



Review of Syllabuses for the Senior Phase of Learning

A proposed blueprint for the future
development of syllabuses

Report: Consultation

July 2006 to December 2006



**Queensland
Government**



**Queensland
Studies Authority**
Partnership and innovation

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1. Introduction

Since July 2005, the Queensland Studies Authority (QSA) has undertaken extensive consultations to review syllabuses for the senior phase of learning (see Appendix 1 Terms of Reference). The aim of these consultations was to encourage active involvement from schools, universities, young people and the community in improving the value of QSA products and services.

This report summarises the feedback from focus group meetings and meetings with major organisations undertaken between 17 July 2006 and 14 November 2006, two colloquia in May and November 2006, and written submissions received to 15 December 2006.

The basis of the consultation was the *Review of the Syllabuses for the Senior Phase of Learning: A proposed blueprint for the future development of syllabuses July 2006* prepared by the QSA. The blueprint outlined four principles for the development of future syllabuses (coherence, rigour, flexibility and connection) and made proposals for how to achieve these principles. It also included broad questions to guide the feedback. We mailed printed copies of the blueprint and invitations to nominate representatives to attend focus group meetings to schools, TAFE institutes, universities, employer organisations, government agencies and the full range of community groups. The blueprint was available online at www.qsa.qld.edu.au.

We held focus group meetings at twelve locations throughout Queensland. The total number of participants at forums was 166.

In addition to the focus group meetings, we held meetings with a wide range of stakeholder groups (Appendix 2), including:

- key stakeholder organisations: Queensland Catholic Education Commission (QCEC); Independent Schools Queensland (ISQ); and training, higher education, employer, youth, parent and principals' organisations and unions
- schooling sector networks
- QSA committees and sub-committees.

The Reference Group Chair, Professor John Dewar, presented papers at the ISQ Conference in July 2006 and the three Annual Conferences of Panel Chairs in July 2006.

Invited educationalists and community members attended two colloquia on 5 May 2006 and 21 November 2006. The May colloquium focused on the draft blueprint and informed the refinement of the consultation paper. The November colloquium focused on two key components of the blueprint: fields of learning and study patterns. The programs are at Appendix 3.

We received 49 written submissions (Appendix 4).

2. Method

Focus group meetings were scheduled in schools and QSA regional offices. QSA officers from the Review of Syllabuses Project Team facilitated the forums, which all followed the same format. A brief introduction outlined:

- the context for the review
- the process of the review
- the description of the blueprint
- contact details.

Following the presentation, we encouraged participants to discuss the blueprint in more depth and raise issues or concerns. Each session ran for approximately two hours. We documented the findings from each session according to the principles and the proposals.

We then analysed the data from the forums, meetings, written submissions and the colloquia, and summarised the findings for this report.

3. Findings

3.1 General

All four principles were well received and were considered to be appropriate for the development of syllabuses. Suggestions were made to subsume the principle of connections as an aspect of coherence; and to add further principles of engagement and relevance, and equity, access and social justice to the blueprint.

Proposal 1 for fields of learning and Proposal 3 for study patterns generated most discussion.

These are some of the key themes emerging from this consultation:

- It is critical to develop a learning continuum from Prep to Year 12. This includes making explicit links to the KLAs and the work of QCAR. Further, this would lessen the issues around Year 10.
- Disciplines should be the basis on which any changes are made to how learning is organised.
- Flexibility and choice must be maintained for schools and for students. This includes multiple exit points, areas of learning and levels of learning. These should be described so as to be consistent with the requirements of the QCE.
- There should be opportunities for a broad and general education and specialised study during the senior phase of learning.
- Specified generic elements are important and should be included across all syllabuses, but these should not be more important than the disciplinary knowledge.
- There needs to be a strong commitment to school based assessment. At the same time, consideration should be given to introducing other complementary ways of assessing students' work, particularly in relation to core and extension study. Assessment should maximise the opportunities for flexible study patterns while maintaining confidence in the robustness of the system.
- There needs to be greater clarity and consistency about the mandatory requirements within and across syllabuses.
- Any changes to syllabus design must address the critically important areas of assessment and standards. There must be greater consistency in the amount and intellectual demand of assessment across syllabuses and greater clarity in the description of standards.
- There must be greater clarity about how the senior phase of learning connects with the next phase of learning in further education, training and work. This includes greater understanding of the assumed knowledge required for the range of post-school destinations.
- More information about the technical details of the reforms and implementation timelines is needed.
- Resourcing and professional development will be critical and must be included in any recommendations for implementation.

