They have been helpful but this was largely because of the competence of our lead teacher. The CD is helpful in allowing us to cut and paste into our planning.*
- *Year level planning is very good, teachers can sit down with a highlighter and highlight what they've done and need to do. It is not so easy at school level, making a plan across the school is difficult. Planning units from elaborations is difficult also. It's really the Year level planning that works best.*
- *We are integrating SOSE and English in the middle school and the syllabus has met our needs well – with the proviso that it is dense – familiarity and a lot of effort are needed.*

There were strong suggestions that the materials present a range of difficulties for school-level planning, including density of wording and too many elaborations.

With regard to workability for assessment, ratings spanned the range from low to high, with again a high non-response. The comments showed no apparent pattern.

With regard to effectiveness in providing for students' diverse needs, two thirds of the ratings were moderate, high or very high, indicating adequate effectiveness.

To sum up, the school administrator interview results suggest that although the materials present a range of difficulties for school-level planning and assessment, they are adequately effective in providing for students' diverse needs.

3.4 Summary of Findings – Effectiveness

The survey results indicate that the effectiveness of the materials is:

- high in terms of teachers being able to
    - understand what they are supposed to do with the materials to plan units
    - plan a unit with the materials
- adequate in terms of
    - teachers' ability to use the core learning outcomes to plan a unit
    - the extent to which the elaborations help teachers to focus assessment
    - the extent to which the elaborations help teachers to focus planning
- less than adequate in terms of
    - teachers being able to use the core learning outcomes to make judgments about demonstrations of student learning
    - meeting teachers' needs for detail
- deficient in terms of
    - being clearly stated.

In particular, the new teachers had difficulty with the detail and clarity of the materials. There are significant problems with clarity of wording, amount of detail and use of the outcomes for making judgements about demonstrations of student learning. The need for examples to guide planning is also clear.

The teacher interview results support the following findings:

- Most found that teaching units based on the materials was highly rewarding for themselves and resulted in high levels of student interest and achievement.
- The draft syllabus and materials define the scope and sequence well although more indication of relative importance would be helpful for teachers.
- The workability of the materials for planning was rated as high by the continuing teachers but less than adequate by the new teachers. The problems most often cited related to the wording of the outcomes, the large number of elaborations and the general volume of the material overall.
- Opinion on assessment was highly diverse and accompanied by strong feelings. Those who had taken part in the syllabus-in-development process in 2001 generally found the materials quite workable for assessment. Those who were new to the materials in 2002 had difficulty understanding what the outcomes mean, managing the elaborations, and applying the outcomes and elaborations to assessment.
- Most opinion on providing for students' diverse needs was divided between those who found the draft syllabus quite helpful (the majority) and those who saw providing for diversity as a teaching matter not a syllabus matter. A few of the teachers said that the wording or format made the materials difficult to work with for this purpose.

- Suggestions for changes to the materials to make them more workable for providing for diverse students' needs were to:
    - provide examples or more specific guidance
    - improve "nesting" of outcomes or elaborations across levels
    - make the format more user-friendly
    - provide outcomes and guidance at the Foundation Level.

The school administrator interview results indicate that the materials:

- present a range of difficulties for school-level planning and assessment, including density of wording and too many elaborations
- are adequately effective in providing for students' diverse needs.

4. Results – Efficiency

4.1 The Trial Teacher Survey

Survey items related to efficiency are shown, with the results, in Display 16. Other aspects of efficiency are reported in relation to the teacher and administrator interviews.

Display 16: Survey results – efficiency (percentage table) (N=132)

Please show the level of your agreement or disagreement with each statement.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I can relate the draft curriculum materials to my previous English programs. (Q12)	7%	**71%**	16%	6%	0%
I was familiar with most of the elements of core content before using the draft curriculum materials. (Q20)	10%	**56%**	19%	14%	2%
I have difficulty knowing where to find elaborations that relate to my unit. (Q25)	17%	**22%**	**22%**	**35%**	3%
I have difficulty knowing which elaborations to select for my unit. (Q26)	15%	**31%**	**21%**	**29%**	5%
The e-navtool helps me to navigate around the core learning outcomes and elaborations. (Q30)	13%	**25%**	**37%**	15%	10%
The e-navtool helps me to explore the elements of core content. (Q31)	10%	**22%**	**41%**	17%	10%

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

The results in Display 16 indicate that the efficiency of the materials is:

- very high in terms of
    - how well teachers can relate the materials to their previous English programs
- high in terms of
    - teachers' familiarity with most elements of the core content
- less than adequate in terms of
    - the use of elaborations in planning (being able to locate and select elaborations)
- indeterminate (high levels of neutral response) concerning
    - use of the e-navtool to navigate and explore the core learning outcomes, elaborations and core content.

The results on the items related to the elaborations and the e-navtool are discussed in more detail below.

The elaborations

The nature, accessibility, number and use of the elaborations all emerge as problematic in various parts of the evaluation data. Therefore a closer examination of the results on items 25 and 26 is undertaken here. Data from other survey items is presented to assist with interpreting the results on the elaborations.

Survey item 27 is shown, with the results, in Display 17.

Display 17: Survey results item 27 – use of the elaborations

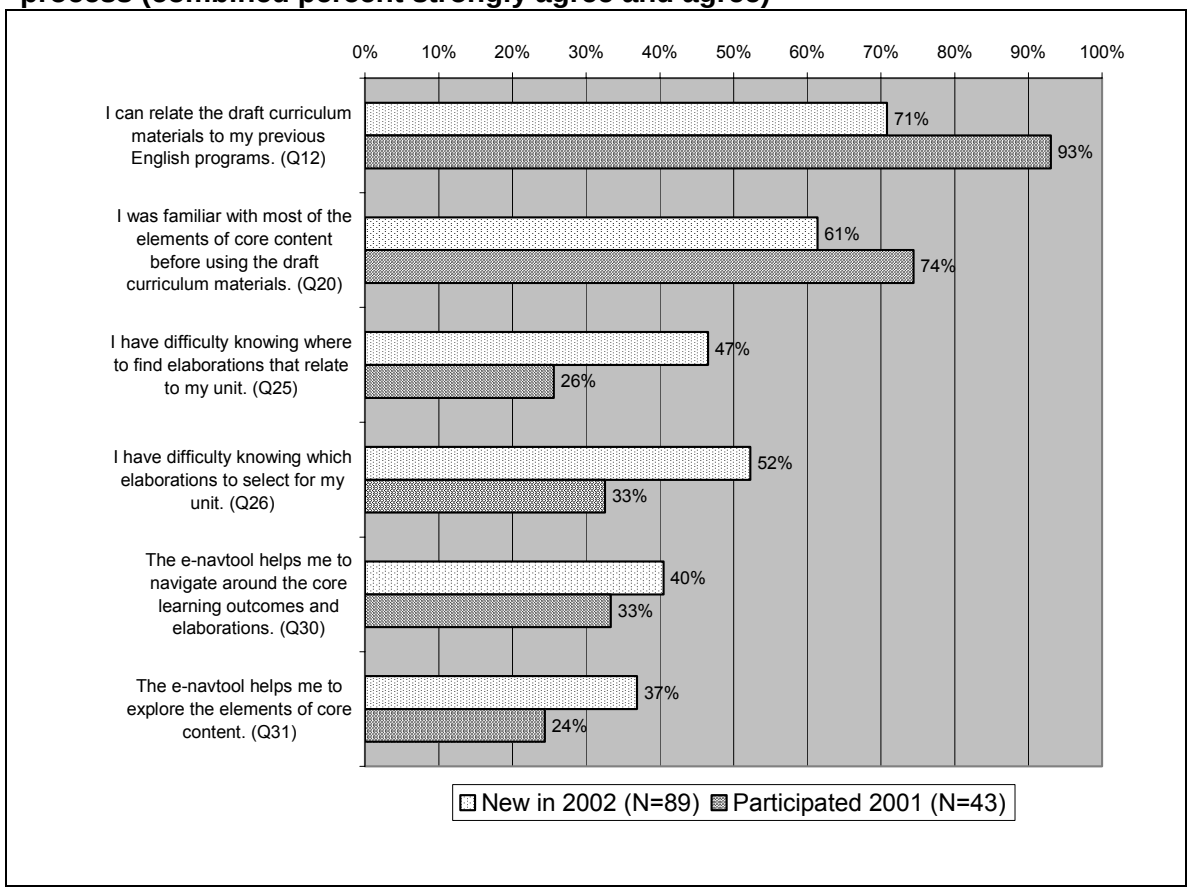
Please show the level of your agreement or disagreement with each statement.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N
I worry that I have to use all of the elaborations. (Q27)	8%	17%	**21%**	**41%**	13%	132

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

Display 17 illustrates that while a majority of the teachers realised (correctly) that they could choose among the elaborations, one quarter did not. This could account for some of the teachers who had difficulty selecting elaborations.

Further analysis of items 25 to 27 revealed that of the 129 teachers who responded to all three, more than half (55%) agreed with at least one, indicating that a majority of the teachers had problems with the elaborations. Difficulty with finding or selecting elaborations was more common among the new teachers, as indicated in Display 18, which shows the combined agree and strongly agree percentages for the new teachers and the continuing teachers separately.

Display 18: Survey results – efficiency by previous participation in development process (combined percent strongly agree and agree)



The e-navtool

The e-navtool provides teachers with a way to identify elaborations for given levels, strands, sub-strands and outcomes. It incorporates elaborations, a glossary, meta-language and descriptions of text complexity. It was designed to:

- assist teachers to navigate around the levels, strands, sub-strands and core content
- facilitate understanding and use of the draft English outcomes and elaborations.

A key feature is the capacity to copy and paste outcomes and elaborations into other files and formats used for documenting programs in English.

The results for items 30 and 31 shown in Display 16 indicate moderate success for the e-navtool. Roughly one third of the teachers found it helpful for navigating the outcomes and elaborations or exploring the elements of core content. Roughly one quarter did not.

Display 18 indicates that the continuing teachers were more positive than the new teachers in being able to relate the materials to previous English programs and their familiarity with core content. They also had less difficulty with the elaborations. Interestingly, more of the new teachers than the continuing teachers found the e-navtool helpful, suggesting that the e-navtool helps to offset lack of familiarity with the materials.

The teacher interviews provide more information on the use of the e-navtool.

4.2 Teacher Interview

The teacher interview included items on efficiency related to three aspects:

- resources and time
- the e-navtool
- effects of the emphasis on online provision.

Resources and time

Two of the teacher interview questions asked how the resources and the time needed for their teaching unit compared with similar units in English they had planned or taught in the past.

For the question of resources, most of the teachers' comments (34 of 47) indicated little difference. For example:

- *I don't see there is a really big difference in resource needs. You plan around existing resources anyway.*
- *The same. You need some kind of resources to link from the elaborations to how you will teach it.*
- *I found that no additional resources were needed.*
- *Pretty similar. I needed more picture books to teach viewing.*

Nonetheless, just over one quarter (13 of 47) saw the need for more resources to cover a range of items related to the "newness" of the materials, including:

- the teaching of critical literacy
- different teaching strategies required
- a wider range of texts
- the teaching of grammar
- parent education
- teacher development.

For the question of time, few comments indicated the need for more teaching time but many spoke of more time needed for the planning process. Of the 46 comments, just over 40% (19) said the time needs were about the same as previously, but the remaining 60% (27) reported increased time needs. Most of these (19) referred specifically to planning time, for example:

- *It's taking longer to plan and teach because we're looking for a deeper knowledge from the children.*
- *Massive time for planning until you know what is in it. More time also for collecting data for judgements.*
- *A lot more time to come to grips with it and prepare.*
- *Planning for everything has increased tenfold!*
- *More time is needed because planning is much more focussed and detailed.*

The evaluation conclusion is that the materials are efficient in terms of resource and time demands for teaching but not in terms of time demands for teachers' planning.

The e-navtool

Several questions on the teacher interview related to the e-navtool. These asked the teachers to rate and comment on the workability of the e-navtool for various aspects of planning and assessment.

The results indicated that few teachers were prepared to rate or comment on the e-navtool for designing assessment, making judgements about students' learning, providing for diversity or communicating with students or parents about students' progress. Apparently, the main use of the tool is in the planning process to identify outcomes, elaborations and content. Assessment can then build on those.

The teachers' ratings of the workability of the e-navtool for planning are shown in Display 19.

