QTU curriculum policy

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1. Definition of curriculum

Curriculum is the totality of students' experiences within schooling. It describes the practices and operating ideas, both implicit and explicit, in the school, and encompasses the content, processes and assessment of the formal program of studies, and the administrative procedures, personal relationships and teaching styles of the school.

Curriculum is a dynamic construction produced historically by the interaction of schools and society. It is directly related to the interests of social and political forces at work in society, typically serving the interests of particular social groups at the expense of others. Curriculum tends to reflect and reproduce existing social life, but the QTU asserts that it needs to go beyond this and begin working towards improving social life.

2. Curriculum, social change and the socially critical school

The QTU adopts a socially critical approach towards schooling, i.e. education must develop the power of critical thinking, not just in individuals but also in group processes. Education must engage social issues and give students experience in working on them – experience in critical reflection, social negotiation and the organisation of action. Specifically, the school curriculum in both content and process should develop democratic values, cooperative decision-making, critical awareness, ability to relate theory to practice and problem solving ability.

The socially critical school should be based on practices which make sense to the learner. Students in a socially critical school should develop independence from their teachers to become self-disciplined learners. This does not mean that teachers abdicate responsibility, but that they exercise professional judgement in classroom and school practices.

The socially critical school should operate according to the following principles:

- activities and transactions in the classroom and in the school should occur with due respect to students, parents/carers and teachers

- students should be directly involved in classroom curriculum decisions

- classroom practice should foster democratic principles, involving negotiation and effective group processes whilst valuing cultural differences

- classroom tasks and problem solving approaches should be developed which students can not only see as relevant, but can also own

- group work and task cooperation techniques should give students responsibility for self-disciplined organisation

- learning should be challenging, and applied to practical and real situations where possible

- all students are capable learners and the role of a social critical school is to enable students to attain their potential.

3.   The social purposes of schooling

The QTU maintains that schooling has a social purpose, to help young people become socially responsible contributors to Australian society, strengthening it as a society that is cohesive, democratic, and culturally rich and diverse.

The purpose of strengthening social cohesion is best served through the maintenance of a strong, fully funded, high quality public education and training system.

The content and scope of the Australian curriculum as implemented in Queensland schools must be based on an agreed set of goals and outcomes for students. The Queensland Teachers' Union endorses The Melbourne Declaration on Educational Goals for Young Australians. The Queensland Teachers' Union recommends that a regular process be put in place which prompts a debate identifying the essential socio-cultural knowledge, understandings, skills, values and attitudes that schooling should develop in all students.

The social purposes of schooling will differ depending on the type of society the schooling system is designed to support. Choices about schooling reflect choices about preferred societies. A society which regards its economy and societal structures as legitimate issues for public debate and democratic influence will only be healthy if its population is systematically well informed and educated in the essential skills and understandings associated with the world of work, the economy, technologies, the environment, human rights, cultural diversity, creativity, family and community relationships, and political, legal and democratic processes.

The schooling system in such a society must be as concerned for the common good as it is for the rights and potential of the individual. Because different groups of young Australians begin their schooling journey from different starting points, some of which are severely disadvantaged, the schooling system must provide for the diverse needs of those groups.

The social purposes of schooling will therefore be related to three main objectives:

- the individual (realising the potential of individuals)

- the collective community:

    o   meeting the needs of the local community

    o   supporting the attainment of nationally-agreed social and economic objectives

    o   fulfilling global responsibilities

- equitable outcomes (lifting the schooling outcomes of disadvantaged groups so that they may take an equally influential role in the democratic processes which shape the economy and social structures of the future).

The QTU endorses the concept of a democratic right of access to the Australian curriculum for all children, and a guarantee of continuous, developmental learning from Prep to year 12. The Australian curriculum should allow all students to have access to and receive education in commonly agreed general competencies. All subjects could be designed with a view to generating common general capabilities.

The general capabilities should include a broad range of knowledge and competencies related to family, work, society and their interrelationships. Consideration should be made of:

- the promotion of intellectual, social, creative, aesthetic, moral, emotional and physical development in each individual to their potential

- knowledge for an active life in a democratic society

- understanding of the world of work

- economic, political, technological, environmental and social awareness

- understanding of family and community roles and relations

- cultural knowledge and the promotion of social justice and human rights.

3.1   Full service schools

The QTU believes that, in the face of global change and decision-making, full service schools and similar programs should be developed within Queensland. Full service schools assist the process of recreating communities, breaking down the divisions that isolate youth by offering students wider and alternative pathways to learning and employment.

This should be achieved through:

- equality of access, opportunity and outcomes for all students

- moving towards the development of a school community in which education, health and community service resources work together for all students and their families

- drawing upon the recent experiences of teachers, parents, students, researchers, welfare and community service providers to develop new modes of school community service collaboration using resources from the education, health and welfare sectors

- engaging practitioners and academic colleges in a co-research process to rigorously evaluate new models of school community service collaboration.

Full service schools should be funded through cooperative arrangements between appropriate government departments, e.g. Health, Education, Families.

The QTU, through the AEU, will urge the federal government to reinstate funding for a full service schools program.

4.   Social justice and the inclusive curriculum

4.1   Definition

Social justice is a broad term which refers to the wider social goal of achieving equitable participation in society, regardless of socio-economic circumstance, gender, gender identity, sexuality, physical ability, race, belief systems, cultural or linguistic background, geographic location or any other factor irrelevant to such participation. Public schooling is integral to the achievement of social justice, through students' access to, participation in and outcomes achieved from schooling, as well as through the curriculum experiences provided.

An inclusive curriculum is provided in the context of a social justice framework. The term "inclusive curriculum" describes a curriculum that caters for the diverse needs of all students in society and enables equitable outcomes. It is used to describe processes by which curricula and schooling can adequately provide for groups whose interests may have been subordinated or marginalised historically, e.g. girls, Aboriginal and Torres Strait Islander students, those with a disability, learning impairment or learning difficulty, students from language backgrounds other than English, students

in low socio-economic circumstances, gifted and talented students and those learning in isolated situations. (See also Section 14.2 Gender equity in education.)

An inclusive curriculum recognises that learners are active definers of their own knowledge and culture. Recognition of this reality means that curriculum should not be imposed on students but that students themselves will be the focus of the curriculum. An inclusive curriculum will affirm the students' own cultures and experiences, will develop positive self-images and will empower students by involving them in decision-making about their own learning and enabling their engagement with the broader global society. Modes of assessment should ensure that each student is credited for what has been learned.

The inclusive curriculum recognises that diversity and complexity exist and it actively encourages everyone to contribute to it. The inclusive curriculum then becomes dynamic and continuously open to challenge. Implementation of an inclusive curriculum means a whole-scale change to school organisation and decision-making, curriculum content, methodology and resourcing, as well as affirmative action measures to support the changes, such as special staffing entitlements, specialist support staff, special programs, extra resource allocation and supportive timetable provisions.

4.2 Equality of opportunity

If educational disadvantage is to be redressed, it may be necessary to introduce affirmative action measures. The effectiveness of these measures can be judged through their outcomes. If significant groups in society continue to be under-represented in forms of educational participation and outcome, then equitable opportunities do not exist in education. The Department of Education and Training should implement a monitoring system to measure the effectiveness of its affirmative action programs.

Affirmative action measures need to be part of all curriculum planning and teaching practice. Specific affirmative action measures are addressed in section 14 of this curriculum policy.

The responsibility to ensure equitable opportunities in education lies with the Department of Education and Training, which needs to ensure that structures are in place at central office, regional and school levels. These should include equity teams and school equity committees to implement and monitor the implementation of equity policies, and inservice for all departmental personnel and teachers.

4.3 Grouping of students

The QTU supports the general concept of diverse groups for learning purposes.

Grouping of students for long periods of time can have far-reaching social, psychological and academic effects. Consequently, careful analysis of the reasons for and possible effects of any grouping should be considered before it takes place.

In general, grouping on the basis of ability, sex, ethnicity or religion should be avoided.

Grouping on the basis of ability tends to restrict future options for many students, as well as having undesirable social and psychological consequences. Students often perform down to the level that is implicitly expected of the group.

In some circumstances, grouping on the basis of ability may be desirable. In these cases, the following criteria should be observed:

- such groups should be for short, specified periods of time, and should allow re-entry into the full curriculum when appropriate

- they should not cut off possibilities for further studies in that area in the compulsory schooling period

- they should not result in permanently separate groups being offered a separate curriculum

- students and parents should have full knowledge of their purpose.

Temporary grouping on the basis of sex or ethnicity may be useful for some purposes.

Grouping on the basis of religion can be a major impediment to the development of a democratic, inclusive curriculum.

Some temporary grouping on the basis of interest e.g. music, is educationally acceptable.