3.2 The principles

There was general agreement that the four principles are appropriate to guide the development of syllabuses. Some commented that the principle of connections could be subsumed into the other three principles or into coherence, as both relate in part to continuity and transitions between phases of learning.

Suggestions were made to add:

- *engagement and relevance*: some participants argued that this principle would strengthen the move towards a senior phase of learning that is student focused and which would recognise the importance of currency and relevancy for young people in the 21st century. This would capture the need to consider how to position new and emerging areas of knowledge within the notion of mandatory knowledge, processes and skills. Syllabuses should include an overt statement about how teachers can incorporate or imbed new knowledge. This was also captured in suggestions for a principle that included future orientation or “credibility” or “worth”
- *access, equity and social justice*: some participants argued that this principle would include consideration of how young people are prepared for life and for creating a better society. This

would encourage the inclusion of such issues as citizenship, values, environmental sustainability, equity, and social and cultural tolerance. These should be embedded within the syllabus documents and not be a one page statement at the beginning of the document. Another suggestion was that the principle of flexibility could be changed to justice or equity. Further, the concept of justice is supported by the development of a suite of coherent and connected syllabuses which are of paramount importance in creating a continuum of learning to enable students to step effectively from one stage to the next.

3.3 Principle 1 — Coherence

The principle of coherence was regarded as valid for the future development of syllabuses. However, it was also argued that coherence and connections between syllabuses should operate at all levels, therefore these principles should be applied not just to the syllabuses in the senior phase but to all syllabuses Prep to Year 12.

Other comments included:

- cataloguing learning into “academic” and “vocational”, or Authority and Authority-registered is no longer useful and does not authentically aid students in choosing pathways
- coherence may help schools offer, and students select, balanced learning options, yet still allow flexibility for students to specialise in particular disciplines.

3.3.1 Proposal 1: Fields of learning

Many participants were cautiously interested in the concept of fields and the proposal to cluster existing syllabuses. Many commented that fields of learning need to balance general and specialised study and offer clear academic and vocational pathways.

However, respondents asked for further clarification regarding the organisation and operation of the fields, and many felt that there needed to be significant further discussion among stakeholders in the next phase of the review process regarding the nature, shape and purpose of fields of learning.

The positive comments about fields grouped around the following key ideas:

- *Prep to Year 12*: Many respondents stated that it was critically important that learning is linked in some organisational and coherent way so that there is a Prep to Year 12 continuum of learning. The principle of coherence and the concept of clustering learning into fields potentially ensures that syllabus development from Prep to the end of schooling and beyond is developed so that there is an evident continuum of learning which does not have “gaps” in the base knowledge and skills required from each stage to progress to the next. Each stage would be a “stepping stone” that enables students to progress at the appropriate rate for them. Many responses indicated that fields should begin in Year 10. However, others felt that a Prep to Year 12 approach would make the place of Year 10 less of an issue, because schools would have the flexibility to determine the role of Year 10 according to their own community needs.
- *Disciplines*: The majority of comments about how fields might be developed focused on the importance of the disciplinary base for any form of clustering. Respondents stated that the disciplinary basis for fields would create continuity and would encourage the development of deep, substantial and principled learning. The importance of disciplinarity and thinking in the disciplines was emphasised.
- *KLAs*: Most respondents believed fields should be based on or linked to the KLAs. While many felt that organising fields around disciplines would create an obvious link with the Years 1 to 10 syllabus documents, others expressed concerns that fields based on the KLAs may result in a loss of the disciplinary basis of subjects and be just “more of the same”. Another concern raised was how to encourage some cross disciplinary study.
- *Breaking down the barriers*: Many felt that the notion of fields potentially would break down the barriers between different sorts of learning and so build engagement. Many commented that within fields the complementary relationship between senior syllabuses and VET must be maintained.