Display 19: Teacher interview ratings – workability of e-navtool for planning (N=52)

Very High	High	Moderate	Low	Very Low	No Answer
4	**17**	7	3	4	**17**

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

The high level of non-response reflects the interviewers' finding that many of the teachers had not used the e-navtool at the time of the interview. For those who did respond, 60% rated the workability as high or very high.

Of the 32 teachers who provided comments with their ratings, more than half either had high praise (12) or found it helpful to some degree (6). Strong criticism came from a few (4) and others found it time-consuming (2), had limited access to computers (1), lacked computer skills (1), preferred to work from paper (1), or used it only for copying and pasting to their plans and teaching materials (1). A selection of comments follows:

- *It was very easy to use and made my planning process less cumbersome.*
- *The metalanguage button and the scope and sequence button: these will be great for planning work programs.*
- *It helps to break things down into smaller pieces. It lets you focus on the actual parts you are working on. It saves you wading through lots of paper – convenient.*
- *It is a good thing and some people would love it and use all the time. I will use it more as time progresses.*
- *It is helpful in its place, which to me is to be able to cut and paste and not have to retype things.*

- *Moderate for planning. I can't do that on the computer – you can only get a few elaborations at a time. But the glossary and metalanguage are useful.*
- *It would have been much easier to have a hard copy to go through rather than scroll down to find things. To me it was difficult.*

The results indicate that many of the teachers found the e-navtool useful in the planning process, but many had not tried it, for various reasons, at the time of the interview.

Emphasis on online provision

The teacher interview included items on the effects of the emphasis in the materials on online provision. The teachers were asked to rate the extent to which the online provision affected their unit planning process and the implementation of their unit plan. The ratings were identical for both and are shown in Display 20.

Display 20: Teacher interview ratings – effects of the emphasis on online provision on planning and implementing (N=52)

Very High	High	Moderate	Low	Very Low	No Answer
1	2	2	2	**23**	**22**

Many did not respond or could not say. The interviewers found that the non-responses came from teachers who had not accessed the online provision to any extent. Among the 30 responses, over 80% indicated low or very low – the online provision had little effect on either planning or implementing the plan.

Among those 34 teachers who commented on how the online provision had affected their planning:

- around half (18) said it made planning much quicker and easier
- around one quarter that it could become more useful as they become more computer literate
- around one quarter said it did not meet their planning needs.

Few commented on how it had affected implementation of their unit (for most it hadn't).

The results of interview questions on assessment indicated that few teachers had used the online format for assessment purposes. Eight of the teachers indicated using the e-navtool successfully to plan assessment, saying that it facilitated the identification of elaborations and, by copying and pasting, the construction of assessment instruments.

In brief, the emphasis on online provision made little difference to planning, teaching or assessment for most of the trial teachers. For a few, it facilitated the identification of elaborations and the preparation of written plans or assessment instruments.

4.3 Summary of Findings - Efficiency

The survey results indicate that the efficiency of the materials is:

- very high in terms of
    - how well teachers can relate the materials to their previous English programs
- high in terms of
    - teachers' familiarity with most elements of the core content
- less than adequate in terms of
    - the use of elaborations in planning (being able to locate and select elaborations)

- indeterminate (high levels of neutral response) concerning
    - use of the e-navtool to navigate and explore the core learning outcomes, elaborations and core content.

The continuing teachers were more positive than the new teachers in terms of familiarity with core content and being able to relate the materials to their previous English programs. They also indicated much less difficulty with the elaborations. Interestingly, more of the new teachers than the continuing teachers found the e-navtool helpful. This would indicate that the e-navtool helps to offset lack of familiarity with the materials

The teacher interview results indicate that:

- the draft curriculum is efficient in terms of its resource and time demands for teaching but not in terms of time demands for teachers' planning
- the e-navtool proved quite efficient for many of those who tried it, but many of the teachers were unwilling or lacked the opportunity to use it
- the emphasis on online provision made little difference to planning, teaching or assessment for most of the trial teachers, but for a few it facilitated the identification of elaborations and the preparation of written plans or assessment instruments.

5. Results – Other

This section includes results from the trial teacher survey not discussed in the previous sections:

- teacher survey items related to demands on teachers
- general comments on the survey.

Survey items related to the issue of demands on teachers but not reported above are shown in Display 21.

Display 21: Survey items 13 and 14 – demands on teachers (N=132)

Please show the level of your agreement or disagreement with each statement.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The draft curriculum materials require me to broaden the scope of my English programs. (Q13)	14%	**50%**	**20%**	15%	1%
I have to learn more about English to use the draft curriculum materials. (Q14)	4%	**34%**	17%	**40%**	5%

0% to 19%	**20% to 39%**	**40% to 59%**	**60% to 79%**

The results in Display 21 indicate that the materials required a majority of the teachers to broaden the scope of their programs and more than one third agreed that they would have to learn more about English to use the materials.

This result may be quite appropriate, even desirable for a new syllabus, but it does engender a cognitive demand on teachers and brings with it all of the demands associated with a change.

The survey included a space at the end for general comment, which drew 67 responses. The most frequent topics of concern related to:

- the elaborations (numbers, detail) – 22 comments
- the time taken to understand the materials or apply them to planning – 9 comments
- the format or language of the draft syllabus (difficult) – 9 comments
- the outcomes (wording, generality) – 8 comments

- the need for inservice or support – 7 comments
- differences from other KLAs – 6 comments.

All of these are interrelated and indicate problems in the area of efficiency rather than appropriateness or effectiveness.

Two comments bring together many of the concerns expressed. The first is from a secondary teacher, new to the development project in 2002, but indicating high levels of familiarity with the 1994 syllabus and the current materials. The second is from a primary teacher who took part in the syllabus-in-development phase in 2001 and indicated moderate levels of familiarity with the 1994 syllabus and the current materials.

- *I think the theory underpinning the draft syllabus is excellent, outstanding, well-researched! However, I am overwhelmed by the vagueness of the general outcomes and the quantity of the supporting elaborations. Whilst I can see some usefulness in using the elaborations for planning, I believe the current format is too time consuming. Will we ever be in-serviced on aspects of this curriculum? I'm OK with operational but want more info on critical.*
- *My biggest concern is the time required to develop familiarity with the draft materials – this is the biggest turn off especially for primary teachers who are having to do this across multiple curriculum areas. Teachers are amazing creatures but the amount of change we are asked to deal with in short time spans is totally unrealistic if quality is to be preserved.*

6. Concluding Statement

A summary of the findings is provided in Appendix 9 of the report.

The main points that emerge from the findings are discussed below.

The data suggest that the draft syllabus is very sound in its construction. Its design has taken account of a very wide range of theoretical considerations and input from a broad range of people with an interest and expertise in English education. The theoretical framework of the draft syllabus has received positive though not universal support from teachers and administrators in the trial schools and stakeholder groups as represented on the syllabus advisory committee.

The draft syllabus appears to have moved forward from the well-established 1994 syllabus by broadening and strengthening certain key areas and setting the whole into the outcomes approach. The critical strand has been strengthened considerably and the teaching of reading and grammar re-emphasised. Attention to the cultural context in which English is used has been further explicated in the cultural strand. Visual literacy has been considerably developed.

The evaluation has revealed widespread belief that the draft syllabus describes the learnings in English that are fundamental for all learners in Years 1 to10.

The evidence also seems to suggest that once teachers understand the draft syllabus, become familiar with the support materials and build experience using the materials for planning and assessment, they find the whole quite workable with very good results in the classroom. It seems that the students in the trial schools benefited because using the elaborations had the effect of showing teachers how to improve their learning experiences.

The evaluation indicates that the draft syllabus is efficient in terms of teaching resources and the time available for teaching English, although some additional resources may be required for the newer areas, the wider variety of text types and the teaching-learning processes more suitable to the outcomes approach.

Notwithstanding these positive findings, the evaluation data show that problems are associated with the use of the materials.

The materials seemed to be quite difficult to understand and use by those teachers who were unfamiliar with them at the start of the trial. Words like “cumbersome”, “daunting” and “overwhelming” were repeated throughout the interviews and the write-in comments on the survey.

Teachers gave less than adequate ratings for clarity. Planning for teaching with the materials was frequently reported as difficult or “time-consuming”. Assessment was a problem area for many of the trial teachers new to the development project in 2002. Frequent calls were made for examples, models, sample modules or specific guidance. The core learning outcomes were often described as vague or overly general, and the elaborations excessively profuse and difficult to apply to planning.

The data presented from the SAC process, the survey, the teacher interviews and the administrator interviews all tend to support the proposition that the problems that emerged from the trial are due in large part to the demands the materials make on teachers in terms of coming to understand them to the degree that they can readily apply them to the practical tasks associated with teaching.

These difficulties seem to derive mainly from:

- the wording of the core learning outcomes
- the structure and sheer volume of the elaborations.

Other contributing factors seem to be:

- apparent variation in format from other key learning areas
- complexity of structure (the two dimensional nature of the three strands and three sub-strands) as well as the organisation and proliferation of elaborations around the “internal framework”
- the newness of some aspects of the draft curriculum including the outcome approach itself, the three strands in general, the critical strand in particular, functional grammar, text types and aspects of visual literacy
- the broader concept of English as opposed to a literacy curriculum.

The minutes of SAC meetings indicate that the project team has been aware of teachers’ complaints about the volume and nature of the materials, and the difficulty teachers report in coming to terms with them. The team has been working on the materials with the aim of simplifying and clarifying the language and presentation.

This work is clearly necessary, but the initial inservice materials will also play a crucial role in helping teachers feel comfortable with the draft syllabus and support materials and applying them efficiently to the tasks of planning, teaching and assessment.

The data indicate that the e-navtool can help greatly with managing and navigating the elaborations as well as facilitating the planning process, especially for teachers not familiar with the material. However, it does not provide an answer for many teachers who prefer to work from paper, are not sufficiently skilled with computers, do not feel they have the time to learn the software or do not have ready access to appropriate computer facilities.

The evaluator believes that in further development of the Years 1 to 10 English syllabus and support materials:

- the outcomes need to be written for clarity of meaning
- the elaborations need to be reduced in number and organised so that they are easily accessed from a given outcome without necessary recourse to a computer

- teachers will need initial pathways into the materials that develop early understanding and then build upon that while maintaining confidence and motivation
- practical guidance will be needed for planning and assessing with the elaborations.

As many teachers have pointed out, the provision of more examples should assist greatly in clarifying the meaning of outcomes and providing pathways into the syllabus and support materials.

The current slide presentations provide teacher instructions, but the evaluators believe that many will need to be shown how to do it. The elaborations apparently provide an effective way of helping teachers to understand the draft curriculum and showing them how to improve the learning experiences for their students, but teachers need much support to find their way through them.

The e-navtool is helpful but not all teachers have the access to computers or necessary skills to make effective use of it.

The interviewers found that few of the trial teachers had accessed the online support materials such as the slide presentations and various printable resources, in spite of the fact that they often called for assistance in learning to use the draft syllabus and elaborations. Perhaps this was partly a matter of access, but it seems also to have been a matter of having the time to explore the software.

7. Advice to QSA

The findings summarised in Appendix 9 and the discussion in Section 5 indicate several matters requiring attention.

Structure of the syllabus: The three strands and three sub-strands have found good levels of support in the various constituencies represented in the SAC, but some groups continue to question that structure as indicated in Section 2.3.1.1. The three-by-three structure generates nine cells for outcomes at every level. Could the draft syllabus be simplified by making the sub-strands implicit within the outcomes under each strand? Would this simplify the task for teachers or weaken the syllabus and risk unbalanced interpretations of the outcomes? What is the relative importance of balance in the outcomes or manageability of the syllabus?

Perhaps the complexity of the area and the diversity of opinion in relation to subject English are such as to make high levels of consensus on the strands and sub-strands very difficult to achieve, but the evaluator suggests that the structure as an organising device may not need to be explicit in the set of core learning outcomes.

Format and language of outcomes: The format of presentation of the outcomes, elaborations and other support material appears to be based essentially on theoretical considerations about the nature of English as a key learning area in the compulsory years of schooling. This is one of its strengths, but may also be a weakness in terms of its workability for schools and teachers. A set of curriculum documents has to be teacher-friendly – written in teachers' language and directly applicable to what teachers do. Making the format of the elaborations teacher-friendly may require trimming, collapsing, removing redundancy, and regrouping with teachers' needs in mind.