No school should adopt admission procedures which use perceived intelligence as a criterion of selection or exclusion. In secondary schools, year 7 should be an orientation year, with students in diverse groupings.

High priority should be given to the identification of students with special needs, including those of higher or limited ability. Sufficient resources should be available to give these students access to teaching suitable for their ability level without withdrawal. In secondary schools, special needs support groups are excellent for this purpose. The QTU supports the introduction of a preferential staffing scale, through which schools with a significant population of children with special needs will be entitled to additional teachers.

5.   Curriculum management

Curriculum management for Queensland public schools should be underpinned by the following principles:

- curriculum development and the development of appropriate implementation materials in the compulsory years of schooling should be undertaken and managed by one authority

- structures need to be maintained to support curriculum development at different sites, namely school-based curriculum development, system and national curriculum initiatives

- such structures should set up democratic curriculum forums which are proportionally representative of all stakeholder groups

- the process of development and implementation of system and national curriculum initiatives should be planned and funded as one program and not as two discrete programs

- evaluation of curriculum processes and monitoring of standards should be carried out by a directorate within the authority separate from the directorate responsible for developmental curriculum programs.

Regional offices should provide support to schools in curriculum development and implementation, for system and national curriculum imperatives and school-based curriculum initiatives. They should enable curriculum accreditation through mechanisms, like social moderation among schools. They should be adequately staffed to enable them to carry out this major linking role.

The expertise of teacher professional associations should be used in curriculum development and implementation programs. The role that these associations have played for many years in the

professional development of teachers should be recognised by the department through the provision of various forms of support. However, these associations are not representative of the teaching workforce and do not replace the need for formal consultation with the QTU.

The Queensland Teachers' Union supports the existence of an inter-systemic statutory authority which oversees the development and credentialing of curriculum and assessment in the post-compulsory years. Such curriculum must be inclusive of the needs of all students, not merely those who are destined for university education, and must be common across all phases of schooling.

The QTU supports an overarching curriculum directorate within the authority that provides for separate compulsory and post-compulsory curriculum functions, but ensures a smooth transition for students between these phases of schooling, as well as compatibility of assessment regimes.

The authority should have representation from schooling systems, TAFE, teacher unions and other teacher organisations, parents, students and tertiary institutions. Practising teachers should form a significant proportion of the members of the authority, and this representation should be balanced across schooling sectors. The authority should operate as a consortium, with responsibility for setting core curriculum requirements in terms of goals and outcomes, the responsibility for overseeing curriculum development (i.e. the writing and trialling of new curricula), program accreditation and student certification. Education systems/teacher employing authorities (Department of Education and Training, TAFE, private school systems and schools) should have responsibility for implementation, including work program development, production of materials, provision of equipment and professional development. Subject to certification guidelines developed by the authority, schools and systems should have responsibility for individual student assessment.

The Queensland Curriculum and Assessment Authority, in collaboration with teacher practitioners, should:

- support and implement cutting-edge curricula that enable flexible multiple pathways for all students

- ensure teacher practitioner leadership in the development of new curriculum initiatives

- maintain the present procedures and protocols associated with the accreditation and certification of programs and student results in year 12

- establish protocols and train teachers to enable quality assurance in years 2–10 at the school and regional level.

The structure and staffing of the Queensland Curriculum and Assessment Authority should ensure that curricular support can be given to all sectors of schooling and in all discipline areas.

The QTU does not support any move to require students to choose among post-compulsory curriculum options at an earlier age. If the necessary resources, training and support were provided, the QTU would support the accreditation of school curriculum programs developed by schools in the compulsory years of schooling using a moderation-like protocol. The QTU must be fully involved in consultation around curriculum management bodies regarding any structural change.

6.   Curriculum development and enactment

Curriculum research and development should be directed at informing and promoting the role of curriculum in social change. This should involve analysing and acting upon the ways in which certain kinds of knowledge are selected, interpreted, and represented in the discussion, practice and social

relationships of curriculum work. The identification and critique of the ideology embedded in all curriculum practice, discussion and organisation must be integral in curriculum development.

Curriculum development must be a collaborative experience for all participants. It should be funded to ensure active participation by teachers, students and parents in the development process at classroom, school, community and system levels.

The QTU supports a system-wide syllabus development model which has extensive teacher involvement in all stages.

Curriculum syllabus documents should contain a rationale, aims, discipline content and achievement standards.

The curriculum should be flexible and responsive to the experience of learners, and should acknowledge that individuals will experience the same learning activities in very different ways. It should engage students in authentic tasks rather than simulations and more passive forms of activity. Accordingly curriculum development should:

- take into account workload implications of new curriculum, assessment and reporting

- be underpinned by the pursuit of social justice

- involve critical examination of the contexts and structures within which it occurs

- address constraints which prevent student access to and acquisition of personally and socially relevant knowledge

- act upon all stakeholders' legitimate right to inform and participate in curriculum development

- require the roles and responsibilities of all stakeholders at all sites to be clearly defined

- require that stakeholders be empowered to collaborate more effectively, through the provision of access to appropriate knowledge, resources and skill development

- actively enhance the understanding of different beliefs and values, and promote shared reflection on, and examination of, beliefs and values

- be a continual, interactive process of planning, implementation and review

- acknowledge the central role of the teaching profession, in collaboration with students and the community

- have the learners' needs, interests and abilities as an important focus

- be directed towards students having ownership of their learning and its direction

- involve visionary thinking

- involve consideration of the learner and the social and cultural environment

- link different phases of the process and different sites of decision-making.

6.1 Implementation of new curriculum

If the implementation of new curriculum is to occur effectively, it must take into account the workload of teachers, particularly in the primary and special education sector. Teachers should be widely consulted regarding the development of any implementation plan, and must be able to access professional development in school time. Funding is also a key issue for any implementation

program of new curriculum, and resources must be developed and provided for the particular key learning areas.

6.1.1 Trial processes

All phases of curriculum development and implementation, including assessment, reporting and evaluation, should be trialled in schools. Trials should last at least two school years, to enable these aspects to be trialled adequately.

Resources including professional development, and curriculum materials etc must be provided prior to the commencement of the trial process. Trial schools need to be provided with additional resources to assist with the trial process.

6.1.2 Implementation

The QTU supports implementation of new curriculum for key learning areas by means of three phases:

- phase 1– developmental pilot in a range of schools

- phase 2 – trial in a limited number of volunteer schools

- phase 3 – remaining schools begin implementation over three years.

All curricula including syllabuses and accompanying support materials should be provided to schools as a package before implementation begins. Additional professional development resources should be provided to each school in at least the first year of implementation.

The QTU supports the expansion of the full-time head of curriculum position so that all primary schools have access to it. Very small schools should be able to share a cluster head of curriculum (see QTU class size and staffing policy, booklet D.) The role of the head of curriculum should be to help teachers work with curriculum initiatives such as the Australian curriculum.

6.1.3 Professional development

The professional development needs of staff should be met as outlined in QTU professional development policy, section 5.

During the implementation of any new curriculum, intensive support is needed in primary schools. All teachers at schools must be provided with sufficient professional development and support services to enable familiarisation with and knowledge of the new curriculum of key learning areas and improved classroom, school and system practices. This must be addressed by systems in conjunction with support materials produced by the Queensland Curriculum and Assessment Authority, and teacher professional associations.

Professional development programs aimed at the successful implementation of new curriculum should be carefully planned and sustained over time. They should have the following four stages:

- awareness of the new curriculum

- development of teachers' knowledge base

- translation into practice

- implementation and reflection.

Professional development programs should focus upon:

- pedagogy

- curriculum planning and associated changes in teaching, learning and school practices

- critical analysis of the model of cognitive development embedded in the curriculum

- assessment

- moderation of the assessment of student work

- recording and reporting of student achievement

- social justice implications

- issues relating to primary and secondary school implementation

- issues relating to the primary-secondary transition.

These programs should include:

  o classroom and school action research projects

  o teacher meetings and visits that focus on effective learning and teaching, including assessment and reporting.

6.1.4   School programs

Schools need to be supported in the translation of new curriculum into effective and manageable school programs.

Schools need a curriculum framework and advice which gives system imperatives with provision for the individual scope and sequence of the school program. Examplar programs for different school structures should be provided to give assistance to schools, e.g. model programs for small schools, multi-age schools, P-10 schools, middle schools. The department must recognise the time and commitment necessary for schools to produce and implement responsive school programs. They must provide and fund teacher relief, inservice education, networking opportunities, support personnel and material resources.

Year 10

The QTU supports the need for the development of alternative curriculum as many subjects in the proposed Australian Curriculum will not accommodate the career pathways of some year 10 students. The QTU acknowledges that the progression from year 10 to year 11 can be difficult for students and diversity in the curriculum should remain a priority.