Concerns about the concept of fields focused on:

- *Fields as a mechanism for reducing the number of subjects and hence reduced choice for schools and students*: Many respondents viewed the concept of fields as a way of “culling” the current suite of syllabuses. For some, reducing the number of Authority subjects was timely because:

- some Authority subjects may be better suited to different study patterns rather than the current two-year pattern
- the breadth of subjects erodes “core” subjects
- having fewer subjects means they could be better “serviced”, for example, more resources could be allocated to support the development of “consistency” and “standards”.

However, others did not support reducing the number of subjects because:

- fields would detract from traditional subject offerings and key skills and knowledge could be potentially lost
 - fields would preclude students from undertaking more specialised study
 - fields would mean that current subjects with small numbers would be removed
 - fields would disadvantage small, regional schools
 - schools need a broad range of syllabuses from which to select a broad range of options for students
 - reducing the range of choices would impact on resourcing and workforce capacity
 - issues about sustainability are determined at school level and the QSA should make strong representations to Government to provide budgets to support these provisions.
- *Fields as a mechanism for mandating a core curriculum:* There was some suspicion that the ultimate intention of the use of fields was to mandate that all students must study certain areas of learning. Comments included:
 - systems and schools already have appropriate mechanisms to guide subject requirements for their students, and schools must retain the flexibility to determine the “essential learnings” for their students
 - mandating subject /field choice would appear to be the very antithesis of intentions to provide flexibility and variety of learning for students
 - mandating some fields may result in some fields being perceived as more important and of greater worth than others and this will create two levels with differing status.

However, while the notion of mandation was generally not supported, the DETA submission and some individual submissions stated that there was a case for “limited mandation” for “some science education in Years 11 and/or 12”. Further, the DETA submission included that there could be consideration of “guidelines for building a course of study, for example, including requirements for a humanities and a science to continue a broad and general education”.

QCEC also acknowledged the pressure for including some specific fields of learning as evident in the ACER 2006 Report *Australian Certificate of Education* and the Australian Government’s agenda in education with respect to core curriculum and curriculum consistency.

In addition, the QCAR work on Essential Learnings and its potential articulation with syllabus decisions in the senior phase is yet to be explored. The impact of each of these issues will need to be teased out in the next phase of this review.

- *The actual structure of fields:* A general comment was that the proposed blueprint did not provide enough detail about the actual organisation and operation of fields. Further, the term “field” was confused with the Field Positions linked to OPs. Specific questions about the organisation and operation of fields included:
 - what would a field look like?
 - will separate syllabuses still exist?
 - how will fields maintain standards?
 - what happens if subjects fit into more than one field or subjects do not fit easily into a field of learning?
 - how does vocational education and training fit into a field?
 - how will fields open up options for students?
 - how will fields affect students pathways?
- *Resourcing issues:* Participants raised concerns that the development of syllabuses as fields would result in a broad framework, leaving schools to implement the changes with little or no support.

3.4 Principle 2 — Rigour

There was general support for rigour in syllabus design while maintaining flexibility. There was also support for consistent use of terminology in syllabuses and that there should be provision for timely updates and insertions for new learning directions.

Some submissions stated that the term “rigour” was not adequately defined and that it was unclear whether the principle referred to the design of the syllabuses themselves or to the learning and assessment techniques or both.

3.4.1 Proposal 2: Rigour in syllabus design

- *Rationale:* The disciplinary basis of subjects was endorsed. In addition, the rationale for a syllabus should also include its purpose and relevance as a body of learning for students and the community at large.
- *Common generic skills:* There was general agreement that generic processes, skills and habits of mind should be consistent across all syllabuses.

Participants agreed that to ensure generic skills are enacted, they must be explicit and based in learning experiences, and not just a list in the syllabus preamble. However, although explicit, these skills must not “drive” the curriculum or become the central focus of teaching and learning and inhibit schools’ flexibility in providing wide subject choices to their students.

Consultation again confirmed that the generic skills thought to be most important were literacy, numeracy and ICTs. Other commonly mentioned skills were:

- a futures perspective
- ethics and personal and social responsibility
- employability skills
- the Common Curriculum Elements
- ability to identify and interpret facts
- written and verbal communication, notably writing coherently and developing an extended argument.

Concerns that were raised included:

- how decisions about which generic skills to include would be made
- the method of inclusion of generic skills within the syllabuses. There is some fear that demanding a set of generic skills to be included in all syllabuses will create watered down syllabuses that do not present adequate challenge and room for extension for the most able students, or alternatively, will create syllabuses that are too challenging for the less able.