The evaluation data show that the core learning outcomes must be clearly worded using straightforward language. The project team has been working on this in recent months, and completion of this work can be expected to overcome many of the problems reported by teachers.

The elaborations: The data indicate serious problems in terms of manageability from a teacher's point of view. As indicated in Section 4, the e-navtool does not provide an answer for those teachers who prefer to work from paper, are not sufficiently skilled with computers, do not feel they have the time to learn the software or do not have ready access to appropriate computer facilities. Alternative organisations should be explored.

Implications for initial inservice and support: The data presented in the present report indicates that once teachers have become familiar with the materials, they find them workable and obtain very pleasing results in the classroom. Section 4 indicates that most of the trial teachers were able to relate the draft syllabus to their previous English programs and were familiar with most of the elements of core content. On the other hand, the results presented in Sections 4 and 5 reinforce the conclusion in Evaluation Report 2: that initial inservice should provide teachers with pathways into the materials that develop early understanding and then build upon that understanding while maintaining confidence and motivation. While not enough alone, the provision of models and examples should assist greatly in providing such pathways and explicating the outcomes. Most importantly, teachers will need to be convinced of the value of the new syllabus before they can be expected to take the time and make the effort to come to terms with it and what it means for their teaching.

The project: The evaluator believes that work should continue on resolving apparent reservations about the organising structure; reorganising the presentation of the materials with a strong focus on teachers' needs, rewording and simplifying the outcomes; reorganising the elaborations; developing initial pathways into the syllabus and providing support materials including examples for planning, teaching and assessment.

Appendix 1: Executive Summaries from Evaluation Reports 1 and 2

Report 1

This report is concerned with the external evaluation of the Years 1 to 10 English Curriculum Development Project. The purpose of the 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 Queensland schools. The project consists of a co-development phase, a trial and a pilot phase.

The external evaluation is mainly concerned with the final stage of the co-development phase and the trial phase. The present report covers activity during Semester Two, 2000. During this period, 37 co-development teachers worked with the project team to produce draft-in-development curriculum materials and provide input to their refinement in preparation for the trial phase. The main emphases for the project team were the establishment of productive relationships with the co-development teachers and the preparation of draft materials for the trial phase planned for 2001.

The focus questions for the external evaluation during the co-development phase were:

- How well were the co-development processes established for the purpose of drafting curriculum materials in preparation for the trial phase?
- How appropriate and practical is the draft structure for the syllabus?
- How do the co-development teachers perceive the draft curriculum-in-development in terms of change from current programs in English?

The approach used was a set of interviews with the co-development teachers: 18 were visited in their schools for the interview and 19 were interviewed by telephone.

The evaluation found that:

1. The co-development phase was successful in terms of process. The co-development teachers were well prepared for their role, communication processes were effective, cluster meetings and project team visits were valued by the teachers and a sense of partnership developed.
2. Communication by email during the co-development phase was generally quite effective, but participation by teachers in the online forum was low. Networking with colleagues in other schools on a regular basis through their own initiative does not appear to be a high priority for most teachers.
3. A strong sense of learning community developed among the teachers except for some teaching in isolated situations, indicating the importance of continuing to explore effective ways to facilitate and encourage the participation of teachers in networking processes.
4. The proposed strands and substrands for the draft Years 1 to 10 English syllabus were seen by the co-development teachers as appropriate, workable for planning and likely to focus attention on important aspects of English teaching.
5. The proposed syllabus is likely to change planning and teaching in English by improved definition of what is to be taught in terms of scope, emphasis and focus. For most teachers, the extent of change from current programs will be to direct planning more towards what students will be expected to learn and place more emphasis on critical literacy.

The co-development teachers' responses indicate that the project team has successfully created and tapped a rich source of input to the curriculum development task.

The organisation of the draft syllabus into the proposed strands and substrands is well supported by the co-development teachers. Most found the organisation familiar and agree with the new emphasis it is likely to bring to the teaching of English.

Three processes were highly effective in working with co-development teachers: cluster meetings, personal visits by project officers and exchange of email. By contrast, the establishment of an online forum to encourage communication among the co-development teachers in their own time was less successful, even though many commented that they were working alone in their schools.

The results overall indicate that a good basis has been established for the next phase of the development project.

Report 2

The Project

The purpose of the 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 inservice materials for use in Queensland schools.

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

In the co-development phase, 37 teachers, in a range of schools across Queensland, worked with the 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 State, Catholic and independent schools. During this 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

In the pilot 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 co-development phase occurred during 2000 and the syllabus-in-development phase during 2001. The pilot phase is planned for 2002.

By the end of Semester One 2001, the materials included:

- Partial drafts of the three major sections of the syllabus (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 stands (Cultural, Critical and Operational) for two of the three substrands (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 statement had been written for any strand. 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 and obtain structured response from representatives of the major schooling authorities, namely Education Queensland, Queensland Catholic Education Commission (QCEC) and Association of Independent Schools Queensland Inc. (AISQ).

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 achieved 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.

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 reflects 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 must be fully acceptable to the major stakeholders.

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 has 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 substrands, 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 QSCC 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 substrands, 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 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.

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 inservice 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 inservice needs should be undertaken during the anticipated pilot 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 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 and the initial inservice 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 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 inservice.

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 substrands.

We believe that the project should then move decisively ahead with the pilot phase, focussing 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 inservice.
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 substrands
- Move decisively ahead with the pilot phase, focussing 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 inservice

Appendix 2: The Interview Questions

Teacher Interview

Administrator Interview

YEARS 1 TO 10 ENGLISH CURRICULUM DEVELOPMENT PROJECT

EXTENDED TRIAL PHASE 2002

EXTERNAL EVALUATION – TEACHER INTERVIEW

This interview is for teachers taking part in the extended trial phase of the QSCC curriculum development project for Years 1 to 10 English.

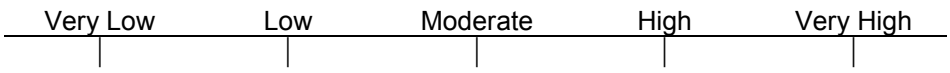
Our reports will not show the source of any interview responses. We will report your responses but we won't identify which school or person they came from.

The interview will relate to a unit you have worked on in conjunction with the trial. Please bring a copy of the unit plan to the interview. In answering the questions, we would like you to refer to the unit plan and your experiences with it.

Our questions refer mostly to the draft curriculum materials. By materials we mean:

- The draft syllabus
- The e-navtool
- The other support materials (pdf documents and slide shows)

Some of the interview items call for a rating. The rating scale is:



Part A: Messages
1. What messages do you have for the Project Team, the Evaluator or the QSCC?
Part B: The Unit
2. What is the title of the unit?
3. Please specify the Year levels, strands, sub-strands.
4. What is the timing for the unit and what stage have you reached?
5. What features of the school are relevant to discussion of the unit plan? (for example student and community characteristics, special needs, school program features and emphases, location, staff, recent or current events etc.)
Part C: Planning the Unit
6. Briefly, how did you go about the planning process?
7. What use did you make of the draft curriculum materials in the planning? a. The draft syllabus b. The e-navtool c. The other support materials (pdf documents and slide shows)
8. Rate and comment on the workability of the draft materials for planning. **[Rating]** a. The draft syllabus b. The e-navtool c. The other support materials (pdf documents and slide shows)

Part C: Planning the Unit (Continued)
9. For this unit, rate and comment on how well the draft materials define the scope and emphasis of the curriculum. **[Rating]**
10. What changes [if any] would make the materials more workable for planning? a. The draft syllabus b. The e-navtool c. The other support materials (pdf documents and slide shows)
11. The curriculum materials are presented in a way that emphasises online provision. To what extent did this emphasis on online provision affect the planning process? In what ways? **[Rating]**
12. Briefly, what provisions did you plan for the diversity of your students' needs?
13. To what extent did the draft materials help in providing for the diversity of your students' needs? How did they help? **[Rating]** a. The draft syllabus b. The e-navtool c. The other support materials (pdf documents and slide shows)
14. How could the draft materials be made more helpful in providing for the diversity of your students' needs? a. The draft syllabus b. The e-navtool c. The other support materials (pdf documents and slide shows)
15. How do the resources needed for the unit compare with similar units in English that you have planned or taught in the past?
16. How does the time needed for the unit compare with similar units in English that you have planned or taught in the past?
17. In a word or phrase, how would you describe the experience of planning the unit?
Part D: Teaching the Unit
18. Briefly, how has the plan turned out in practice?
19. How have students responded in terms of achievement and interest?
20. The curriculum materials are presented in a way that emphasises online provision. To what extent did this emphasis affect the way you implemented the unit? In what ways?
21. In a word or phrase, how would you describe your experiences with teaching the unit?

Part E: Assessment and Reporting
22. Briefly, what have you done in terms of assessment and reporting so far?
23. How did you use the materials in designing the assessment and reporting? a. The draft syllabus b. The e-navtool c. The other support materials (pdf documents and slide shows)
24. Rate and comment on the workability of the materials for the purpose of designing assessment activities. **[Rating]** a. The draft syllabus b. The e-navtool c. The other support materials (pdf documents and slide shows)
25. Rate and comment on the workability of the materials for the purpose of making judgements about students' learning. **[Rating]** a. The draft syllabus b. The e-navtool c. The other support materials (pdf documents and slide shows)
26. Rate and comment on the workability of the materials for the purpose of communicating with students and parents about students' progress. **[Rating]** a. The draft syllabus b. The e-navtool c. The other support materials (pdf documents and slide shows)
27. In a word or phrase, how would you describe your experiences with assessment and reporting?

YEARS 1 TO 10 ENGLISH CURRICULUM DEVELOPMENT PROJECT: EXTENDED TRIAL PHASE 2002

EXTERNAL EVALUATION: ADMINISTRATOR INTERVIEW

These questions relate to this year's trial of the draft Years 1 to 10 curriculum in English.

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

Please give a rating and comment for each question. The rating scale is:

Very Low | Low | Moderate | High | Very High

To what extent:
1. Is the trial progressing well? **VL—L—M—H—VH**
2. Are the draft materials compatible with this school's views about English education? **VL—L—M—H—VH**
3. Do the draft core learning outcomes describe the learnings in English that are essential for all learners? **VL—L—M—H—VH**
4. Are the draft curriculum materials consistent with the needs of your school? **VL—L—M—H—VH**
5. Have the materials been workable for planning an English program at school level? **VL—L—M—H—VH**
6. Have the materials been workable for assessment purposes? **VL—L—M—H—VH**
7. Have the materials been effective in providing for students' diverse needs? **VL—L—M—H—VH**
8. Are the resource demands comparable with those of current programs? **VL—L—M—H—VH**

Appendix 3: The Survey

The Years 1 to 10 English Curriculum Project
External Evaluation
Survey of Trial Teachers

This survey is for teachers taking part in the trial of the QSA Years 1 to 10 English syllabus and materials. The results will form a significant part of the independent external evaluation of these materials. The findings will appear in a formal report to the QSA later this year.

Please complete the survey quickly and return it to your school's trial coordinator, who will mail it back to us. Alternatively, you may send it to the address shown below.

- Every teacher's response is important.
- Please fill in both sides.
- Your responses are anonymous.
- A copy of the results will be sent to your school.
- Start with the background information below.
- Please accept our sincere thanks for participating in this survey.

Background Information

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

2. Were you a participant in the syllabus-in-development phase in 2001?
   - ☐ Yes
   - ☐ No

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

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

5. Your highest level of study of English:
   - ☐ Post-graduate
   - ☐ Degree major
   - ☐ Some tertiary
   - ☐ Secondary

6. Your familiarity with the draft Years 1 to 10 English materials:
   - ☐ Very Low
   - ☐ Low
   - ☐ Moderate
   - ☐ High
   - ☐ Very High

7. Your familiarity with the 1994 Education Queensland English syllabus for Years 1 to 10:
   - ☐ Very Low
   - ☐ Low
   - ☐ Moderate
   - ☐ High
   - ☐ Very High

8. Prior to your involvement with this project, to what extent did your English programs follow the 1994 Education Queensland English syllabus for Years 1 to 10?
   - ☐ Very Low Extent
   - ☐ Low Extent
   - ☐ Moderate Extent
   - ☐ High Extent
   - ☐ Very High Extent

9. For how many school terms have you been using an outcomes approach?
   - ☐ None
   - ☐ 1
   - ☐ 2
   - ☐ 3–4
   - ☐ 5–8
   - ☐ 9 or more

10. What is the level of your understanding of an outcomes approach?
    - ☐ Very Low
    - ☐ Low
    - ☐ Moderate
    - ☐ High
    - ☐ Very High

Please continue on the other side ➜

Items 11 to 32 are statements about the draft Years 1 to 10 English syllabus and support materials. Please tick to show the level of your agreement or disagreement with each statement.