When making changes to year 10, the QTU supports schools making decisions at a school-based level, taking into account individual school and staffing circumstances.

Senior schooling

The QTU supports continuing efforts to improve the quality of the senior curriculum and its relevance and accessibility for all young people. These efforts should build on the following features of the current senior curriculum:

- a broad suite of syllabuses that covers the full range of disciplines and areas of knowledge that schools select from on the basis of student and community needs

- a two year program of completion that allows for a sufficiently rigorous program of knowledge acquisition and skill development, but with the flexibility that allows students to modify their program following adequate consultation and career advice. syllabus packages that provide guiding principles for consistency in work program development across schools, but with adequate flexibility for schools to develop programs relevant to their particular context and circumstances

- the availability of a broad suite of vocational education options

- a broad senior program that allows schools to plan senior programs of learning so that students are not unduly disadvantaged by where they live

- programs that allow schools to develop timetable structures to deliver varied senior courses of learning that cater for the full range of students

- a system that enjoys a high level of support in the community and profession

- curriculum development, implementation and quality assurance processes that engage with the profession and the practical realities of schools and classrooms.

The senior curriculum should provide flexible pathways and not curtail future options for students. Syllabuses should be clearly written and make explicit the requirements for teaching and learning. Certification arrangements should facilitate as appropriate access to university, TAFE and employment.

7.   Curriculum decision making

It is imperative that children experience democracy in decision-making from early childhood onwards, to instil in them a developing sense of control over their own learning, and of cooperation and responsibility in decision-making. It is essential that schools take an active role in the development of children's ability to participate in decision-making. For this to happen, there has to be acknowledgement that specific decisions about how to organise learning are best made by teachers and schools. Curriculum decision making guidelines and frameworks must provide the parameters within which schools can make local decisions that reflect the school's context. The school community must model the democratic process.

7.1   Democratic curriculum development

A democratic model of curriculum development requires the participation of all groups affected by the curriculum in the decision-making process. Therefore, curriculum decision-making must involve or reflect the decisions of teachers, students and parents in all curriculum decision-making forums.

7.2   The role of central education authorities

Central education authorities have the responsibility to assist in the development of broad curriculum guidelines and to provide adequate resources, including time and personnel, to enable curriculum development within schools.

Central education authorities have a responsibility to ensure equitable access and outcomes for groups who can be identified as disadvantaged, such as girls, Aborigines and Torres Strait Islanders, those from low socio-economic or isolated communities, those from language backgrounds other than English, neglected and abused students and those with a disability. Support mechanisms for these groups are the responsibility of the central educational authority.

7.3   Parent/carer decision making

The QTU recognises that education is a partnership involving students, their families or carers and school communities.

Parents/carers have a clear right to be involved in the education of their children and the curriculum decision-making process. It is crucial that this participation is not limited to formal decision-making forums or to a limited number of parents/carers.

Programs encouraging parent involvement in schools should be developed at system, school and classroom levels. These programs should:

- recognise the uniqueness of each school community

- identify and support processes for parents/carers and teachers which lead to effective parent/carer participation in schools

- develop interpersonal relationships and communications which are effective, recognise the rights and responsibilities of individuals and are educationally productive

- provide parents/carers and teachers with opportunities to gain better understanding of the processes at work in children's learning

- focus on the needs of families where there is a particular need to foster joint school and home support to enable children to develop positive attitudes towards learning.

Factors that must be considered to enable such programs to be implemented include:

- the need for home-school liaison officers

- parent/carer access – a minimum of four hours paid leave per month should be available for working parents/carers to enable access to children's schools and classrooms

- the provision of facilities such as parent/carer meeting rooms, parent/carer libraries and childcare

- cultural factors which inhibit parent/carer participation

- community languages, literacy levels and the physical needs of parents/carers.

7.4   Student decision-making

Students should be progressively helped to assume more responsibility for their educational development as they proceed through schooling. Cooperation should be fostered to develop an ability to work with others and an understanding of and respect for other human beings. Students should be given the opportunity to have an input into school policy decisions, through representation on school student councils and peak student council bodies.

In the classroom, students and teachers should negotiate learning experiences within the guidelines of the school curriculum plan.

7.5   Teacher decision-making

As the person responsible for the delivery of the curriculum, teachers have a professional responsibility to play a major role in curriculum decision-making. They, in co-operation with parents /carers and students, are able to define student needs and thus to shape the curriculum accordingly.

The QTU therefore asserts the rights of teachers to be involved in curriculum decision-making within their schools.

Teachers have the responsibility to ensure that in both content and process the curriculum is democratic. To enable them to do this, teachers themselves must experience democracy in the workplace. An avenue for decision making in a school is the Local Consultative Committee (LCC).

7.6   School curriculum programs

The school, in consultation with the school community, is responsible for the development of a school curriculum plan that is consistent with the spirit of the centrally developed guidelines. This might include statements about:

- the school's philosophy, goals, values and beliefs

- the context of the school and community

- the learning outcomes to be achieved

- content and the consequent learning activities

- the concepts to be developed

- appropriate pedagogy and pedagogical frameworks

- provision, use of, and access to available resources

- assessment and evaluation processes and timelines.

7.6.1   Teachers' curriculum program

The teacher's curriculum program should be a simple document extracted from the school curriculum program outlining the development of student learning. This program is the responsibility of either individual teachers or groups of teachers (e.g. year level teachers).

Teachers who have completed satisfactory probationary appraisement should not be required to submit any form of written document to any officer of the Department of Education and Training, unless undergoing a compulsory appraisement. Any perusal or assessment of the curriculum program during a teacher's appraisement should take place with suitable notice and with the teacher present and free from all class contact and duties. Shared teaching arrangements should maximise opportunities for collegial sharing of curriculum planning and implementation practices. Any other preparation is regarded as the personal and professional concern of the individual teacher and is not required to be available to any other person. However, curriculum advice and support should be available to all teachers. New and beginning teachers in particular need access to support with personal preparation. This support should be available from mentors, coaches, leadership teams and other colleagues.

7.6.2 Data pertaining to curriculum (or Curriculum Data)

The QTU maintains that the most important data in relation to the curriculum is the data pertaining to student achievement, reflected by a five point scale (or A-E). The collection of this data should align with an overarching systemic framework for the curriculum taught in prep to year 12. Each school should develop a school data plan, through the LCC, that defines:

- what data is necessary

- how this data will inform teaching practice and school improvement

- what data is to be collected and when

- roles and responsibility of teachers and other staff

- where this data is stored (including adequacy and reliability of online data storage)

- how this data will be represented, tracked and monitored (including visibility of data)

- the audience for the data and how this will be reported to the school community and the frequency of this reporting

- what resources will be allocated to the priorities identify by the data.

8. Behaviour management

8.1 General

Public schooling should provide a quality education in a safe, caring and supportive environment. A supportive environment requires mutual respect for the welfare, rights and dignity of students, teachers and other school staff and parents/carers in an environment that is based on equitable opportunities for all. Behaviour which disrupts this environment should be viewed with concern by the community if it interferes with the rights of students to take full benefit from their years of schooling. No student should be denied the opportunity to learn and socially develop because of disruptive behaviour. The goal of appropriate behaviour in a productive and supportive atmosphere depends largely on co-operation and understanding among the students, all key stakeholders and support personnel.

Unacceptable and inappropriate behaviour in mainstream schools needs to be addressed to maintain the highest quality of service to the individual and the cohort of students as well as meeting the industrial goal of ensuring safe working conditions for QTU members. The significance of socio-cultural and socio-economic factors can play a role in influencing student behaviour.

8.2 Departmental responsibilities

The Department of Education and Training has a responsibility to appropriately resource schools to provide a safe working environment that promotes optimum learning and supports schools in addressing behaviour management issues. The QTU believes that the department needs to address resourcing, pedagogical, curriculum, professional development and organisational issues which impact upon behaviour management.