Mandatory requirements: There was general support for the improvement of syllabuses through more specific and explicit articulation of what is essential or core or mandated. Some felt that identifying mandatory requirements (similar to the Year 1 to 10 essentials) has merit as it would ensure all students have access to core aspects of the curriculum, regardless of which school they attend. The specialist skills of disciplines should also be articulated and mandated. In addition, many respondents stated that there is a need for consistent advice, and that syllabuses should be documents that can be used by all schools and teachers with differing levels of expertise.

The need for mandatory requirements was most frequently mentioned in relation to mathematics and the sciences.

However, respondents cautioned that there is an inherent tension between demands for specific inclusions in syllabus documents and the need for the flexibility that allows schools to be responsive, adaptive and to diversify programs to meet local needs.

Concerns included:

- whether “mandatory” referred to content or processes or both
- that too much prescription is likely to result in rigidity in the enacted curriculum
- that prescribing learning experiences for all students is not the role of a syllabus; it is for teachers to decide.

Assessment: Many respondents felt that assessment was a critical issue not adequately highlighted in the blueprint. These respondents stated that more work needs to be done on appropriate tasks and word lengths, design of tasks and making “good” judgments based on well-defined standards. They also stressed that assessment and reporting should be consistent and link with Years 1 to 10. Many also said that there should not be a move to more centralised assessment.

Other issues

- It is important to maintain the involvement of practising teachers in syllabus development processes.
- The language used in syllabuses should be clear but not reduced so that it is no longer appropriate for the target audience, teachers.
- There should be consistent use of language across syllabus documents.
- Quality assurance and the process of moderation must also be considered.

3.5 Principle 3 — Flexibility

The principle of flexibility generated a lot of interest and was unanimously endorsed. Flexibility is critical for schools so that they can respond to the requirements of their local communities.

While many claimed there was already significant flexibility; others viewed the proposals as “a new brand of flexibility (that) looks at a broader picture” and that operates within clear boundaries. These responses saw flexibility aligned closely with the QCE and within the current system of school-based moderated assessment.

Many considered that the flexibility as discussed in the blueprint was formalising what already happens routinely in schools.

Respondents recognised the need for “boundaries”, because students struggle with the level of choice currently available and need clearer guidelines and counselling.

Many commented that there remains the reality that, beyond OP implications, the recently introduced QCE criteria also stipulates a requirement for four semesters of study in three subjects.

3.5.1 Proposal 3: Flexible study patterns

There was broad support for the concept of study patterns or flexible course structures through the development of a more unitised arrangement. Most interest was in the option to complete either a one-year course or a two-year course, although semester length courses were also mentioned for further consideration. It was felt that variable study options would cater for multiple pathways. In addition, many participants mentioned that multi-level courses of one semester or one year duration are available in other Australian jurisdictions and overseas.

Comments related to flexible course structures included:

- *Depth and breadth*: Students could “major” in specific areas by completing at least the equivalent of a two-year course in a specific field, while having the flexibility to receive a broad education by studying units/modules across other disciplines/fields for shorter periods of time, thus allowing for depth and breadth of study or a mix of generalist and specialist study.
- *Specialisation*: Students could undertake a “major” and/or an extension course which opens up opportunities for independent cross-disciplinary learning not necessarily connected to a specific subject or field. Extension study could be looked at differently and be more like a “coursework thesis”, emphasising autonomy and creativity. Projects could be theoretical or applied.
- *Developmental*: Learning within the field should be structured and sequenced to address developmental aspects.
- *Multiple exit points*: Multiple exit points need to be built into syllabus design, and standards need to be developed for each exit point so that students can “legitimately” exit a course. This will reduce the perception that they have “dropped out” and allows students who leave school to start an apprenticeship at the end of Year 11 to leave with something that is meaningful. Further, short courses could be an effective re-engagement strategy, offering high-risk students shorter success stories through more frequent formal feedback.
- *Core and extension learning*: The idea of a 12-month core unit in each field was considered as a way of dealing with the repetition or the “common ground” in some groups of subjects. For example, some participants felt this could be explored for the social sciences. Others mentioned Economics, which was not a popular course, but could inform a common core for a business field. However, others identified that it would be difficult to find a core in the arts, and there were concerns that a generalist core in science would reduce specialist science subjects to one year. The notion of a core supported the belief that students should be able to start a new area of study in Year 11, for example Languages Other Than English (LOTE) even if they have not

studied a language before. It was suggested that a 12-month core program could straddle Year 10/11 or be delivered in Year 11.