Statement:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. I can relate the draft curriculum materials to what I think should be learnt in English.	☐	☐	☐	☐	☐
12. I can relate the draft curriculum materials to my previous English programs.	☐	☐	☐	☐	☐
13. The draft curriculum materials require me to broaden the scope of my English programs.	☐	☐	☐	☐	☐
14. I have to learn more about English to use the draft curriculum materials.	☐	☐	☐	☐	☐
15. I understand what I am supposed to do with the draft curriculum materials to plan units.	☐	☐	☐	☐	☐
16. I can plan a unit with the draft curriculum materials.	☐	☐	☐	☐	☐
17. I need examples of how to plan using the draft curriculum materials.	☐	☐	☐	☐	☐
18. The draft curriculum materials meet my needs for detail.	☐	☐	☐	☐	☐
19. I find that the draft curriculum materials are clearly stated.	☐	☐	☐	☐	☐
20. I was familiar with most of the elements of core content before using the draft curriculum materials.	☐	☐	☐	☐	☐
21. I can use the core learning outcomes to plan a unit.	☐	☐	☐	☐	☐
22. I can use the core learning outcomes to make judgments about demonstrations of student learning.	☐	☐	☐	☐	☐
23. I can see the progression in the core learning outcomes from level to level.	☐	☐	☐	☐	☐
24. I can see a clear relationship between the core learning outcomes and the elaborations.	☐	☐	☐	☐	☐
25. I have difficulty knowing where to find elaborations that relate to my unit.	☐	☐	☐	☐	☐
26. I have difficulty knowing which elaborations to select for my unit.	☐	☐	☐	☐	☐
27. I worry that I have to use all of the elaborations.	☐	☐	☐	☐	☐
28. The elaborations help me to focus my planning.	☐	☐	☐	☐	☐
29. The elaborations help me to focus my assessment.	☐	☐	☐	☐	☐
30. The e-navtool helps me to navigate around the core learning outcomes and elaborations.	☐	☐	☐	☐	☐
31. The e-navtool helps me to explore the elements of core content.	☐	☐	☐	☐	☐
32. My students will benefit from my efforts in using the draft curriculum materials.	☐	☐	☐	☐	☐

33. Please write any comments here (or attach another sheet):

Appendix 4: Summary of Survey Results

Background Information

11. What Year levels do you teach this year?

1-3	44
4-7	44
8-10	40
1-7	3
1-10	1

12. Were you a participant in the syllabus-in-development phase in 2001?

Yes	43
No	89

13. School sector:

Catholic	43
Independent	28
State	61

14. Years of teaching experience:

Fewer than 2	14
2–5	21
More than 5	96
Missing	1

15. Your highest level of study of English:

Post-graduate	27
Degree major	38
Some tertiary	59
Secondary	6
Missing	2

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

Very Low	3
Low	16
Moderate	74
High	27
Very High	10
Missing	2

17. Your familiarity with the 1994 Education Queensland English syllabus for Years 1 to 10:

Very Low	5
Low	6
Moderate	56
High	45
Very High	20

18. Prior to your involvement with this project, to what extent did your English programs follow the 1994 Education Queensland English syllabus for Years 1 to 10?

Very Low Extent	5
Low Extent	5
Moderate Extent	35
High Extent	63
Very High Extent	21
Missing	3

19. For how many school terms have you been using an outcomes approach?

None	6
1	15
2	30
3–4	44
5–8	27
9 or more	10

20. What is the level of your understanding of an outcomes approach?

Very Low	3
Low	12
Moderate	67
High	41
Very High	9

N=132

Statement:	Very High	High	Moderate	Low	Very Low	No answer
11. I can relate the draft curriculum materials to what I think should be learnt in English.	6	96	18	12	0	0
12. I can relate the draft curriculum materials to my previous English programs.	9	94	21	8	0	0
13. The draft curriculum materials require me to broaden the scope of my English programs.	18	66	27	20	1	0
14. I have to learn more about English to use the draft curriculum materials.	5	45	22	53	7	0
15. I understand what I am supposed to do with the draft curriculum materials to plan units.	5	80	19	22	4	1
16. I can plan a unit with the draft curriculum materials.	9	77	18	19	9	0
17. I need examples of how to plan using the draft curriculum materials.	37	53	23	15	3	1
18. The draft curriculum materials meet my needs for detail.	8	47	32	31	11	3
19. I find that the draft curriculum materials are clearly stated.	2	23	32	52	22	1
20. I was familiar with most of the elements of core content before using the draft curriculum materials.	13	73	25	18	2	1
21. I can use the core learning outcomes to plan a unit.	6	69	25	21	11	0
22. I can use the core learning outcomes to make judgments about demonstrations of student learning.	3	58	33	24	14	0
23. I can see the progression in the core learning outcomes from level to level.	8	72	27	15	9	1
24. I can see a clear relationship between the core learning outcomes and the elaborations.	5	62	35	22	7	1
25. I have difficulty knowing where to find elaborations that relate to my unit.	22	29	28	45	4	3
26. I have difficulty knowing which elaborations to select for my unit.	20	40	27	38	6	1
27. I worry that I have to use all of the elaborations.	10	23	28	54	17	0
28. The elaborations help me to focus my planning.	14	62	24	25	6	1
29. The elaborations help me to focus my assessment.	17	60	26	19	7	3
30. The e-navtool helps me to navigate around the core learning outcomes and elaborations.	16	32	47	19	12	6
31. The e-navtool helps me to explore the elements of core content.	13	28	51	21	12	7
32. My students will benefit from my efforts in using the draft curriculum materials.	14	62	35	15	5	1

Appendix 5: Criteria for Analysis of Survey Results

Ratings	Description	Percent of valid response
Mostly high or very high	High, very	>60-65% high or very high
Majority high or very high	Quite	50-59% high or very high
Split between moderate and high	Adequate	<50% high or very high >50% moderate, high or very high
Majority moderate or lower	Less than adequate	>50% moderate, low or very low
Mostly low or very low	Deficient	>50% low or very low

Agree or disagree	Description of agreement	Percent of valid response	Description (appropriateness, effectiveness, efficiency)
Mostly agree or highly agree	Very high levels of agreement	>75% agree or strongly agree	Very high
Many agree or highly agree	High levels of agreement	65-75% agree or strongly agree	high
Majority agree or highly agree	Moderate agreement	50-64% agree or strongly agree	Adequate
More agree than disagree	Low agreement		Less than adequate
More disagree than agree	Low disagreement		Less than adequate
Many disagree or highly disagree	Moderate disagreement	50-64% disagree or strongly disagree	Deficient
Mostly disagree or strongly disagree	High levels of disagreement	65-75% disagree or strongly disagree	Seriously deficient

Appendix 6: Key Aspects and Project Team's Perspective on how the Materials Address them

Key Aspect 1: **Understandings about texts, language and literacy**
The underlying understandings about texts, language and literacy in the draft English syllabus and support materials

The focus of English curriculum in this syllabus is the integration of the study of **texts**, of **language** as a meaning making system and of **literacy** as a social practice.

Texts – The focus on texts will be on:

- knowing that texts are generated in cultural and social contexts and take particular shapes according to particular cultural and social purposes
- making meanings in texts that are shaped by choices made with respect to discourses, text types, subject matter, roles and relationships, mode and medium and textual resources selected from a range of different language systems
- understanding that texts are always partial and selective and represent some interests more than others; making meanings other than those invited by the text; shaping representations of experiences in the world related to people, places, things, events and concepts.

Students will study a diverse range of written, spoken, visual and multimodal texts including canonical/classical texts, contemporary texts, reflective texts, drama texts, popular culture texts, media, mass media and multimedia texts, hypermedia, spoken and written everyday texts of work, family and community texts.

Students' work with texts will be influenced by the range of approaches. The approaches to the selection and study of these texts have been revisioned to take account of contemporary theories and practices: students understand why some texts/text types are valued by some cultural groups and how these texts connect to their cultural experiences; understand that texts/text types construct real and imagined worlds; understand how texts shape and are shaped by the knowledge, values and practices of a range of cultural and social groups.

Language – The focus on language will be on:

- understanding that language shapes and is shaped by knowledge, values and practices of individuals and groups
- knowing about and operating the patterns of textual resources of various language systems (written, spoken, verbal, visual, auditory) to produce texts and make meaning
- analysing the ways in which language is used to construct representations of people, places, things, events and concepts
- developing a metalanguage to talk about the textual resources of written, spoken, visual and multimodal texts.

The teaching of language needs to be explicit, insistent and demanding, but grounded as far as possible in real-life and life like contexts, in order to enable students to analyse and use textual resources and patterns in texts of increasing complexity in a range of contexts for a range of purposes.

Literacy – The focus on literacy as a social practice will be on:

- integrating context-specific ways of listening, reading, viewing, speaking, writing and shaping in order to be and to get things done in diverse cultural contexts and social situations
- decoding and encoding the codes and symbols of written, spoken, visual and multimodal texts (eg the alphabet, spelling, the structures and grammar of spoken, written, visual and multimodal texts)
- understanding how texts position readers, viewers and listeners and recognising alternative ways in which subject matter could be constructed to represent particular views, voice and interests.

The study of texts, language and literacy underpins all nine core learning outcomes at each level.

Key Aspect 2: **Articulation with current curriculum documents in P-12**
The degree to which the curriculum articulates with the English *in Years 1 to 10 Queensland syllabus materials [1994]*, the *English Senior Syllabus 2002*, the *Preschool Curriculum Guidelines* and *The Early Years Curriculum Guidelines (in development)*

The degree of articulation between the draft Years 1 to 10 English syllabus and the English in Years 1 to 10 Queensland syllabus materials [1994] is high. Attempts have been made to use concepts and terminology that are the same as, or have continuity with, the English in Years 1 to 10 Queensland syllabus materials [1994]. For example the concepts genre, subject matter, roles and relationships, mode and medium are included in the draft materials.

The degree of articulation between the draft Years 1 to 10 English syllabus and support materials and the English Senior Syllabus [2002] is high. This articulation is based on understandings that central to the study of English are texts, language and literacies as social practices. The language framework of discourse, genre, register and textual features in the English Senior Syllabus is also taken up in the draft Years 1 to 10 English syllabus. The approaches to the learning and teaching of English, which underpin both these syllabuses, draw on and revise the historical and contemporary approaches represented in the documents. This assists students to make connections to the Senior English Extension: Literature in which they develop understandings about theories of reading and the practices they generate.

The approaches to teaching and learning promoted by the Preschool Curriculum Guidelines [1998] can be drawn on for planning and assessing using the draft English outcomes that relate to the early years.

Project teams responsible for the Early Years Curriculum Guidelines and the Years 1 to 10 English curriculum materials are collaborating to achieve an articulation between these curriculum materials during their development.

Key Aspect 3: **The core curriculum**
Identification of the essential elements of the English curriculum that all students should study during the years of compulsory schooling

Following Queensland School Curriculum Council guidelines, the core curriculum is described as comprising the essential elements that all students are expected to undertake during the years of compulsory schooling. The learning outcomes associated with the core curriculum are described as core learning outcomes. The nine core learning outcomes at each level in the draft English syllabus describe the core curriculum of English.

The English core learning outcomes, which describe understandings about texts, language and literacy, are the focus for planning learning and assessment activities in English. Core content provides a means of assisting teachers to analyse the learning demands of English learning outcomes and to plan appropriate learning and assessment activities for students. Through engaging with the

core content, students will be provided with opportunities to demonstrate the English core learning outcomes. Students need to engage with all elements of core content at each level, in each strand and sub-strand of the syllabus.

The elements of core content in the draft English curriculum materials are discourses, purposes, text types, subject matter, roles and relationships, mode and medium and conventions. These elements reflect both the unique characteristics of each of the strands and sub-strands and also provide a means of indicating their interrelatedness.