There are many steps the department can take to help schools deal with students with problem behaviours. It should act immediately to:

- implement QTU class sizes policy

- support schools in the implementation of these individual school codes of behaviour

- equip all schools with mechanisms and resources (both physical and human) to deal with the behaviour needs of students, for example; adequately trained staff, professional development opportunities, withdrawal rooms, specialist staff, students services

- provide behaviour management personnel (one male and one female) in all schools to assist teachers and students with behaviour management issues

- establish 40 positive learning centres across the state, staffed by two to five teachers and appropriate counselling and guidance staff, and provide appropriate resources to deliver programs that support behavioural change for students who are identified as at behavioural risk (see 8.7)

- require an action plan be developed outlining positive behavioural choices that the student will make in the future

- provide additional staffing and resources to develop programs that address the links between poor academic achievement and inappropriate student behaviour, or that cater for students at risk of disengaging from education

- fund research into the connections between gender, race, ethnicity and socio-economic factors and behaviour management issues

- ensure coordination among schools, positive learning centres and other government agencies to assist students at behavioural risk

- review investigation guidelines to ensure that teachers and principals are not harassed through vexatious and malicious complaints

- provide a centrally-funded, school time professional development program for all teachers and school administrators on behaviour management and inclusion practices

- extend the role and numbers of guidance officers to give further emphasis to the identification of specific learning difficulties

- acknowledge the need to support schools in the identification and support of students with extremely maladaptive behaviour

- fund the development and classroom trialling of resources aimed at addressing these issues

- provide additional teaching support staff

- provide additional professional staff and para-professionals in schools, to address behaviour management issues such as guidance officers and truancy officers.

The Department of Education and Training, in consultation with the QTU and its members, should continue to support the use of OneSchool to describe the challenging behaviours of particular students and track the progress of the student. When dealing with, documenting and recording student behaviour, teacher and administrative work-load implications should be considered and catered for.

8.3   Initial Teachers Education

The Queensland College of Teachers should ensure that initial teacher education courses provide students with behaviour management skills commensurate with the requirements of the Australian Professional Standards for Teachers Graduate level. Focused practical experience is vital in this regard. (See also Practicum, QTU professional development policy).

8.4 Role of the school

A school's code of behaviour and strategies ought to grow from its philosophy, goals and procedures. Accordingly, teachers at a school should determine its behaviour management policy, in consultation with parents and students. The policy should include steps to promote positive student behaviour, steps to prevent inappropriate behaviour, clear and fair consequences, a professional development plan and guidelines relating to the suspension and exclusion of students.

A school's code of behaviour should be in written form and be available to all members of the school community. In drafting a code of behaviour within a school, the following behaviour should be regarded as unacceptable and inappropriate:

- sexist, racist or homophobic behaviour

- bullying/harrassment

- disruption of classes

- insolence to staff members

- physical violence to staff or students

- swearing at staff or students

- wilful or persistent disruptive behaviour

- wilful damage to property

- theft

- harassment of staff on or off duty

- harassment of students or their family members

- inappropriate cyber interactions

- carrying of a weapon e.g knife

- possession of and/or use of prohibited drugs and other substances

In addition to identifying unacceptable behaviours, schools should identify behaviours that they expect students to demonstrate and consider how these behaviours will be explicitly taught, reinforced and recognised.

8.5 Detention

It is recognised that detention of students in otherwise "free time" is an important strategy to help maintain acceptable standards of behaviour. The Act allows teachers to detain students during lunchtime, but for a maximum period of only twenty minutes, or for thirty minutes after school. The Union believes teachers should be entitled to detain students for up to five minutes during morning recess, up to thirty minutes during a one hour lunch break and up to thirty minutes at the end of the school day.

8.6 Suspension and exclusion

For repeated or serious breaches of the school code of behaviour, the principal shall have the power of suspension for a specified period, without the need for prior departmental approval. A student who has been suspended shall have no automatic right of further education at a state school while

on suspension and should not be permitted to enter the school grounds or have contact with school personnel for the duration of the suspension.

The QTU supports the view that students on suspension are under the complete care of their parents or carers away from the school site. The school has no duty of care during the period of suspension, other than to supply a brief work-program for students suspended for six – 20 days only.

For extreme offences or repeated breaches of the school's code of behaviour, students may be excluded.

The student may have re-entry to a state school:

- by negotiation with another school, with Behaviour Improvement Conditions (BIC) attached. The BIC should be agreed to following consultation with the principal's supervisor, the senior guidance officer, the principal, parents/carers, and the student

- by enrolment in a school of distance education or alternative education settings at various locations across the state (in these circumstances the arrangements should be reviewed every term).

The QTU recommends that the student undergo mandatory counselling before re-enrolment.

Students over the age of compulsory attendance may be counselled and advised of other education avenues that are open to them.

8.7 Positive learning centres

Positive learning centres should be agents of proactive change in young people. The QTU believes that the Department of Education and Training should fund the establishment and program maintenance of 40 positive learning centres in major rural and regional centres (see 7.7.2). These should deliver long term programs (ten weeks or longer) with the aim of providing students with sufficient skills to return to mainstream schooling. Where this is not feasible, the positive learning centre should build lifelong learning capacity and support the student to find a place in the workforce or access education via a school of distance education or alternative education setting.

The focus of the positive learning centres should be to provide literacy and numeracy support, and to build interpersonal skills (tolerance, anger management, team work) and intrapersonal skills (self reflection, goal setting, resilience).

Additional funding should be provided by the Department of Education and Training for those districts which identify a need for the provision of a six-20 day facility. The QTU does not support the redirection of funds from positive learning centres towards centres that receive students on six-20 day suspensions.

8.8 QTU support

The QTU will support teachers in dealing with students whose actions breach the school code of behaviour.

In cases where a student commits a major breach of the school code of behaviour (e.g. assault of a staff member) or repeated lesser breaches, the school Union Representative shall, upon request, convene a meeting of QTU members in the school to consider the following resolution:

> THAT the QTU members at [insert school/sub-branch name] school seek a directive from the Executive of the QTU for QTU members at this school to refuse

>to provide normal instruction to (name of student) until such time as this staff is satisfied that the said student will observe the school code of behaviour.

Such action by teachers cannot be seen as a solution to discipline problems, as the solution lies with the community as a whole. Neither can such actions be considered the most satisfactory means of dealing with discipline problems, as these lie with politicians and the department, as outlined in this statement. However, this action may be necessary if teachers are to protect the rights of those students who wish to learn in a positive environment, at least until the community, politicians and the Department of Education and Training recognise their responsibility to assist schools in dealing with these problems.

9. Curriculum support

9.1 Curriculum guidelines

The QTU supports school-based democratic control of curriculum, within a framework of system-wide guidelines and principles.

The education system at the state level has a responsibility to develop curriculum guidelines and resource materials and to make these available to schools. The use of these documents should not be mandatory, and schools should be able to select from or adapt them to meet their needs.

These guidelines should be accompanied by recommended minimum curriculum times which provide sufficient flexibility for schools and accommodate local needs and priorities.

Syllabus documents and curriculum guidelines should be provided to schools in a form which enables each teacher to have copies for their personal use. Teachers cannot adequately plan for either the teaching/learning process or for assessment and evaluation if they have to share basic resources with their colleagues. Support materials (print and non-print) should be supplied to schools in sufficient quantities to ensure that schools do not need to provide additional resources from their own funds.

The development of curriculum guidelines in a democratic public education system requires properly representative structures at the state level.

The QTU supports the development of school-based curriculum programs. Such curriculum development, however, must be supported with the provision of adequate resources, both human and financial. Support materials (print and non-print) and resourcing should be synchronised with the introduction of new syllabi so schools do not need to provide and implement resources from their own funds and time.

9.2 Curriculum research

The QTU supports the Department of Education and Training's sponsorship of active, ongoing research programs which will assist teachers in their classroom practice. Research activities should invite participation by school communities, with ownership of the results being an objective of such projects.

The QTU specifically requires that curriculum research by outside researchers:

- places teachers in control of data generated
- involves participative local decision-making in determining access to schools by researchers

- is controlled by a statewide code of ethics

- is entered into on a voluntary basis by the teachers/schools participating

- involves the school or teacher in no additional expenditure

- requires no significant increase in teacher workload.

A more appropriate model of educational research in schools is action research, a cyclic process of reflecting, planning, acting, observing and reflecting again. In the action research model, enquiry and practice are mutually supportive, with the teacher and researcher working in close co-operation. Within this model, the teacher often is the researcher. This model is particularly suited to inservice education and the ongoing development and evaluation of school development plans.

The Department of Education and Training should encourage and assist curriculum enquiry in schools by teachers, as well as the publication of articles about their classroom practice.

9.3   Curriculum support services

The QTU believes in the meaningful participation of parents, teachers and students in the development of school and system curriculum practices. For this to happen, it is essential that sufficient funding, time, physical resources and personnel be made available to school communities.

These curriculum support services should be provided in response to requests from school communities, and access to them should be at the discretion of schools. They should be structured as close as possible to the school level and in such ways as to develop resourcefulness and independence at the school level.

The QTU recognises that while it is appropriate for most curriculum support services to be provided at the local/regional and state levels, the development of Australian curriculum practice requires a national support service and network of curriculum information and support.

The QTU strongly advocates that teachers be given access to curriculum support services, inservice education and other professional development during school time.