- *Variable delivery options:* Schools could offer intensified courses allowing students to complete multiple courses in the same field in one year or attend summer schools. Students could fast track their study if they have evidence of successful completion of study.
- *Language:* Courses should be labelled in the same way that learning is labelled in the QCE: core, preparatory and enrichment. As the term “advanced” is used in the QCE to mean tertiary study undertaken at school, the term “extension” could be used for “advanced-style” courses.
- *Short courses:* There was considerable interest in stand alone short courses; for example, in financial literacy, as raised in earlier consultation. Short courses could be “enrichment” style courses or, in the case of literacy and numeracy, “preparatory” courses.

The following issues were also raised:

- The reality of timetabling and resourcing will create limitations in terms of how far flexibility can be realistically extended in each school, especially in remote or small schools.
- Professional development for teachers will be critical.
- Semester length courses may be too fragmented.
- Prerequisites may be necessary.

3.6 Principle 4 — Connection

Participants supported direct and explicit connection and consistency that builds a continuum of learning over the full twelve years of schooling.

It was remarked that many of the points under this heading could be subsumed into the three other principles, especially coherence.

Connection also should include the importance of building trust and greater understanding between sectors and with parents. Participants noted that the “end-users” can’t expect a “finished product” and that students, when they leave school are still a “work in progress”.

This principle should also include how the QSA connects with teachers and helps teachers connect professionally through sharing ideas and best practice. Participants at forums expressed concerns about the “secretiveness” that surrounds the development of work programs and assessment tasks. They felt that examples of good student work should be made available and that this would help to “in-service” teachers and reinforce standards.

3.6.1 Proposal 4: Building connections

- *Connection to the KLAs:* There was general support for a genuine connection with the KLAs. This could be achieved by linking to the work of QCAR. This would be clearer for parents, students, teachers and all stakeholders. Students need a clearer understanding about where subjects/courses undertaken in middle years feed into the senior phase. There was support for a diagrammatic map in each syllabus indicating links to past and future learning.
- *Year 10:* There was general support for “smoothing out” the transition from Year 10 to Year 11. It was highlighted that many schools use Year 10 as a transition year. Many felt that providing transition notes within the syllabuses would allow schools to use this time efficiently and provide greater clarity about study options for Year 10. Transition notes must accommodate current practices and develop Year 10 as a springboard for the senior phase.

However, it was also strongly contended that individual schools or their governing bodies should have the right and authority to determine the role of Year 10 in accordance with their community needs, enabling progression towards senior schooling subjects for those ready for progression, and consolidation of learning for those requiring consolidation.

- Other issues related to Year 10 included:
 - the need to “unpack” what is meant by “transition” for Year 10
 - the risk in defining Year 10 and creating a new descriptive curriculum structure
 - the concern that Year 10 will become a “holder year” filled with “tasters” or a smorgasbord year with little in-depth learning. Year 10 should be seen as an opportunity to further develop students’ higher order skills, in the context of their existing knowledge base, to analyse and solve meaningful and relevant problems
 - the subjects designed for “re-engagement” should not be grouped with acceleration courses for gifted and talented students
 - the introduction of three-year senior syllabuses would demand specialisation too early.
- *Connections to post-school destinations:* There was concern that many connections with training, universities and employers are somewhat ad hoc, being built by individuals and relying on the work of these individuals. There is a need for a structured interaction, and assumed knowledge needs to be clarified.

Vocational education and training in the senior phase of learning at school is to be undertaken as a stand alone qualification. Therefore the syllabuses need to have a complementary relationship with this training and include work that builds on the “assumed knowledge” for training package qualifications. In this way, learning at school will be a stepping stone to training.

Many felt that tertiary institutions need to identify the skills required for their specific courses and that advanced standing arrangements need to be worked out beforehand, not as an afterthought.

It was also important that teacher training courses develop skills in reading syllabuses and developing work programs.