Key Aspect 4: **Degree of specification of curriculum**
The degree to which the draft syllabus and support materials provide clear direction for schools and teachers while allowing scope to take account of and respond to the diversity of school contexts

The draft English curriculum materials provide clear direction for teachers and schools through several layers of increasingly specific advice.

The draft syllabus provides:

- advice on the nature of the key learning area and its contribution to the Years 1 to 10 curriculum
- core learning outcomes which describe those learnings that are considered essential for all students and describe what students know and can do as a result of planned learning experiences
- advice on planning for learning and assessing.

The draft online support materials include:

- elaborations which are examples of the various aspects of the broad demonstrations of learning described in the outcomes
- descriptions of text complexity and metalanguage at each level
- a glossary of terms
- electronic presentations to provide an overview of an outcomes approach, introduce the draft curriculum materials, and support the planning and documenting of units of work.

The data gathered from trial teachers and the Collaborative Griffith University/Queensland Studies Authority Australian Research Council research project has the potential to provide further practical advice and direction in relation to planning for learning and assessment. See also responses to issues 1, 3, 5, 6, 7, 11 and 12.

Key Aspect 5: **Description of a developmental sequence**
The development of a sequence of learning in English which represents a progression of increasing complexity in what students know and what they can do

The core learning outcomes are presented in order of increasing sophistication and complexity from Levels 1 to 6. The sequencing of the learning outcomes is such that each level is nested within the following level. Learning outcomes for successive levels are conceptually related to each other, forming a continuum rather than existing simply as a number of discrete entities.

An English curriculum, characterised by increasing complexity will provide students with opportunities to demonstrate learning outcomes that result in:

- a broad repertoire of language use in texts and contexts and literacy practices in English to do things in the world and to achieve personal, social and cultural purposes
- a deep and high degree of control of language use and literacy practices to construct and reconstruct meanings in and through spoken, written, visual and multimodal texts
- innovative, creative and enterprising interpretations and representations of knowledge, values and practices in texts.

Key Aspect 6: **The organisational framework for the curriculum**
A framework of strands and substrands that provides connections between contemporary theories and practices

The organisational framework of the outcomes was proposed in the Years 1 to 10 English project design brief and approved by the QSCC in 2000. The framework was selected after exploration of other potential frameworks and their variations, and in consideration of the needs of the users and imperatives of the syllabus. This framework provides a basis for developing outcomes that encompass the scope and sequence of learning for the English key learning area. The framework for the organisation of outcomes is made up of three strands, Cultural, Operational and Critical, and three sub-strands, Speaking and listening, Reading and viewing, and Writing and shaping.

The strands and sub-strands:

- encapsulate the essential aspects of English as a key learning area
- respect teacher requests for continuity with English in Years 1 to 10 Queensland syllabus materials (1994) including accommodating the strengths of the context-text model
- retain an emphasis in using genre in context and allow for the inclusion of a range of text types
- respond to teacher requests to address critical approaches
- provide a robust conceptual and theoretical framework equal to the demands of the information age
- highlight the relationships between the language and symbol systems of the spoken, written and visual modes
- provide explicit treatment of the spoken, written and visual language demands of multimodal texts, particularly in relation to technology
- represent and organise the modes in ways that maintain their integrity and application in both the classroom and authentic contexts of use
- facilitate continuity for Years 11 and 12, particularly with the Senior English Syllabus
- provide optimal flexibility, which will assist teachers in planning and assessing in an outcomes approach
- provide schools with the flexibility to develop programs that acknowledge the diversity of the student population and their diverse starting points and needs.

Key Aspect 7: **Providing for diversity in the needs of students**
How the draft syllabus and support materials take account of and cater for student diversity

The outcomes approach in the Years 1 to 10 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 trial 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.

The draft syllabus and support materials take account of and cater for students diversity by:

- acknowledging and minimising unequal outcomes of schooling for different groups of students

- identifying and minimising barriers to access, participation, active engagement, construction of knowledge and demonstration of learning outcomes
- using the knowledge, practices and dispositions of all students as a basis for their learning and for enhancing the learning of others in the community
- developing understanding of, and respect for, diversity within and among groups
- making explicit the fact that knowledge is historically, socially and culturally constructed
- making explicit the relationship between valued knowledge and power relations
- identifying and promoting the capacity of the English key learning area to develop knowledge, practices and dispositions that challenge injustice and inequity and empower students.

The rationale of the draft syllabus states clearly that the key learning area of English must respond to and take account of the increasingly complex, multicultural and multilingual futures of students. The outcomes framework is designed to realise this overarching equity principle.

Key Aspect 8: **Relationship with the Year 2 Diagnostic Net**
The relationship between the draft syllabus and support materials and the Year 2 Diagnostic Net

As a result of a number of reviews and discussions associated with the Year 2 Diagnostic Net, the then Queensland School Curriculum Council proposed that:

- any revision of the current literacy component of the Year 2 Diagnostic Net take into account the desirability of alignment with the Years 1 to 10 English syllabus and other relevant key learning area syllabuses
- in the revision of the Years 1 to 10 English syllabus consideration be given to redeveloping the literacy indicators as a component of the elaborations of the core learning outcomes.

In response, key indicators from Phases B, C and some of D of the reading and writing continua have been located within the elaborations of Levels 1 and 2 of the Cultural and Operational strands and the Writing and shaping and Reading and viewing sub-strands. The key indicators have been located according to the element of core content to which they relate. The sub-set of key indicators used for the reading and writing validation process (May/June of Year 2) has been located within the Level 1 elaborations (typically mid-Year 2). The key indicators are presented in italics and with their continua coding to distinguish them from the other draft English elaborations.

Feedback on the appropriateness of the location of the key indicators and the usefulness of their inclusion in the elaborations will be sought throughout the trial of the draft syllabus and support materials.

Key Aspect 9: **Relationship with National Literacy Benchmarks**
The relationship between the draft syllabus and support materials and the national literacy benchmarks

The Literacy: Position Paper, endorsed by the Queensland School Curriculum Council in 1998, acknowledged that the four kinds of literacy resources or practices that contemporary societies require of their members for effective literacy include: code-breaking, text-participating, text-using and text-analysing.

These resources as they relate to the English key learning area are described in the cross-curricular priorities section of the rationale of the draft English syllabus.

While the three strands of the organisational framework for the English learning outcomes do not exactly map onto or simply equate with the four literacy resources, they are congruent: Cultural – text-participating and text-using; Operational – code-breaking; Critical – text analysing. Therefore it is possible to embed aspects of literacy as social practices, one of the focuses of English, in the English outcomes.

Key Aspect 10: **Relationship with the Four Roles of the Reader**
The relationship between the draft syllabus and support materials and Luke and Freebody's four roles of the reader

The advice provided about assessment in the draft syllabus draws heavily on the guidelines for exemplary assessment practice within an outcomes approach to education outlined in the Position and Guidelines on Assessment and Reporting for Years 1 to 10 (2001) Council paper.

Advice on assessment builds on the advice provided in the English in Years 1 to 10 Queensland syllabus materials (1994) and the practices of teachers. For example, the use of a range of assessment techniques (ie observation, consultation, focussed analysis and peer and self assessment) and instruments are suggested as ways of gathering and recording evidence.

Advice regarding making overall judgments about students' demonstrations of learning outcomes is also provided in the draft English syllabus. The data gathered from trial teachers and the Collaborative Griffith University/Queensland Studies Authority Australian Research Council research project has the potential to provide further practical advice on using evidence to make judgments about students' demonstrations of learning outcomes.

Key Aspect 11: **Compatibility with good assessment practice in an outcomes approach**
Compatibility of the advice provided about assessment in the draft syllabus and support materials with current understandings about appropriate practices in the assessment of English using an outcomes approach

The advice provided about planning in the draft syllabus and support materials draws heavily on the work of teachers using the draft English materials during the co-development and syllabus-in-development phases of the English curriculum development project.

Most of this advice is provided in the syllabus in the Planning for learning and assessment section, and supported by the PowerPoint presentation entitled 'Planning and documenting units of work using draft Years 1 to 10 English curriculum development materials'.

Advice on planning builds on the advice provided in the English in Years 1 to 10 Queensland syllabus materials (1994). For example, acknowledging the characteristics of learners; sequencing learning activities within a unit (eg orientating, enhancing, synthesising); long-term, mid-term and short-term planning.

The advice on planning also reflects teachers' practices and curriculum theories and describes:

- the complex and dynamic nature of the planning process
- the distinction between thinking processes and documentation
- the importance of an organising idea or focus
- relationship between unit and non-unit based activities
- focus on developing professional knowledge
- implications of an outcomes approach
- different uses of outcomes, core content and elaborations at different stages of the planning process
- models of flexible progress through essential planning stages.

The data gathered from trial teachers and the Collaborative Griffith University/Queensland Studies Authority Australian Research Council research project has the potential to provide further practical advice on planning for teaching and learning.

Key Aspect 12:**Planning for learning in an outcomes approach**
Compatibility of the advice provided about planning in the draft syllabus and support materials with current understandings about planning for teaching and learning in English within an outcomes approach

Multiliteracies are explored and elaborated through many aspects of the draft English curriculum materials.

The interrelatedness of the strands and sub-strands allows for the development of knowledge and use of effective practices in emerging multiliteracies. Students will be given opportunities to understand how choices of discourses, purposes, text types, subject matter, roles and relationships, and mode and medium can be deployed interactively to make meanings in contexts, operate language systems and evaluate meanings in spoken, written, visual and multimodal texts. A metalanguage is described in the draft curriculum materials so that students can also describe these choices, and build and articulate understandings in order to effectively operate in multiple cultural and social contexts.

Key Aspect 13**: Incorporation of multiliteracies** Multiliteracies are explored and elaborated through many aspects of the draft English curriculum materials.
The understandings about multiliteracies that are made available in the draft syllabus and support materials

The interrelatedness of the strands and sub-strands allows for the development of knowledge and use of effective practices in emerging multiliteracies. Students will be given opportunities to understand how choices of discourses, purposes, text types, subject matter, roles and relationships, and mode and medium can be deployed interactively to make meanings in contexts, operate language systems and evaluate meanings in spoken, written, visual and multimodal texts. A metalanguage is described in the draft curriculum materials so that students can also describe these choices, and build and articulate understandings in order to effectively operate in multiple cultural and social contexts.

Key Aspect 14: **Description of students' learning in terms of reading**
The understandings about reading that are made available in the draft syllabus and support materials

The review of the English in Years 1 to 10 Queensland syllabus materials (1994) conducted in 1999, identified the need to adjust what teachers perceived as an underemphasis on reading. The scan of national and international English curriculum materials also conducted in 1999 provided direction in terms of a range of theoretical positions from which elaborated descriptions of students' learning in terms of reading could be drawn.

In this syllabus, reading and viewing has been explicitly identified as a sub-strand, to provide a particular and distinct focus on students making meaning from, operating language systems of, and evaluating meanings in a wide range of written, visual and multimodal texts, produced in electronic and print forms.

The draft outcomes describe what students typically know and can do in terms of reading and viewing. The draft elaborations are examples of various aspects of the broad demonstrations of learning described in the outcomes. They also support teachers in focusing their planning for learning and assessment of reading and viewing.

The interrelationships among the sub-strands allow students to develop and apply their knowledge of written and visual texts as they relate both to reading and viewing and writing and shaping.

Key Aspect 15: **Description of students' learning in terms of literature**
The understandings about literature that are made available in the draft syllabus and support materials

The rationale of the draft English syllabus states that: for texts, the focus will be on "diverse domains of texts such as canonical/classical texts, contemporary texts, reflective texts, drama texts, popular culture texts, mass media and multimedia texts, hypermedia texts, spoken and written everyday texts of work, family and community life". Literary texts are included in these domains. A range of approaches will influence the ways students engage with and work with literary texts.

The syllabus also states that students will respond to texts that represent past, present, future and imagined worlds and show an appreciation of the imaginative and aesthetic uses of language when comprehending and composing a range of texts.