9.4   Regional education offices

The QTU believes that regional offices should have a function in providing school-determined curriculum support. All schools require support in curriculum development, implementation and evaluation. However, smaller schools in particular lack the internal financial, human, school management and special needs resources for these functions, and they should be co-ordinated in consultation with regional offices.

9.4.1   Management

Regional offices should model participative management by actively involving teachers and parents in management processes. Policy decisions affecting curriculum support for schools should be managed by a regional education council, consisting of elected teachers and parents representing all sectors.

9.4.2   Staffing

Regional offices should be staffed with professional curriculum support personnel. These staff would support schools in curriculum areas identified locally as priorities.

9.4.3 Curriculum support

Regional offices should provide school and classroom support through the following services:

- consultancy services to schools – consultants and educational advisers should be available in priority curriculum areas, and based on needs identified by schools in their planning and reporting processes

- access to other support personnel, e.g. counsellors, therapists, guidance officers, computer technicians, nurses, youth support, migrant education services, etc – such support personnel should operate as determined by the school communities

- resources for students with special needs – resources should be available to support teachers and parents within the regional office area.

9.4.4 Professional development

Regional offices should provide professional development support for teachers, administrators and parents, as well as suitable facilities for these activities. Regional offices should provide comprehensive information regarding professional development opportunities through all providers, including the Department of Education and Training, higher education institutions, TAFE, professional associations and teachers unions. Support must be provided for school-based professional development.

9.4.5 Career development

Regional offices should provide advice and assistance to teachers regarding career development. This should include information, professional development, counselling and assistance with preparation of job applications. Mentoring and workshadowing programs should be coordinated by regional offices and, where appropriate, central office.

9.5　　Curriculum resources

The QTU insists that the provision of adequate democratic, responsive curriculum support to school communities cannot be achieved without adequate resources. Such resources will include financial, personnel, time and material aspects. They will need to be provided centrally and controlled collaboratively to empower school communities in the development, implementation, evaluation and improvement of curriculum.

The most effective curriculum resource is the successful classroom teacher. Teachers should be assisted and encouraged to develop skills as curriculum consultants, to become involved in mutual professional development and to re-invest their expertise in school-level practice and development of curriculum. Teachers should be released from classroom teaching duties to enable them to participate fully in all aspects of curriculum research and development.

9.6　　Sponsorship of public educational institutions or activities by industry or business

The QTU is concerned by the increasing incidence of sponsorship of public sector schools and their activities by commercial interests. Often this is as a result of either a lack of or inadequate government funding.

The QTU does not oppose commercial/industry interests donating resources to public education institutions or activities. However, the QTU asserts that the content of curriculum remains the professional responsibility of teachers. Sponsored resources specifically designed for educational use should be clearly designated as such. Under no circumstances should promotional material be presented as "educational".

The QTU recognises that students must be appropriately educated about all aspects of work to enable them to competently and ethically participate in work, which is an essential component of human social endeavour. However, the QTU asserts that students must not be exposed to curriculum materials that do not meet criteria associated with high quality and sound educational practice and integrity.

Industry/business curriculum materials, although declaring their identity, should not seek to promote the sponsors' goods or services, nor should they endeavour to influence the values of students.

The QTU opposes the use of public education institutions and activities in advertising or promotion of private sector industry/business interests.

9.6.1 Monitoring of industry/business curriculum materials in schools

The QTU supports the establishment of representative and consultative bodies at the national and state levels to monitor the use of sponsored curriculum materials in schools and to assess their educational value. An independent body should also be established to ensure accountability in decision-making procedures relating to the approval of curriculum materials and to address complaints via a formal appeals process. Representative community organisations must be included in consultative processes to ensure that matters of public interest are addressed, for example, those of women, sustainable environmentalists, consumers, trade unions, Aborigines and Torres Strait Islanders and ethnic communities. The provision of appropriate consultative structures and appeals mechanisms and the implementation of a code of practice governing curriculum content are deemed by the QTU to be the minimum monitoring requirements to protect against bias and to ensure high quality curriculum materials.

9.6.2 Code of practice

All industry/business sponsored curriculum materials should meet the minimum standards set out below.

Accuracy

Information must be consistent with established facts and/or expert opinions relevant to the topic and be easily verifiable. It must be current at the time of publication and if circumstances change, updated for the duration of the period of distribution.

Objectivity

All major and/or relevant points of view must be fairly represented. Sponsor bias must be clearly stated and references to opposing views made. If controversial, arguments in favour must be balanced by arguments against. There should be no attempt to state, imply or demonstrate that a particular product or service is superior to another similar product or service. When promoting educational issues it should be clearly stated that benefits apply to the class of goods or services, not to an individually named product.

Completeness

Materials must contain all relevant information and not deceive or mislead by omission or by commission.

Non-discriminatory

The text and illustrations must be free of references or characterisations that could be considered derogatory or that stereotype particular groups, for example, on the basis of sex, ethnicity, race, age, political or religious affiliation or disability.

Non-commercial

Sponsored materials specifically designed for educational use should be clearly designated as such. Under no circumstances should promotional materials be presented as "educational". Text and illustrations must not contain any of the sponsor's brand names, or corporate identification. No implied or explicit sales message, exhortation to buy a product or service, merchandising slogan or other attempts to influence the purchasing decisions of pupils, or their families, should be included.

Corporate identification must be included, to highlight the source of the materials and to provide contacts for further information. The sponsor's legal copyright notice is used to designate ownership of presentation and date of publication.

Under no circumstances should samples of products be left with students without prior knowledge and consent of school authorities.

Editorial control

While sponsored materials may be funded by industry/business, they should be produced by officially recognised educational, consumer and government agencies, which are responsible for final editorial decisions. These agencies should work with independent academic authorities on program content.

Endorsement

All industry/business sponsored materials for use in schools should be assessed by an independent body responsible for monitoring minimum standards, and carry a national and state (where appropriate) stamp of approval.

Evaluation

Materials should encourage awareness about the subject among students, as well as cognitive evaluation.

Distribution

No unsolicited material should be distributed, or directly mailed to students.

9.6.3 Guidelines for teachers

Teachers should ensure that:

- materials have undergone independent assessment and approval processes before use in schools

- promotional materials sent directly to schools are rejected

- sponsored curriculum materials are counterbalanced in the classroom.

9.6.4 Roles of governments and education authorities

Monitoring

The Australian Government, in consultation with state/territory education authorities, should establish and fund independent representative bodies for endorsing and monitoring industry/business sponsored materials. An independent body should also be established to ensure accountability in decision-making procedures relating to the approval of curriculum and to address complaints via a formal appeals process

Policies

Policies governing the use and extent of sponsored materials within the school curriculum should be developed and implemented by all education authorities.

Teacher education

Pre-service and in-service courses on curriculum development and assessment should include components relating to processes of critical assessment and identification of criteria of integrity and quality.

Legislation

The Australian Government, in consultation with state/territory governments, should introduce a statutory framework to enforce regulation of the code of practice. This legislation should include the power to apply sanctions for non-observance of the code of practice.

The QTU emphasises that neither sponsors themselves nor teachers in the classroom should be solely responsible for regulatory matters.

10. The common curriculum

The QTU believes that common curriculum principles should underpin the years of compulsory schooling.

- All fields of study should be available to all students and should be received by all students. Students have an irrevocable right to access the major fields of human knowledge: language, literature, mathematics, sciences, social sciences, economics and political studies, music and the arts, health and physical education.

- All students should be able to progress consistently through all areas of a course. Choices and groupings within major areas should not impede this progress and close off other options irrevocably.

- Schools and individual classes should be organised on a comprehensive basis i.e. there should be no permanent streaming on the basis of social origin or of student achievement.

- Curriculum should foster co-operative rather than competitive approaches, and its goal should be success for all, rather than a mixture of success and failure.

- All students should be actively encouraged to achieve to their maximum potential.

- A common curriculum should include personal and social awareness , in which students are encouraged to work with others to develop an awareness of group dynamics and needs, in order

to gain an understanding of each other's backgrounds, and to overcome stereotyping, prejudice and discrimination.

- A common social curriculum should develop in students an awareness of contemporary social issues and of how Australian society works. A common curriculum should be democratic, in that co-operation and discussion in the classroom are encouraged. Students should be progressively encouraged to make more decisions about their own educational development as they progress through schooling. Schooling should prepare students for active participation in society on an equal basis.

- A common curriculum should be empowering, so that through it, students develop a sense of confidence in themselves as individuals and as members of social groups, and develop the ability to respond to and affect social change in the future.

10.1 Reconceptualisation of the curriculum

The QTU supports, in principle, the development of forward-thinking curricula, in which learning takes place within real contexts and in which students have an active role in their own learning.

Schools should not be expected to adopt more than one type of curriculum. The QTU's in-principle support does not necessarily mean that the Union will support all aspects of schemes that might from time to time be introduced.