- *Career development:* There was a concern that the proposal for a specific course in career development was out of place in the blueprint and premature.

Those who supported the idea of a course in career development stated that it was “vital” and aligned well with other initiatives, for example, the QCE and the Service Guarantee for Torres Strait and Cape Senior Schooling 2006–2008. It was suggested that all young people need to develop a range of “life-skills” (financial/ interpersonal skills etc.), and therefore life skills should be explicitly taught in schools.

Those who did not support the short course stated that career competencies should be embedded across all syllabuses and that SET planning sends “a loud enough message of its importance”. It was also questionable whether such a course would be regarded as rigorous when compared with other subjects listed on a QCE.

Other issues raised: Many participants were concerned about how the blueprint linked with the Australian Government’s interest in comparability of standards and consistency across curriculum subjects.

4. Issues outside the scope of this project

Tertiary entrance: Many participants acknowledged the influence of the OP not only on how students select and participate in subjects, but also on the design and style of syllabuses.

The requirements for an OP should not govern decisions about the potential outcomes of the syllabus review. Any implications arising from the outcomes of the review of senior phase of learning syllabuses for the tertiary entrance system should be dealt with subsequently in a separate and consequential review process.

Any changes must not reduce the multiple options to enter tertiary study currently available. Some participants suggested Group A and Group B subjects as used in other states with limits put on the number of Group B subjects that contribute to tertiary entrance. Others, including the QTU, suggested that all subjects should contribute to an OP.

Professional development: It is critically important that professional development is included in any implementation strategy. This needs to include pedagogy, especially adult learning techniques, assessment as well as content and the learning styles of young people today. Further, there is a need for discussions with tertiary institutions offering pre-service teacher training.

Resourcing and timetabling: Schools will need to be supported and guided to deliver any changes. Many commented that schools participating in the trial of new syllabuses receive a lot of support, but this does not happen with general implementation. This was related to concerns about who would drive the change and be responsible for implementing the changes.

Panels and processes: Many commented about current processes for moderation. An issue that was commonly raised was time constraints, and that the school year, especially Year 12, is very short to accommodate moderation processes.

Pedagogy: There was a concern raised that the syllabus review “encroached” on issues of pedagogy, although many participants at forums suggested that future syllabuses should contain statements about the teaching and learning process.

Adults returning to study: Concerns were raised about how these changes would affect adults returning to study.

Change fatigue: A consistent comment was that there are too many things currently confronting schools: introduction of QCE and QCAR. There were comments about the need for a period of consolidation and clearly articulated implementation timelines.

5. Conclusion

The Education and Training Reforms for the Future (ETRF) set a clear agenda for more young people learning more. To help make this a reality, the Queensland Certificate of Education (QCE) was developed which allowed for a broader range of learning at an agreed standard to contribute to an end-of-school qualification. The structure of the QCE challenged the current design of syllabuses that had formed the basis of Queensland's senior schooling for the last 33 years.

Within the context of the ETRF and the QCE, and as a direct consequence of these reforms, the consultation about the syllabuses for the senior phase of learning has asked the Queensland community to comment on a range of issues, both specific and general. At all stages of the consultation, the community has taken the opportunity to comment on what young people should know and be able to do at the end of 12 years of schooling, and what is expected and should be reflected in the syllabuses that are used in Queensland schools. The results of this consultation now form the basis of a blueprint based on coherence and connection, rigour and flexibility.

APPENDIX 1

Review of Syllabuses Terms of Reference

1. To review current QSA Year 11 and 12 syllabuses in terms of content, construction and scope and how these fit with new and emerging knowledge, future learning and employment pathways for young people including:
 - how well Authority and Authority-registered subjects allow for study programs that prepare students for future post-school destinations
 - how well areas of knowledge or disciplines are represented and how adequately they are addressed
 - whether alternative syllabus design is desirable for some subjects and some areas of knowledge
 - whether options that suit the needs and capabilities of all students are available
 - whether selections possible under the QCE and the options they provide for students allow for a balance between a general education, completion of Year 12 and more specific study in particular areas of knowledge
 - how well the suite of Year 11 and 12 syllabuses connect with the KLA 1-10 syllabuses
2. To research how knowledge and/or disciplines are “packaged”, delivered and assessed including a structure for Year 11 and 12 syllabuses that covers the areas of knowledge appropriate for inclusion in the senior phase of schooling
3. To consult with community and stakeholders on what is a syllabus and who syllabuses serve
4. To develop and recommend a senior syllabus framework for the future that enables schools to meet the needs of students and the post-school pathways they are seeking including syllabus design principles
5. To develop an implementation plan including:
 - criteria for the maintenance of Year 11 and 12 syllabuses into the future
 - an approach to the redevelopment of the current suite of syllabuses