The elaborations carry the rich diversity of literary texts with which students could work: short stories, novels, adolescent fiction, plays, creation stories/myths, thriller, musical plays or films, thrillers, adventure stories, romance, comedy, radio plays, soap operas, poetry such as ballads, sonnets, biographies, Shakespearean drama, allegories, satires, quest narratives, science fiction, picture books, parodies, song lyrics, autobiographies, memoirs, hybridized texts and multimodal texts. Students understand, identify and use, and where necessary adapt and play with, the patterns, conventions, structural devices, language techniques [such as repetition] and literary devices [such as imagery, alliteration, metaphor, personification, simile, symbolism, sustained metaphor], as well as the stock characters, plots and situations associated with a range of text types.

Currently much of the diversity of literary texts is subsumed under the term 'a range of texts' in the core learning outcomes.

Key Aspect 16: **Description of students' learning in terms of grammar**
The understandings about grammar that are made available in the draft syllabus and support materials

The review of the English in Years 1 to 10 Queensland syllabus materials (1994) conducted in 1999, identified grammar as an important aspect of English, varied levels of professional knowledge relating to either traditional or functional grammars, and the diversity of opinion in relation to the inclusion of functional grammar in a new syllabus.

The 'grammars' and codes and conventions associated with a range of language systems are described systematically in the draft syllabus and support materials. The textual resources related to the range of language systems are described in the Operational strand. It is expected that students understand and use the patterns of textual resources of spoken, written, visual and multimodal texts. The systematic description and explicit teaching of grammar enables students to reflect on their own use of language and control of texts and use a metalanguage to describe and monitor their knowledge and use of grammar in texts.

The syllabus states that the outcomes in the Operational strand, require explicit, insistent and demanding teaching, but grounded as far as possible in real-life and life-like contexts. In this way the learning and teaching of grammar will always be contextualised. Both traditional and functional grammars are used when describing student learning in the elaborations. Understandings about grammatical concepts and terminology are supported by examples and a glossary.

Appendix 7: Results of SAC Process

<table>
<tr><th>Evaluator's Summary of the Project Team's Perspective on the intent of the Years 1 to 10 English Curriculum Materials in Relation to each of the Key Aspects</th><th>SAC Members' Ratings of Compatibility with Their Views and Edited Comments Accompanying Ratings</th></tr>
<tr><td>Key Aspect 1: Understandings about texts, language and literacy
[The underlying understandings about texts, language and literacy in the draft English syllabus and support materials]
The focus of English curriculum in this syllabus is the integration of the study of texts, of language as a meaning making system and of literacy as a social practice.
Texts – Students will study a diverse range of written, spoken, visual and multimodal texts and understand how texts shape and are shaped by the knowledge, values and practices of cultural and social groups.
Language – The teaching of language needs to be explicit, insistent and demanding, but grounded in real-life and life like contexts.
Literacy – The focus on literacy as a social practice will be on:
• integrating context-specific ways of listening, reading, viewing, speaking, writing and shaping in order to be and to get things done in diverse cultural contexts and social situations
• decoding and encoding the codes and symbols of written, spoken, visual and multimodal texts (eg the alphabet, spelling, the structures and grammar of spoken, written, visual and multimodal texts)
• understanding how texts position readers, viewers and listeners and recognising alternative ways in which subject matter could be constructed to represent particular views, voice and interests.
The study of texts, language and literacy underpins all nine core learning outcomes at each level.</td><td>
<table>
<tr><th>VH</th><th>H</th><th>M</th><th>L</th><th>VL</th><th>NA</th></tr>
<tr><td>8</td><td>1</td><td>2</td><td>1</td><td>0</td><td>1</td></tr>
</table>
Allows scope for local communities to use texts valued by them.
Agree with the underlying understandings but the way they are expressed has caused concern. Analytical is emphasised at the expense of the creative and imaginative.
Agree with this framework but find it hard to integrate with cultural, operational, critical.
Terminology is unclear. Metalinguistics is difficult for Special Education students with language problems.
Place of literature needs to be foregrounded by the use of the term and some comment on how literature has the capacity to provide representations and vicarious experience of people, life and the human condition. Agree with what is here but believe that the place of literature texts should be more apparent.
Syllabus connects well with the cultural heritage, skills and functional models of English but not with the personal growth model. Emphasis on literacy not problematic but syllabus is not a literacy syllabus so needs a clear statement of the subject matter or territory of subject English
Needs statement to drive the notion for a shared understanding that language is a cultural construct in that speakers of languages other than Standard Australian English have unique and diverse cultures which underpin their association to a particular group, value systems, family and relationship structures, and way of life. Don't believe syllabus adequately caters for students who are ESL learners and in some cases where English as a Foreign Language. The level of literacy development for Indigenous Learners is the most critical challenge for educators and underpins other key learning areas.
We agree with the team's descriptions of the key aspects but not necessarily that the descriptions are reflected in the draft syllabus.</td></tr>
<tr><td>Key Aspect 2: Articulation with current curriculum documents in P-12
[The degree to which the curriculum articulates with the English in Years 1 to 10 Queensland syllabus materials [1994], the English Senior Syllabus 2002, the Preschool Curriculum Guidelines and The Early Years Curriculum Guidelines (in development)]
The degree of articulation with the 1994 syllabus is high. Concepts and terminology are the same as, or have continuity with those in thee 1994 syllabus.
The degree of articulation with the English Senior Syllabus [2002] is high, based on centrality of texts, language and literacies as social practices and the language framework of discourse, genre, register and textual features.
The approaches to teaching and learning promoted by the Preschool Curriculum Guidelines [1998] can be drawn on for planning and assessing using the draft English outcomes that relate to the early years. Project teams responsible for the Early Years Curriculum Guidelines and the Years 1 to 10 English curriculum materials are collaborating to achieve an articulation between these curriculum materials during their development.</td><td>
<table>
<tr><th>VH</th><th>H</th><th>M</th><th>L</th><th>VL</th><th>NA</th></tr>
<tr><td>5</td><td>4</td><td>1</td><td>0</td><td>0</td><td>3</td></tr>
</table>
Particularly impressed by the links between the 1-10 syllabus and the new senior syllabus.
Essential that the 1-10 syllabus facilitates seamless articulation into 2002 Senior English. 1-10 draft enables continuity of understandings about texts, language and literacy to be implemented with great effectiveness.
Special Education teachers do not always use these documents.
Degree of articulation with the English Senior 2002 could be improved by a more definitive statement of the number and range of texts which must be covered. Teachers will find theoretical links with this syllabus clear, but, links with the 1994 syllabus will be more difficult for primary and middle school teachers. Some primary teachers have commented that the trial syllabus "does not have much meaning for them."
Good connections to the 1994 English syllabus.
Not convinced that three assessment criteria of the new 11 and 12 syllabus provide the most helpful strand organisers for the 1-10 document.
The 1994 syllabus was developed by Education Queensland for their schools. Its implementation in independent schools was problematic - many independent schools did not engage with that syllabus. Articulation is an intellectual exercise only for them.</td></tr>
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<tr>
<td>Key Aspect 3: The core curriculum
[Identification of the essential elements of the English curriculum that all students should study during the years of compulsory schooling]
Following the QSCC guidelines, the core curriculum is described as comprising the essential elements that all students are expected to undertake during the years of compulsory schooling. The nine core learning outcomes at each level in the draft English syllabus describe the core curriculum of English.
Core content provides a means of assisting teachers to plan learning and assessment activities. Through engaging with the core content, students will have opportunities to demonstrate the core learning outcomes. Students need to engage with all elements of core content at each level, in each strand and sub-strand.
The elements of core content are discourses, purposes, text types, subject matter, roles and relationships, mode and medium and conventions.</td>
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<tr><td>3</td><td>5</td><td>3</td><td>1</td><td>0</td><td>1</td></tr>
</table>
As outcomes currently exist, teachers need to draw on a fair degree of background knowledge and experience in order to plan – although elaborations help. Senior syllabus is specific about range and number of genres to cover so there needs to be more specific advice about this in the 1-10 syllabus. Specification should not undermine strength of the document – plenty of space for local communities to use texts valued by them.
Description of core content is appropriate. Proliferation of "core" bits may prove a hindrance in planning. Establishing priorities among strands, substrands, CLOs, and core content may be difficult and may lead to different practices in different places in the absence of moderation processes.
Not practical for some special education students to engage with all elements at each level in each strand and substrand. For students who cannot understand and use their primary language, working abstractly on language, in particular via a critical focus, is difficult to impossible. Not sure the elements of core content clearly and distinctly reflect the unique characteristics of each of the strands.
Core content section very difficult to decode. For Ed Qld there is now a different understanding [students to engage with all elements of core content at each level].
Essential elements articulated in a very general way. Syllabus assumes all teachers can define for themselves the essential elements all students are expected to undertake during compulsory schooling. Need more specific suggestions as to scope and sequence of text-types.
Hard to find the core content framework reflected in the outcomes – currently in the elaborations.
Agree with statement as expression of what the CLOs should do but vague wording of outcomes makes it difficult for them to provide the guidance needed. Strand/substrand structure is part of the problem here.
Very low for application but very high for theory. The theory is fine but if the CLOs are the expression of core curriculum they are inadequate because of their complexity and lack of obvious nestedness.
</td>
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<tr>
<td>Key Aspect 4: Degree of specification of curriculum
[The degree to which the draft syllabus and support materials provide clear direction for schools and teachers while allowing scope to take account of and respond to the diversity of school contexts]
The draft English curriculum materials provide clear direction for teachers and schools through several layers of increasingly specific advice.
The draft syllabus provides:
• advice on the nature of the key learning area and its contribution to the Years 1 to 10 curriculum
• core learning outcomes
• advice on planning for learning and assessing.
The draft online support materials include:
• elaborations which are examples of the various aspects of the broad demonstrations of learning described in the outcomes
• descriptions of text complexity and metalanguage at each level
• a glossary of terms
• electronic presentations to provide an overview of an outcomes approach, introduce the draft curriculum materials, and support the planning and documenting of units of work.</td>
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<tr><td>3</td><td>4</td><td>3</td><td>2</td><td>0</td><td>1</td></tr>
</table>
Senior syllabus specific on range and number of genres so more specific advice needed in the 1-10 syllabus.
The "bigness" of outcome statements, and the broad general nature of the advice in the section of the syllabus on planning and assessing may not achieve "clear direction". The "elaborations" look too much like "explanations" for the statement about clear directions in the syllabus to be true.
CLOs at times too dense, too complex, to distinctly reflect the unique characteristics of each strand. Level of linguistic skills is too high for students with communication disabilities.
Support materials must become very specific because CLOs are not as specific as in other KLAs.
Difficult balance to achieve given the year level span and diversity of students. Examples of a wide range of learning experiences are provided through elaborations, but these are not mandated as core. Elaborations useful but very cumbersome to deal particularly at higher levels. Multi-layering needs to be made more explicit and easier to follow. Hard to develop a holistic, integrated view.
Confusion in the interpretations and the way the syllabus should or could be used. The format is very confusing.
Vague wording makes guidance difficult. Materials give wealth of info but outcome statements are deficient.
Very low for application but very high for theory. Don't see how teachers working at multiple levels can manage and track such specificity.
</td>
</tr>
</table>

Key Aspect 5: **Description of a developmental sequence**
[The development of a sequence of learning in English which represents a progression of increasing complexity in what students know and what they can do]

The core learning outcomes are presented in order of increasing sophistication and complexity from Levels 1 to 6. The sequencing of the learning outcomes is such that each level is nested within the following level. Learning outcomes for successive levels are conceptually related to each other, forming a continuum rather than existing simply as a number of discrete entities.

VH	H	M	L	VL	NA
2	4	4	1	1	1

Developmental sequence does not yet accommodate students with communication problems.

Differentiating between the levels will always be a problem for English.

A developmental sequence in terms of enjoying language and literature and experimenting with its use for aesthetic purposes should be incorporated.

Concern over assumptions about a student's learning experiences. Indigenous ESL learners have to develop skills to communicate in the home and school – very complex skill that is not recognised.

The outcomes are too complex and long to be useful for teachers' planning.

Concept of nesting is a essential but the 'nestedness' and the continuum referred to are not always apparent.

Agree, but nestedness is not immediately obvious looking at the CLOs.