Systemic support will be required for schools to explore and develop new types of curriculum, including:

- professional development to provide conceptual understanding of the new curriculum

- time to engage teachers with developing a working understanding of its theoretical structures and underpinnings

- time to develop new work programs

- time for teachers to engage in critical reflection and evaluation

- external "critical friend" support to help the school maintain focus and momentum

- assistance to schools to integrate changes to curriculum, pedagogy, assessment and reporting through a process of careful reconceptualisation of current school practices

- support for teachers' intellectual work and professionalism

- establishing valid mechanisms to monitor, record and disseminate the experiences of schools/teachers in their exploration of these schemes

- a guarantee of the above forms of support for the duration of the agreed trial period.

10.2 Australian national curriculum

The QTU supports the Melbourne Declaration on Educational Goals for Young Australians as the rationale for the Australian national curriculum.

ACARA should identify and strengthen the understanding of equity that informs the development of curriculum. The principle that all students have an entitlement to a challenging curriculum is important. It is essential, however, that curriculum development is informed by an understanding of how this principle can work in practice in different contexts, to take account of the needs of

diverse student cohorts including students with special needs, students (especially Indigenous students) in remote settings, students with disabilities, students for whom English is not their first language and gifted and talented students.

The suite of learning area curricula should be coherent in organisation and terminology. Curriculum content in all learning areas should be realistic and appropriate to the implementation of a full and balanced curriculum. Overcrowding of the curriculum should remain a consideration during development and implementation of all phases of the Australian Curriculum.

There is a need for clarity about expectations for assessment and reporting. The achievement standards merely provide a summary of the content in each year level for each subject rather than a definition of the quality of learning; they do not provide sufficient guidance to ensure consistency in assessment and reporting. The QCAA has a role in supporting teachers to make judgements. Any Guide to Making Judgements (GTMJ) should be comprehensive and easy to use in a state-wide context.

The timeline for the development of each learning area should allow for comprehensive consultation, trialling and evaluation. Practising teachers and their unions must be integrally involved and engaged in each of these stages to ensure a quality curriculum. The development and implementation of each learning area curriculum should be in line with QTU Curriculum Policy, section 6 Curriculum Development and Enactment.

The roll-out and enactment of the national curriculum must be supported by resourced and structured programs of professional development and teacher capacity building. Resources and support materials are also required to support schools and classroom teachers. Professional learning support and resources are needed for the Indigenous aspects of the curriculum, incorporation of ICTs, Asia literacy and environmental sustainability. There is a need for significant new funding to support enactment. Some schools may need additional teachers, and all teachers will need time to participate in professional learning activities and engage with support materials developed by the Department, the QCAA and ACARA. This will require a national plan for resourcing and support for roll-out.

10.3   Key learning areas

The QTU supports the concept of eight key learning areas (KLAs): English, mathematics, science, human and social sciences, health and physical education, technology, arts, and languages other than English.

The QTU accepts that there is no definitive approach or style for the teaching of key learning areas, and recognises that learning is likely to be enhanced by:

- activities that build upon and respect students' experiences

- activities which the learner regards as purposeful and interesting

- feedback by teachers

- using and developing appropriate language

- challenge in a supportive framework.

The QTU is in favour of curriculum that is broad, inclusive and will prepare students to be active learners and participants in the modern world. The QTU has the right, as the representative of state

school teachers, to be consulted and a party to any revision of curriculum that might be undertaken in the future.

The QTU promotes an approach that:

- supports the development of expertise in teaching in a secondary subject area

- supports the professional development of teachers so that they can be aware of and employ the best, evidence-based approaches to teaching in a particular KLA

- values difference in classrooms and uses this as a strength and

- is fundamentally based on the professionalism of teachers by allowing them to make decisions about appropriate teaching methods for their students.

10.3.1 The Arts

Definition

The Arts are defined as comprising the five distinct areas of Dance, Drama, Media, Music and Visual Arts. Each is used to explore the human experience and to use aesthetics to communicate our understanding.

Rationale

The QTU believes The Arts are central to everyday life, both in terms of our experience as individuals and as members of local and global communities. The Arts offer a variety of creative means to understand self and other, express ideas and concepts, and to develop empathy with audiences. They lead to the development of critical literacy, personal enrichment, reflective practice and self confidence in individuals. The arts are also of economic significance and arts industries are notable contributors to the Australian economy. Studying in the arts provides significant employment opportunities in the field.

Aims

An education in the arts provides all members of society with the means by which the future can be shaped. It should contribute significantly to lifelong learning. Specifically, the arts should lead to the development of critical literacy, self-confidence and greater employment opportunities. The QTU supports a broad approach and understanding of the arts, i.e. a concern with art-forms as symbol systems, regarding the arts to be aesthetic forms of knowing and expressing, and acknowledging that the arts are embedded in specific social and cultural contexts.

Method of delivery

The QTU recognises that the arts can be organised into strands for the purposes of learning, namely dance, drama, media, music and visual arts. While each of these may be studied as a separate subject during some years of secondary education, the QTU believes that in primary school, an integrated approach is desirable wherever possible.

The QTU strongly supports the adoption of a socially critical approach to investigations of the social and cultural dimensions of the arts. Students should be taught that the arts are the embodiment of values, opinions and social constructs, and that participation in The Arts is emancipatory as students become agents of social change.

General principles

The QTU supports the aims of The Arts syllabus in developing knowledgeable people with deep understanding who are complex thinkers, active investigators, creative, effective communicators, participants in an inter-dependent world and reflective and self-directed learners.

The emphasis on equity and cultural diversity is appropriate, and the QTU believes that teachers should be afforded quality professional development regarding cultural protocols. This is particularly important where the teaching of Aboriginal and/or Torres Strait Islander histories, stories, culture and language is embedded in the curriculum.

The issue of access is an important one for The Arts. Students and teachers need to be encouraged to value learning in this key learning area, and all students need to have access to real learning opportunities. Primary school teachers in particular need access to professional development opportunities relevant to The Arts if appropriate pedagogies are to be employed and the outcomes are to be achieved.

The Department of Education and Training has a responsibility to provide adequate funding to schools in order that all students are able to access The Arts and all relevant teachers are able to teach The Arts appropriately. Schools will need to be appropriately resourced, both in terms of materials to support teachers and students and in terms of the provision of appropriate physical space.

10.3.2 English

Definition

English is a course of study to promote students' capacity to use Standard Australian English.

Rationale

Although all key learning areas are responsible for the development of literacy skills, the key learning area English provides a systematic and comprehensive study of English, developing students' knowledge and use of texts, language and literacy.

Aims

The goal of English is to develop and refine students' ability to compose and to comprehend spoken and written English fluently, appropriately, effectively and critically – for a wide range of personal and social purposes. The English curriculum should aim to develop the following:

- the ability to speak, listen, read, view and write with purpose, effect and confidence in a wide range of contexts

- a knowledge of the ways in which language varies according to context, purpose, audience and content, and the ability to apply this knowledge

- a sound grasp of the linguistic structures and features of Standard Australian English and the capacity to apply them, especially in writing

- a broad knowledge of a range of literature, including Australian literature, and a capacity to relate this literature to aspects of contemporary society and personal experience

- the capacity to discuss and analyse texts and language critically and with appreciation

- a knowledge of the ways in which textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning. (Statement on English for Australian schools: 1994:3)

Method of delivery

The QTU recognises that English curriculum needs to be enacted through programs with a balanced, across-the-curriculum approach to language learning (skills, whole language, cultural heritage, genre and critical literacy).

These approaches enable students to understand how texts arise from and are influenced by varying social and cultural contexts.

The QTU recognises that the following factors in particular impact upon students' access to and successful participation in a school's English curriculum:

- language spoken at home

- class, ethnicity, locality and gender, and the intersection of these factors

- literacy practices, both at home and at school

- assumptions and pedagogy of the school and classroom.

10.3.3 Health and physical education

Definition

The HPE key learning area develops students' knowledge, processes, skills and attitudes to enable them to make informed decisions about the promotion of the health of individuals and communities, develop concepts and skills for physical activity and enhance their personal development and that of others.

Rationale

The QTU believes HPE provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

Aims

The physical education and health learning area should provide children with the opportunity to enhance their ability to:

- acquire and apply movement and motor skills and develop positive attitudes towards participation in regular physical activity

- understand the importance of physical activity throughout their lives

- promote personal and community health and the responsibilities of individuals, groups and communities to create and maintain environments conducive to health

- accept themselves and others as they grow and change and create and maintain positive interactions and respectful relationships with others

- acquire a critical understanding of the influence of societal attitudes on the health of individuals and groups.