APPENDIX 2 Meeting schedules

Schedule of state-wide focus group meetings

District	Date	Venue	Time
Mackay	24 October	Mackay State High School	2.00 – 4.00 pm
Rockhampton	25 October	North Street Annex	2.00 – 4.00 pm
Mt Isa	26 October	Spinifex State College	2.45 – 4.30 pm
Brisbane East	1 November	Mt Gravatt State High School	2.00 – 4.00 pm
Toowoomba	2 November	Toowoomba North State School	2.00 – 4.00 pm
Ipswich	3 November	Bremer State High School	2.00 – 4.00 pm
Cairns	6 November	Cairns State High School	2.00 – 4.00 pm
Brisbane South	7 November	Kingston College	2.00 – 4.00 pm
Townsville	7 November	Townsville State High School	2.00 – 4.00 pm
Brisbane North	8 November	Aspley State High School	2.00 – 4.00 pm
Gold Coast	13 November	Keebra Park State High School	2.00 – 4.00 pm
Sunshine Coast	14 November	Sunshine Coast District Office	2.00 – 4.00 pm

Schedule of key stakeholder meetings

Organisation	Date	Venue	Time
Higher education <ul style="list-style-type: none"> • University of Queensland • Queensland University of Technology • Griffith University • James Cook University • University of Southern Queensland • University of the Sunshine Coast • Central Queensland University • Australian Catholic University • Bond University 	2 October	Level 14 Authority Room	10 am to 12 noon
Employers <ul style="list-style-type: none"> • AIG • Commerce Queensland 	3 October	Level 14 Authority Room	2 pm to 4 pm
Training <ul style="list-style-type: none"> - DET - ACPET 	9 October	Level 14 Authority Room	10 am to 12 noon
ISQ	9 October	Level 14 Authority Room	1.30 pm to 3.30 pm
DEA	10 October	Level 14 Authority Room	9.30 am to 11.30 am
EQ	10 October	Level 14 Authority Room	9.30 am to 11.30 am
Unions <ul style="list-style-type: none"> • QTU • QEIU • ACTU (Qld) 	10 October	Rm 8.3	3 pm to 5 pm
Parents <ul style="list-style-type: none"> • Isolated Children's and Parents' Association • Qld Independent Schools Parents' Council • Qld Council of Parents and Citizens Association • Federation of Parents and Friends 	11 October	Rm 8.3	9.30 am to 11.30 am
Youth <ul style="list-style-type: none"> • Office of Youth • Youth Affairs Network of Qld • Youth Advocacy Centre 	11 October	Rm 8.3	1.30 pm to 3.30 pm

Organisation	Date	Venue	Time
<ul style="list-style-type: none"> • YSC Hub 			
QCEC	16 November	Level 14 Authority Room	10 pm to 12 noon
Principals associations <ul style="list-style-type: none"> • Qld Secondary Principals Assoc • Assoc of Special Education Administrators (Qld) • Qld State P-10/12 Administrators Assoc • Assoc of Heads of Independent Schools of Australia (Qld) • Australian Association of Special Education (Qld) • Assoc of Principals of Catholic Secondary Schools 	17 October	Level 14 Authority Room	2 pm to 4 pm

Other meetings with stakeholder groups

- Catholic Principals South East Queensland Meeting
- Catholic Secondary Curriculum Leaders Workshop
- Catholic Deputy Principals and HODs Conference
- Townsville Senior Curriculum Leaders Group
- Moreton Region Deputy Principals meeting
- Moreton Institute of TAFE Bayside Campus Teachers Forum
- Commerce Queensland Policy Group
- ACPET Conference
- State Principals Conference 4 November 2006