Key Aspect 6: **The organisational framework for the curriculum**
[A framework of strands and substrands that provides connections between contemporary theories and practices]

The framework for the organisation of outcomes is made up of three strands, Cultural, Operational and Critical, and three sub-strands, Speaking and listening, Reading and viewing, and Writing and shaping. These:

- encapsulate the essential aspects of English as a key learning area
- respect teacher requests for continuity with 1994 syllabus including strengths of the context-text model
- retain an emphasis in using genre in context and allow for the inclusion of a range of text types
- respond to teacher requests to address critical approaches
- provide a robust conceptual and theoretical framework equal to the demands of the information age
- highlight the relationships between the language and symbol systems of the spoken, written and visual modes
- provide explicit treatment of the spoken, written and visual language demands of multimodal texts, particularly in relation to technology
- represent and organise the modes in ways that maintain their integrity and application in both the classroom and authentic contexts of use
- facilitate continuity for Years 11-12, particularly with Senior English Syllabus
- provide optimal flexibility, which will assist teachers in planning and assessing in an outcomes approach
- provide schools with the flexibility to develop programs that acknowledge the diversity of the student population and their diverse starting points and needs.

VH	H	M	L	VL	NA
2	5	1	3	1	1

Concerns about relationship between strands and substrands - latter seem misnamed. Are they vehicles for the strands?

Strands and substrands contain a wealth of information and resources. That the framework can be opaque, confusing, cumbersome, difficult to use and off-putting, means the syllabus fails to reach its audience and provide a useable framework.

I believe that the strands and the substrands could be around the other way and I would like more congruency in the strands with texts, language, literacy.

Framework encapsulates the context- text model, retains an emphasis on using genre, addresses critical approaches but does not connect to literary theories, literature or personal growth theories. Can embed a picture of the KLA English but is solely a literacy/linguistics framework.

Have missed opportunity to construct outcomes that do NOT separate the modes. The fact that they are in modes, leads to much repetition - if these can't be changed at this stage, we would prefer the substrands to be the strands.

The dot points are important factors but could have been accommodated within a simpler framework. The timing of the 11/12 and 1-10 syllabus framework was unfortunate because more important for the 11/12 framework to follow on from 1-10 rather than have the 11/12 impose structure on 1-10.

Framework is distinctive to English and this presents a problem for teachers familiar with other KLAs. They are expecting the same framework - not one where each of the 9 CLOs is interdependent, interconnected, interrelated.

Key Aspect 7: **Providing for diversity in the needs of students**
[How the draft syllabus and support materials take account of and cater for student diversity]

The outcomes approach in the Years 1 to 10 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.

VH	H	M	L	VL	NA
4	5	1	1	0	2

A real strength. Allows scope for local selection of resources; addresses multiple semiotic systems so verbal skills not overtly privileged. Levels allow students of different ability to access the learnings. Helps make the link between disadvantage and cultural ways of using language that appear natural.

Syllabus cannot do most of the things listed here - it should recognize its limitations and recast the advice to encourage schools to "minimize unequal outcomes" etc.

Does not yet account for students with disabilities particularly those with high and significant communication support needs. How does it minimise unequal outcomes? How does it minimise barriers to access for students with language disorders?

Does not adequately cater for diversity in terms of levels and outcomes. Inadequate to say that some learners take more time to reach outcomes. Limited acknowledgement and consideration of learners with persistent or chronic needs. The issue is more complex than considering multicultural and multilingual futures. In addition, diversity is not catered for when the syllabus fails to recognise the needs of individuals and groups to celebrate, shape and enjoy their language and culture through creative literary forms and expressions.

Assumption that all students will experience the same and as a consequence will acquire the same knowledges regardless of the context. Most teachers don't know how to provide for diversity in their classroom because they struggle to understand diversity and what it means in an Australian context.

Teacher planning can be expected to focus on a single level. Since not all students will perform at the same level, incorporation of the concept of quality of performance within the outcomes framework would be useful.

Key Aspect 8: **Relationship with the Year 2 Diagnostic Net**
[The relationship between the draft syllabus and support materials and the Year 2 Diagnostic Net]

Key indicators from Phases B, C and some of D of the reading and writing continua have been located within the elaborations of Levels 1 and 2 of the Cultural and Operational strands and the Writing and shaping and Reading and viewing sub-strands. The key indicators have been located according to the element of core content to which they relate. The sub-set of key indicators used for the reading and writing validation process (May/June of Year 2) has been located within the Level 1 elaborations (typically mid-Year 2). The key indicators are presented in italics and with their continua coding to distinguish them from the other draft English elaborations.

VH	H	M	L	VL	NA
2	4	1	0	0	5

Believe it is imperative to have some of the Net literacy outcomes in the English outcomes, but if they appear only the English outcomes /elaborations then we are saying that literacy is embedded only in English.

Appropriate.

Important that the key indicators remain - at least for a few years.

Important this happens - making links from known to unknown.

Key Aspect 9: **Relationship with National Literacy Benchmarks**
[The relationship between the draft syllabus and support materials and the national literacy benchmarks]

The national literacy benchmark descriptors for writing, spelling and reading are accommodated within the elaborations of Levels 2, 3 and 4 of the Cultural and Operational strands and the Writing and shaping and Reading and viewing sub-strands. The benchmark descriptors have been located according to the element of core content to which they relate. They are underlined to distinguish them from the other draft English elaborations. The literacy benchmark descriptors also form the basis of the descriptions of text complexity for Levels 2, 3 and 4 of the Reading and viewing sub-strand.

VH	H	M	L	VL	NA
1	8	0	0	0	3

Believe it is imperative to have some of the Net literacy outcomes in the English outcomes, but if they appear only the English outcomes /elaborations then we are saying that literacy is embedded only in English.

The project team's approach to this aspect makes good sense.

Key Aspect 10: **Relationship with the Four Roles of the Reader**
[The relationship between the draft syllabus and support materials and Luke and Freebody's four roles of the reader]

The QSCC Literacy: Position Paper acknowledges that the four kinds of literacy resources as code-breaking, text-participating, text-using and text-analysing. These resources as they relate to the English key learning area are described in the rationale of the draft English syllabus. While the three strands of the organisational framework for the English learning outcomes do not exactly map onto the four literacy resources, they are congruent: Cultural – text-participating and text-using; Operational – code-breaking; Critical – text analysing. Therefore it is possible to embed aspects of literacy as social practices, one of the focuses of English, in the English outcomes.

VH	H	M	L	VL	NA
3	8	1	0	0	1

Completely agree with the team's response.

The 4 roles are specifically mentioned on p6 in a briefly explained way, but seem to infuse much of the syllabus.

The draft document incorporates this key aspect and its implications very effectively.

I would like to see the 4 roles referred to more explicitly in the syllabus.

The critical in fails to encapsulate critical appreciation as a legitimate form. Also fails to clearly value text participants and text users working with texts for pleasure and enjoyment as a legitimate end in itself.

4 Resources is a pedagogical framework, is the Cu/Op/Cr framework a theoretical framework? Why do we have these 3 strands? Is it because they appear in the Senior English syllabus?

One should not be surprised that the 4 roles do not neatly fit the syllabus since they relate only to reading, which is only part of the syllabus. Further, the strands are not hierarchical whereas the roles are - at least in part.

Key Aspect 11: **Compatibility with good assessment practice in an outcomes approach**
[Compatibility of the advice provided about assessment in the draft syllabus and support materials with current understandings about appropriate practices in the assessment of English using an outcomes approach]

The advice provided about assessment in the draft syllabus draws heavily on the guidelines for exemplary assessment practice within an outcomes approach to education outlined in the Position and Guidelines on Assessment and Reporting for Years 1 to 10 (2001) Council paper. Advice on assessment builds on the advice provided in the 1994 syllabus and the practices of teachers. Advice regarding making overall judgments about students' demonstrations of learning outcomes is also provided in the draft English syllabus.

VH	H	M	L	VL	NA
2	5	4	1	0	1

Notion of rich tasks could be highlighted more lest teachers are over-assess using discrete outcomes.

Weakest part of the syllabus. Provides advice at the broad implementation level but very little on the hard things of constructing good assessment tasks etc.

Good examples of the range of assessment techniques but assessment practices need to ensure that the inputs (curriculum) are aligned to the outputs (assessment practices). There are no correlations when ESL pedagogy practices are the inputs and outputs are purely based on SAE practices. Assessment practices need to be based on real life examples and consistent with the context of the environment.

Multiple demonstrations in multiple contexts.

As a trial teacher, I have not yet been able to derive satisfactory focussed analysis frameworks from the syllabus. It needs to accommodate current school reporting practices. The advice on assessment has no clear guidance on how to do it. Generic frameworks for focussed analysis (the main secondary school device for summative assessment) need to be in the syllabus.

Teachers are looking for lots of practical assistance with assessment.

Key Aspect 12: **Planning for learning in an outcomes approach**
[Compatibility of advice on planning in the draft materials with current understandings about planning for teaching and learning in English within an outcomes approach]

Advice about planning draws heavily on the work of teachers during the co-development and syllabus-in-development phases and builds on the advice in the 1994 syllabus, describing the:

- complex and dynamic nature of the planning process
- distinction between thinking processes and documentation
- importance of an organising idea or focus
- relationship between unit and non-unit based activities
- focus on developing professional knowledge
- implications of an outcomes approach
- uses of outcomes, core content and elaborations at different planning stages
- models of flexible progress through essential planning stages

VH	H	M	L	VL	NA
1	6	3	0	0	3

Too much focus on short/medium term planning and very little advice on long term planning.

Real risk that units will pick up lots of bits of outcomes, and that teachers will "tick off" the bits - without a real consideration of the whole/holistic relationship between strand and outcome and across them all.

Not all clearly delineated. Clear mention of the elaborations should be provided.

Very general advice that does not really contextualise the why of outcomes –needs to be very explicit in English. Guidelines give suggestions for practice, useful for beginning teachers and those using outcomes for first time.

General concern about understanding and using "Outcomes" approach, but is there a standard approach?

Outcomes too cumbersome to be meaningful. Elaborations so numerous and detailed they are overwhelming. Teachers find them frustrating to use, unless they have been part of the developmental process.

Lack of clear guidance on assessment impacts on planning.

Key Aspect 13**: Incorporation of multiliteracies**
[The understandings about multiliteracies that are made available in the draft syllabus and support materials]

Multiliteracies are explored and elaborated through many aspects of the draft curriculum materials. The interrelatedness of the strands and sub-strands allows for the development of knowledge and use of effective practices in emerging multiliteracies. Students will be given opportunities to understand how choices of discourses, purposes, text types, subject matter, roles and relationships, and mode and medium can be deployed interactively to make meanings in contexts, operate language systems and evaluate meanings in spoken, written, visual and multimodal texts. A metalanguage is described in the draft curriculum materials so that students can also describe these choices, and build and articulate understandings in order to effectively operate in multiple cultural and social contexts.

VH	H	M	L	VL	NA
2	5	3	1	0	2

The words at least are there although the term "multimodal" seems to have a lot of work to do in the syllabus. The statement on literacy p6 is fairly conventional and could point more clearly to literacy in electronic media.

All subjects/disciplines employ a specific metalanguage to conceptualise and communicate key understandings. It is recognised that current theoretical and pedagogical developments should underpin syllabus approaches.

Needs more elaboration.

After reading EQ's document on reading, I believe the syllabus needs to be more aligned with the notion of multiliteracies as described in the document (eg use of ICT).

The syllabus incorporates multiliteracies but again does not value the use and manipulation of them for pleasure, entertainment, as an expression of self etc.

The "mode" substrands makes addressing multiliteracies difficult. Do not feel there is a strong emphasis on multiliteracies in the outcomes.

Multiliteracies often overstated in curriculum debates to the extent that it is a hindrance rather than a help.

Don't have enough knowledge of New Basics to comment. If it is multiliteracies per se - not clear how they'll be given opportunities.

Key Aspect 14: **Description of students' learning in terms of reading**
[The understandings about reading that are made available in the draft syllabus and support materials]

Reading and viewing has been explicitly identified as a sub-strand, to provide a particular and distinct focus on students making meaning from, operating language systems of, and evaluating meanings in a wide range of written, visual and multimodal texts, produced in electronic and print forms. The draft outcomes describe what students typically know and can do in terms of reading and viewing. The draft elaborations are examples of various aspects of the broad demonstrations of learning described in the outcomes. They also support teachers in focusing their planning for learning and assessment of reading and viewing. The interrelationships among the sub-strands allow students to develop and apply their knowledge of written and visual texts as they relate both to reading and viewing and writing and shaping.

VH	H	M	L	VL	NA
5	4	2	0	0	2

It is pleasing to see a link established between grammar and reading – perhaps this will need to be strengthened. It is certainly an area that will require PD.