Method of delivery

The QTU believes that in primary schools, HPE should be delivered by both generalist classroom teachers and physical education specialists. Physical education specialists should be primarily responsible for the "developing concepts and skills for physical activity" strand, although it is recognised that some overlaps will inevitably occur. The division of responsibilities should be clearly stated by the Department of Education and Training and should not impact on teachers' workloads.

In secondary schools, HPE should form a distinct area of study and be delivered by appropriately trained personnel. It is recognised that some subject areas apart from HPE may draw upon the outcomes in the syllabus, particularly home economics. The division of responsibilities should be clearly stated by the Department of Education and Training.

General Principles

The HPE syllabus should take a socially critical orientation.

The syllabus should have a forward-looking perspective, e.g. changing health patterns, disease, coping with changing health throughout life, links to the past and future. Such a perspective provides opportunities for solid links with current issues and everyday life issues e.g. immunisation.

The HPE syllabus should have an explicit focus on issues that pertain particularly to young adolescents, e.g. social/emotional well being issues, resilience, depression, drug use, alienation, eating disorders, self harming behaviours, the construction of masculinity and femininity.

Different health outcomes for groups within the population (gendered outcomes, ethnic outcomes, and outcomes for Aboriginal people and Torres Strait Islanders) should be specifically studied.

The role of national and international bodies in promoting health should be included in the syllabus, e.g. the United Nations, the World Health Organisation, Community Aid Abroad.

With reference to the development of movement concepts and motor skills, the syllabus should examine/promote:

- understanding of societal valuing of different types of physical activity, e.g. football vs dance

- the value of competitive vs non-competitive activity

- the need to ensure that particular physical activities are of benefit and not of long-term or short-term harm to the body.

10.3.4 Languages

Definition

Language is the means by which we develop self-concepts and shape thoughts in a personal dimension and negotiate and express shared meanings in a social dimension. Language is a product and a means of defining cultural reality for particular groups.

As a result, second language learning fosters the development of the learner both as a person and as a language user, in that it extends and enriches the individual's capacity to determine their self-concept and world view through suggesting other ways of knowing, and offers opportunities to interact with others who may perceive, categorise and express the world in different ways.

Rationale

The fundamental aims of language learning, language maintenance and bilingual programs should be to develop:

- a capacity to communicate effectively and in culturally appropriate ways with other users of the target language

- an understanding of the nature of languages, including English, as systems, and of the interaction of language and culture

- positive attitudes towards linguistic and cultural diversity

- an appreciation of the validity of another world view, which finds its expression through the language being learned (the target language)

- cultural, social and economic benefits to the individual and to Australia.

Offering substantial, high-quality language programs will bring Queensland into line with worldwide practices and standards, and with the other states of Australia, in preparing students for active participation in multi-cultural and global communities.

Aims

The purpose of languages is to help learners develop the capacity to use another language, (other than English), respect the language and cultural experiences of others and form a positive attitude towards language learning.

In terms of expected outcomes, all students should learn to:

- express meaning in another language, either for their personal development or for social interaction

- demonstrate a level of cultural awareness in language use which enables them to interact flexibly and sensitively with other users of that language.

Choice of language

The languages taught in a school should, where possible, reflect the diversity of the local or wider community. The needs of the school community and the workforce should determine the choice of languages to be taught. The selection of languages for Queensland schools should remain under review as circumstances and needs within the community change.

Continuity of student learning and staff provision are key considerations in the selection and possible changing of languages in any school or cluster of schools.

Method of delivery

Language programs, regardless of delivery mode, should reflect the communicative approach to language teaching as embodied in the set of principles for effective language learning and teaching. They should, in addition, allow continuity of learning that allows demonstration of high levels of language use.

The following options should be available to ensure equitable access to communicative language programs:

- second language learning programs, as part of core curriculum entitlement

- community language maintenance programs, either as part of the core curriculum, or through weekend ethnic school provision – these programs enable the maintenance of the cultural heritage of minority cultural groups in Australia, and promote the value of the various language and cultural groups in multi-cultural Australia

- immersion programs in which students access other key learning areas taught in the relevant language where students are expected to achieve the outcomes of the learning areas, as well as achieving higher levels of language proficiency

- individual study, through distance education and virtual schooling projects – these modes should be deployed to promote continuity of learning when a student's choice of language is not offered at their particular educational institution.

Resources

The Department of Education, Training and Employment should provide curriculum support, personnel and resources so that these language programs can be developed, maintained and, over time, expanded. Where the expansion of language programs depends upon the availability of trained language teachers, the department should guarantee their availability, through training and voluntary transfer schemes.

Given that teachers are the key resource for the language program in Queensland, the QTU advocates for teaching conditions and respect for the work of LOTE teachers that will encourage teachers to continue working in the area of languages.

The QTU recognises that time allocated for consultation and cooperative planning with primary classroom teachers, or specialist teachers of other learning areas, will promote connections between the specialist language and mainstream programs. This will enhance the value of language programs.

Introduction and continuity of LOTE programs

LOTE programs should be introduced where possible, in Prep, as these early years are critical in language learning. Language learning is a cumulative exercise and functional proficiency requires years of continuous study. The QTU identifies time allocations and continuity as key issues for making language learning worthwhile. Primary language programs should be continued in secondary schools, i.e. once language programs have been initiated, their continuity must be assured in order to allow students to consolidate their knowledge and reach a functional level of proficiency. The QTU supports the policy position that the learning of languages from Prep to year 9 is highly recommended to improve a student's proficiency.

Teacher education

The training of LOTE teachers is fundamental to the quality of language programs in schools. Supply and provision of qualified LOTE teachers should be ensured through preservice and inservice education.

In preservice education, all teachers (primary, secondary and special) should gain an understanding of the rationale for language teaching and learning so that generalist teachers provide effective support to language programs.

Specialist LOTE teachers in primary and secondary schools should hold higher education specialist qualifications in second language teaching, in addition to a proficiency level of at least level 3 on the Australian scale of language proficiency ratings (ASLPR).

It is essential that, in addition to the school's mainstream professional development, specialist LOTE teachers are provided with opportunities to maintain and/or develop their language proficiency and update their knowledge of the target culture by means of the following:

- suitable intensive language professional development courses

- regular inservice courses

- scholarships to enable them to live and study in the country of their preferred language

- access to in-country opportunities including assistantships

- teacher-exchange programs.

The QTU calls for the department to identify the factors which may lead to a lack of qualified Language teachers now and into the future. The department should work closely with higher education institutes to ensure that there will be an adequate supply of graduates who are able to teach languages in schools, and are available to meet future workforce demands.

General principles

The QTU endorses the embedding of socio-cultural understanding in the Languages curriculum, and would welcome further guidelines for teachers on how to teach for socio-cultural understanding. The QTU believes that an additional strand entitled "cultural knowledge and understanding" should be included in LOTE curriculum. This strand would not be taught separately, but would give a guide to the cultural outcomes expected.

The QTU supports the identification of different learning pathways, and endorses the reality that language outcomes can be achieved by students engaged in language learning continuously over a number of years.

The QTU supports an emphasis on demonstration of real language performance or proficiency in open-ended real-life tasks, which ensure that students are able to perform at their own level of language use. While the scaffolding of learning for students at different levels is challenging for teachers, the structure of the syllabus and the support materials make it possible for teachers to accommodate a range of levels in the teaching and assessment of languages.

Exemptions from LOTE

The QTU position on exemption is based on the understanding that language learning is potentially beneficial for all students, and that there is no way to predict for whom language learning will cause undue stress or difficulty. It is expected, therefore, that all students should be given the opportunity to participate in a language program. Continued participation of students with disabilities and specific learning difficulties/disabilities should be at the discretion of the principal, in consultation with the class teacher, LOTE teacher, parent/guardian and school special needs committee, who make decisions about languages in ways that are consistent with existing policy for exemption from any key learning area.

10.3.5 Mathematics

Mathematics is the study of numbers, relations, probability and geometry for the purpose of comprehending order, uncertainty and abstraction.

Rationale

The goal of school mathematics should be for students to:

- develop confidence and competence in dealing with commonly occurring situations

- develop positive attitudes towards their involvement in mathematics

- develop their capacity to use mathematics in solving problems individually and collaboratively

- learn to communicate mathematically

- learn techniques and tools which reflect modern mathematics

- experience the process through which mathematics develops.

Aims

The QTU supports the following aims of mathematics education:

- to promote the learning of mathematics by all students

- to emphasise important and meaningful mathematics through curricula that are coherent and comprehensive

- to enable all students to understand and use mathematics

- to use assessment to monitor, enhance and evaluate the mathematics learning of all students and to inform teaching

- to use technology to help all students understand mathematics and to prepare them to use mathematics in an increasingly technological world.