Schedule of meetings with QSA committees and sub-committees

Committee	Date
Senior Tech & Asst in Mod Procedures Subcommittee	10 May 2006
Assessment, Moderation and Certification Committee Meeting	17 May 2006
Secondary Principals Reference Group	14 July 2006
Special Needs Principals Reference Group	20 July 2006
P–12 Principals Reference Group	21 July 2006
Aboriginal and Torres Strait Islander Committee Meeting	14 September
VET Committee Meeting	7 August 2006
P–12 Curriculum Committee Meeting	10 November 2006
Syllabus Advisory Committees	
Mathematics	16 June 2006
Business and Commerce	26 July 2006 20 October 2006
Science	27 July 2006
Arts	7 August 2006 16 October 2006
Technology	11 August 2006
Health and Physical Education	23 August 2006
Languages	4 September 2006
English	30 October 2006

APPENDIX 3 Colloquia

Conference

A proposed blueprint for the future development of syllabuses

Carlton Crest Hotel, Roma Street, Brisbane

Friday 5 May 2006

Program

8.30 – 9.00 am	Registration Coffee and tea on arrival
9.00 – 9.15 am	Welcome and opening Professor John Dewar Deputy Vice Chancellor (Teaching and Learning), Griffith University
9.15 – 10.30 am	Keynote address — The current syllabuses and pathways Professor Rob Gilbert, Department of Education, James Cook University
10.30 – 10.45 am	Morning tea
10.45 – 11.15 am	Setting the scene Mr Kim Bannikoff, Director, Queensland Studies Authority
11:15 am – 12:15 pm	Workshop 1. Strategic analysis of the proposed blueprint
12.15 – 1.00 pm	Workshop 1 reports and discussion
1.00 – 1.45 pm	Lunch
1.45 – 2.45 pm	Workshop 2. Leadership, partnerships and capacity — what are the relationships?
2.45 – 3.30 pm	Workshop 2 reports and discussion
4.00 pm	Plenary and conference close Professor John Dewar

Colloquium

A proposed blueprint for the future development of syllabuses: fields of learning and study patterns

Mercure Hotel, 85-87 North Quay Brisbane

Tuesday 21 November 2006

Program

- | | |
|---------------|---|
| 10.00 – 10.30 | Registration and morning tea
Morning tea on arrival |
| 10.30 – 10.45 | Welcome and opening
Mr Kim Bannikoff,
Director, Queensland Studies Authority |
| 10.45 – 11.45 | Keynote address —
From the tree of knowledge to fields of learning
Professor David Hogan,
Dean, Centre for Research in Pedagogy and Practice
National Institute of Education, Singapore |
| 11.45 – 12.45 | Workshop 1 — Fields of learning |
| 12.45 – 1.45 | Lunch |
| 1.45- 2.45 | Keynote address —
You say you want a (r)evolution
Professor John Dewar,
Deputy Vice Chancellor (Academic), Griffith University
Chair, Reference Group |
| 2.45 – 3.45 | Keynote address – Subjects and disciplines: revisiting an
Australian theory of curriculum and development

Professor Allan Luke
Centre for Learning Innovation, Queensland University of Technology |
| 3.45 -4.45 | Workshop 2 (including afternoon tea) — Study patterns |
| 4.45– 5.30 | Plenary Panel

Professor David Hogan, Professor Allan Luke, Mr Kim Bannikoff |
| 5.30 | Conference close |

APPENDIX 4

Written submissions

Written submissions were received from the following:

Australian Council for Health, Phys Ed and Recreation (Queensland)

Business Educators Association of Queensland

Department of Education, Training and the Arts

Department of Primary Industries

Catholic Education Archdiocese Brisbane

Faculty of Education, Griffith University

Faculty of Education, Queensland University of Technology

Far North Queensland Indigenous Schooling Support Unit

Home Economics Institute of Australia Inc (Queensland Division)

Independent Schools Queensland

Lutheran Education

Office of the Queensland Chief Scientist

Queensland Agriculture Teachers' Association

Queensland Catholic Education Commission

Queensland Teachers' Union

Rockhampton Diocesan Catholic Education Office

Redland Shire

Royal Geographical Society of Queensland

Toowoomba Careers Network

Science Syllabus Advisory Committee

Science Teachers' Association of Queensland

South Coast Regional Learning Steering Committee

VETnetwork Australia

7 submissions representing groups of teachers

20 individual submissions