Agree with emphasis but see key aspect 6. [Some concerns about the relationship between the substrands - the latter seem min-named. Are they vehicles for the strands? How do the substrands relate to Table 2?]

Further elaboration and more discrete steps would be helpful.

Not obvious how clearly or loudly reading for pleasure is valued in and of itself. Enjoyment of reading is crucial in terms of building complex literacy practice. Once again the aesthetic is ignored.

Follows a lineal approach of what "students typically know."

Good match with this explanation and the contents of syllabus document. No advice on the "how to teach" reading. Is that the job of a syllabus?

Theory is fine but not if it is presented in such a complex way that is not accessible to teachers, especially those teaching 7 KLAs.

Key Aspect 15: **Description of students' learning in terms of literature**
[The understandings about literature that are made available in the draft syllabus and support materials]

The rationale states that: for texts, the focus will be on "diverse domains of texts such as canonical/classical texts, contemporary texts, reflective texts, drama texts, popular culture texts, mass media and multimedia texts, hypermedia texts, spoken and written everyday texts of work, family and community life". Literary texts are included in these domains. A range of approaches will influence the ways students engage with and work with literary texts. The syllabus also states that students will respond to texts that represent past, present, future and imagined worlds and show an appreciation of the imaginative and aesthetic uses of language when comprehending and composing a range of texts. The elaborations carry the rich diversity of literary texts with which students could work. Currently much of the diversity of literary texts is subsumed under the term 'a range of texts' in the core learning outcomes.

VH	H	M	L	VL	NA
3	6	2	1	0	1

An area that the syllabus handles well. The QSA needs to resist pressure to be more mandatory with regard to types of texts students must study. There is a very Anglocentric, culturally specific danger here. Some SAC members are asking for a continuation of a colonial mentality. The decision about texts needs to be a local community-based decision that responds to the needs and values of that community.

Agree with all that is claimed here, but a reading of the syllabus does not reveal this richness immediately. There is an under-emphasis on text production by students

The description says that a range of approaches will influence the ways students engage with and work with literacy texts, but the syllabus silences a focus on literary approaches to texts – a crucial domain of the KLA. Elaborations and support materials may provide examples of literary texts but the notion in the syllabus of these being subsumed under the umbrella term of 'diversity of texts' is inadequate.

I agree with the project team's statement but, I believe that term literature should be used up front. I have primary school teacher friends who would be unsure what is meant by 'canonical/classical texts' for example.

The texts' diversity is excellent - time to explore them is an issue - as always!

Key Aspect 16: **Description of students' learning in terms of grammar**
[The understandings about grammar that are made available in the draft syllabus and support materials]

The 'grammars' and codes and conventions associated with a range of language systems are described systematically in the draft syllabus and support materials. The textual resources related to the range of language systems are described in the Operational strand. It is expected that students understand and use the patterns of textual resources of spoken, written, visual and multimodal texts. The systematic description and explicit teaching of grammar enables students to reflect on their own use of language and control of texts and use a metalanguage to describe and monitor their knowledge and use of grammar in texts.

The syllabus states that the outcomes in the Operational strand require explicit, insistent and demanding teaching, but grounded as far as possible in real-life and life-like contexts. In this way the learning and teaching of grammar will always be contextualised. Both traditional and functional grammars are used when describing student learning in the elaborations. Understandings about grammatical concepts and terminology are supported by examples and a glossary.

VH	H	M	L	VL	NA
2	6	3	1	0	1

It is absolutely essential from an equity perspective that the syllabus encourage explicitness – a number of studies has demonstrated how important this is for ESL and low socio-economic students in particular.

The overlay of two systems of grammar is seen as recognition of, and a pragmatic response to, the range of teacher understandings and practices that operate across the state.

Grammar is an important aspect of English. Grammars, codes, conventions need more elaboration in the syllabus. Metalanguage - using metalinguistics skills requires children to have good control of their primary language systems first. This is not always so. Contextualised teaching of grammar is important.

I agree we need to identify and be explicit regarding the grammars of all semiotic codes, however there still needs to be a major emphasis on functional grammar in written texts.

The inclusion of explicit reference to literary texts would be congruent with the focus on developing reading as a lifelong leisure activity.

Grammar is an inhibitor for Aboriginal English learners to SAE. Until educators acknowledge that Aboriginal English is an ESL then there will be continuation of ineffective curriculum, pedagogy and assessment practices.

Agree traditional and functional both necessary - more PD necessary. Grammar not described in the outcomes - very patchy sequencing - little grammar for visual and multi-modal texts.

Grammar component is really important but it is a mistake to mix traditional and functional grammar terms. More PD is needed re functional grammar rather than a watered down approach.

Really need to see some modules to see how this is done in real-life and life like contexts. These units are going to be key for teachers seeing how parts of CLOs and elements are handled.

Appendix 8: Teachers' Experiences

In a word or phrase, how would you describe your experiences with		
planning the unit?	assessment and reporting?	teaching the unit?
Made me more thorough	Positive and more purposeful	Great Fascinating
Liberating (compared to restrictions of Rigby)	An adventure	Exciting and rewarding
Exciting – motivational	Succinct- assessment more objective now	Excellent
It gets you really interested in what you are doing	Satisfying my judgements	Enjoyable, professionally satisfying, complex
Challenging, beneficial	Emerging with understanding of outcomes approach	Great experience
An eye opener	Provided focused teaching	Very interesting and worthwhile for all of us
Quite straightforward and easy	More focussed	Motivating - I like teaching English now
Planning and teaching not a problem	It provided focused teaching	Liked it, focussed, balanced
Made me think	Fairly straightforward	Very positive
OK with e-navtool	Overwhelming, but I've learnt from it	Rewarding
Syllabus keeps you on focus	Moderate success	Fun, enthusiasm
Interesting, confidence-building	Learning, can see path for next time	Enjoyable and informative
Interesting, different	Having a go	Quite enjoyable
Informative – I'm learning	Hard work, frustrating but rewarding	Effective
Huge learning curve and positive	Directed our assessment	Develops understanding of outcomes approach
Good because it was more focussed	Time-consuming but necessary	Challenging
Focused	The challenge is designing and capturing	Thought provoking
A more positive experience this time	Ongoing	Satisfying, enjoyable
A learning experience	No difference in way we report	Satisfying
Reality check – tighten practice, explicated	Makes me want to get it right	Positive
Informative but time-consuming to find things	I'm assuming it won't be too difficult	Made me think more about concepts, skills needed
Challenging, frustrating, not a waste of time	Trial and error	I enjoyed it
Initially challenging, ultimately rewarding	Taken most thought and time, still adjusting	I enjoyed it
Challenging, beneficial	Race against time	I enjoyed it
Syllabus was inadequate for my needs	I still need a lot of clarification and inservice	I enjoyed it
Easy at first, frustrating when using the syllabus	Hard to track outcomes	Heartening
Challenging	Too many elaborations	Good
Challenging	Difficult	Enjoyable
Challenging	Difficult	Enjoyable
A challenge	Confusing, time consuming	Enjoyable
Anxious	Confusing differentiating the low and high level 3s	Challenging but hopefully rewarding
Tough	Will be long and laborious	Reflective
Over resourced - too much to choose from	Too big at this stage	Reasonably successful
Intense	Stressful	Comfortable with it
Difficult, challenging	Patchy, ad hoc	Up and down - external school pressures, not syllabus
Challenging and frustrating	Frustrating - even though teachers are experienced	The same
Time consuming	Concerning	Not much different
Time consuming	Sad	I had to start thinking about English again
Time consuming	Nightmare	Undramatic
Time consuming	I opted out	Taxing to find where they can get info
Time consuming		Not entirely satisfactory
Laborious		Need more focus on sequence of learning tasks
Messy, not linear, holistic		
I hate using the elaborations		
Frustrating		
Frustrating		
Confusing and overwhelming at first		
Exhausting		
Scary		
Overwhelming		
Overload, nightmare, depressing, challenging		

Appendix 9: Summary of Evaluation Results

Appropriateness:

The survey results indicate that the appropriateness of the materials is:

- very high in terms of
    - teachers being able to relate the materials to what should be learnt in English
- adequate in terms of
    - teachers' judgement about benefit for students
    - the progression in core learning outcomes from level to level
    - a clear relationship between the core learning outcomes and the elaborations.

The new teachers were much less convinced than the continuing teachers about the benefits to their students or the links between the core learning outcomes and the elaborations.

The results of interviews with school administrators indicate that the draft syllabus and support materials:

- are very compatible with schools' views about English education
- relate quite well to what should be learnt in English
- are quite consistent with the needs of schools.

The results of the SAC process indicate that in most aspects the guiding concepts of the materials, as identified by the project team, are compatible with the views of most of the groups represented on the SAC, with overall compatibility being moderate to high. The lower ratings seem to be associated with concerns about over-complexity in structure, wording and presentation.

The evaluation was unable to shed any light on how well the draft curriculum meets the needs of the school authorities.

Effectiveness:

The survey results indicate that the effectiveness of the materials is:

- high in terms of teachers being able to
    - understand what they are supposed to do with the materials to plan units
    - plan a unit with the materials
- adequate in terms of
    - teachers' ability to use the core learning outcomes to plan a unit
    - the extent to which the elaborations help teachers to focus assessment
    - the extent to which the elaborations help teachers to focus planning
- less than adequate in terms of
    - teachers being able to use the core learning outcomes to make judgments about demonstrations of student learning
    - meeting teachers' needs for detail
- deficient in terms of
    - being clearly stated.

In particular, the new teachers had difficulty with the detail and clarity of the materials. There are significant problems with clarity of wording, amount of detail and use of the outcomes for making judgements about demonstrations of student learning. The need for examples to guide planning is also clear.

The teacher interview results support the following findings:

- The workability of the materials for planning was seen as quite limited by the teachers who had not taken part in the syllabus-in-development phase in 2001. The problems most often cited related to the wording of the outcomes, the large number of elaborations and the general volume of the material overall.
- Opinion on assessment was highly diverse and accompanied by strong feelings. Those who had taken part in the syllabus-in-development process in 2001 generally found the materials quite workable for assessment. Those who were new to the materials in 2002 had difficulty understanding what the outcomes mean, managing the elaborations and applying the outcomes and elaborations to assessment.
- Most opinion on providing for students' diverse needs was divided between those who found the draft syllabus quite helpful (the majority) and those who saw providing for diversity as a teaching matter not a syllabus matter. A few of the teachers said that the wording or format made the materials difficult to work with for this purpose. Suggestions for changes to the materials to make them more workable for providing for diverse students' needs were to:
    - provide examples or more specific guidance
    - improve "nesting" of outcomes or elaborations across levels
    - make the format more user-friendly
    - provide outcomes and guidance at the Foundation Level.
- On applying the materials to a teaching and learning context, most found that teaching their units based on the materials was highly rewarding for themselves and resulted in high levels of student interest and achievement.
- The draft syllabus and materials define the scope and sequence well, although more indication of relative importance would be helpful for teachers.

The school administrator interview results indicate that the materials:

- present a range of difficulties for school-level planning and assessment, including density of wording and too many elaborations
- are adequately effective in providing for students' diverse needs.

Efficiency:

The survey results indicate that the efficiency of the materials is:

- very high in terms of
    - how well teachers can relate the materials to their previous English programs
- high in terms of
    - teachers' familiarity with most elements of the core content
- less than adequate in terms of
    - the use of elaborations in planning (being able to locate and select elaborations)
- indeterminate (high levels of neutral response) concerning
    - use of the e-navtool to navigate and explore the core learning outcomes, elaborations and core content.

The continuing teachers were more positive than the new teachers in relation to aspects of familiarity and had much less difficulty with the elaborations. Interestingly, more of the new teachers than the continuing teachers found the e-navtool helpful. This would indicate that the e-navtool helps to offset lack of familiarity with the materials

The teacher interview results indicate that:

- the draft curriculum is efficient in terms of its resource and time demands for teaching but not in terms of time demands for teachers' planning
- the e-navtool proved quite efficient for many of those who tried it but its efficiency was apparently limited by teachers' willingness or opportunity to use it
- the emphasis on online provision made little difference to planning, teaching or assessment for most of the trial teachers, but for a few it facilitated the identification of elaborations and preparation of written plans or assessment instruments.