Method of delivery

Mathematics teaching is the craft of helping students to construct meaning and understanding of mathematical ideas and processes by engaging them in doing mathematics: creating, conjecturing, exploring, testing and verifying.

General principles:

- learning is an active and productive process on the part of the learner

- learners construct their own meaning from, and for, the ideas, objects and events which they experience

- learning happens when existing conceptions are challenged

- requires action and reflection on the part of the learner

- involves taking risks.

Mathematics is not a collection of rules, facts and formulae to be transmitted to passive students and drilled using routine worksheets and endless practice of skill building exercises. Students at all levels must do mathematics in many different practical and theoretical contexts.

Technology is changing the ways in which mathematics is used and is driving the creation of new fields of study. The QTU believes that students should be using new technologies as a tool for

processing information, visualising and solving problems, exploring and testing conjectures, assessing data and verifying solutions.

10.3.6 Science

Definition

Science is a course of study to promote students' interest in, and understanding of the phenomena of the natural world.

Rationale

The study of science as a "way of knowing" and a "way of doing" can help students reach deeper understandings of the natural world. In the science key learning area, students learn to investigate, understand and communicate about the physical, biological and technological world. Science helps students to become critical thinkers and encourages them to use evidence to evaluate the use of science in society and the application of science to daily life.

The science curriculum should aim to develop in students the following:

- an understanding of the conceptual ideas of science and how these apply in their everyday lives

- a recognition that scientific knowledge is constructed by a community of scientists and that this knowledge is influenced by social and cultural contexts

- an ability to identify and solve problems and make decisions about the applications of science using critical and complex reasoning, lateral thinking and intuition

- a willingness to initiate inquiries and propose hypotheses to solve problems of science

- the ability to compose and comprehend written, spoken and visual texts that convey information about science

- self motivation and confidence in their approach to learning and the ability to work collaboratively

- an appreciation of science as a "way of knowing" and a "way of doing".

Method of delivery

The QTU recognises that because students make meaning out of their experiences, a hands-on approach to learning and teaching will enable students to challenge their thinking and to incorporate science concepts.

The QTU recognises that social, cultural, geographical and gender contexts have shaped scientific knowledge and believes that the science curriculum should provide students with an understanding and examples of this.

The QTU affirms the right of students to a science education which recognises the interests and experiences they bring via the social, cultural, ethnic, geographical and gender groups with which they identify. It also affirms the rights of students with disabilities to a science education that recognises their needs.

The QTU recognises that the science key learning area comprises the many disciplines of science and that the learning outcomes should reflect all these disciplines as part of a single key learning area. It also recognises that science, irrespective of the discipline, represents a particular "way of

doing" and that learning outcomes should also reflect this way of "working scientifically". The curriculum should not mandate content within the learning outcomes, but describe conceptual understandings so teachers can interpret these within a local context and so provide meaningful local learning experiences for their students.

It is important that the learning of science be academically rigorous and provides a sound conceptual basis for students who may wish to pursue the discipline of science in the post compulsory years.

The Department of Education and Training has the responsibility to ensure adequate funding for science in schools and professional development for teachers to keep up to date with scientific ways of thinking and pedagogy.

10.3.7 Humanities and Social Sciences

The QTU supports the provision of a P-12 key learning area, Humanities and Social Sciences, which helps students to be informed, responsible and active citizens of a globalised society.

Definition

Humanities and Social Sciences must be an active process by which students draw on personal experience and public knowledge to:

- develop and apply understanding which helps them to explain the origins, diversity and dynamic nature of society, including the interactions among societies, cultures, individuals and environments (both natural and man-made)

- develop and practise values and sensibilities which are crucial to a just and democratic society and a sustainable world

- develop and practise skills in investigating society, discussing issues, solving problems, making decisions and working co-operatively with others

- take actions enlightened and empowered by this understanding, values and skills, which may contribute to the achievement of a more desirable future

- promote an optimistic view among students that society can be improved.

Rationale

The public education system has a responsibility to ensure that all students (P-12) experience continuous and systematic studies of society and environment, which will help them:

- make more sense of their social, political and economic world

- develop a growing concern about Indigenous and non-Indigenous history, the environment, other people in Australia and around the world, and the future of life on the planet

- develop as competent, informed citizens who are prepared to play a responsible part in making our society and our world a better place.

Such education is the right of every person and the responsibility of the public education system.

Aims

The QTU supports the following aims of a P–12 Humanities and Social Sciences program.

Humanities and Social Sciences should help to make better societies, i.e. social groups, communities and social systems, by:

- raising and bringing awareness of the nature and functions of societies in human development and welfare

- encouraging thoughtfulness, caring and a sense of community and responsibility in families, face to face groups, local neighbourhoods and in places of work

- investigating the nature of justice, humaneness and democracy, the role of minorities and marginalised groups, inequality in regard to income, race, ethnicity, age and gender, and the use and misuse of power in social institutions and systems, including schools

- developing skills in decision-making, cooperation and conflict resolution

- providing understanding about complex systems such as education, mass media, economic, political and legal systems: how they function, and also how they can malfunction, and how people can help to humanise them and actively contribute to the improvement of the quality of life through them

- raising and bringing awareness of global systems and issues, including poverty, abuse of human rights, militarism, environmental degradation, the threat of nuclear war as well as indications of successful global institutions and examples of co-operation

- generating actions which will help to build better, more humane and just societies.

Humanities and Social Sciences should contribute both to conserving and improving cultures by:

- raising and bringing awareness of the nature of culture, the role of symbols and language and the ways in which knowledge is generated, communicated and miscommunicated

- encouraging creative, critical thought about human values, customs, traditions, lores, ideologies and world views, and the role of science and technology in the modern world

- developing understanding and appreciation of Australia's diverse cultural heritage, particularly its Aboriginal and Torres Strait Islander heritage, customs and beliefs, and the world's many centres of civilisation, both ancient and modern

- helping to improve skills in intercultural communication, both with people within Australia and those from other countries.

Humanities and Social Sciences should help each person to:

- gain information about Australia and the world

- make more sense of their own lives and their perceptions of societies, cultures, environments and time

- develop a sense of identity and an appreciation of their family, ethnic, national and global heritage

- become more caring, empathetic and an understanding and appreciation of difference

- learn culturally valued practices

- be aware of and affirm basic human rights and responsibilities

- experience a variety of ways of knowing and investigating the world

- learn to inquire, to value, to make decisions, to learn how to learn

- communicate more effectively in a variety of forms

- develop a sense of confidence and empowerment in interacting with other people, and to act effectively in varied social settings, including work situations

- be more creative and innovative

- develop interests in social research, social welfare, business, government and many other work opportunities

- raise basic questions about human beings and reflect on their relationships with other human beings, other species and the planet as a whole.

Humanities and Social Sciences should help to make better places and environments by:

- providing people with knowledge and skills for understanding spatial environments and their complex patterns and relationships, including skills of map reading and making

- helping people develop a sense of place and a lively and sensitive response to the places where people live and work

- informing people about the state of the world beyond their local communities and giving them a sense of belonging

- developing concern about environmental and development issues, local, Australian and globally, and encouraging people to take an active part in the solution of such problems.

Humanities and Social Sciences should help people to:

- develop useful life skills

- gain knowledge and understanding of times past, present and future

- develop a sense of time and an empathy with past and future generations, and to be sensitive to the disruptions that change can bring

- investigate the past for themselves, gain an awareness of bias and the limitations of historical research, to learn from past human successes and failures, and to evaluate what is positive and negative about past ages and events

- reflect critically on the process of change and modernisation

- act to conserve worthwhile places, buildings, documents, photographs, artefacts, customs and practices

- act to honour people, including civic leaders and older citizens living in the community, who have made a contribution to the development of a worthwhile culture in Australia

- think imaginatively, open-mindedly, hopefully and responsibly about the future and to develop skills in planning for a preferable future

- develop skills of critical social analysis, understanding and action

- participate effectively in society.

<u>Method of delivery</u>

The QTU believes that the Humanities and Social Sciences curriculum must be delivered through a program which has core elements of both knowledge and skills, with extension provisions from P–12. The QTU recognises that the P–12 Humanities and Social Sciences core curriculum can be delivered in a variety of ways, including through subject discipline approaches such as History or Geography in secondary education. However such approaches must ensure core elements of the Humanities and Social Sciences syllabi, including knowledge, values, skills and processes, are delivered to all students.

The Department of Education and Training has an ongoing responsibility to provide adequate funding for schools to maintain and update contemporary resources, as well as for regular professional development in current developments and pedagogy.

10.3.8 Technology

<u>Definition</u>

Technology is used as a generic term for all the technologies people develop and use. It involves the purposeful application of knowledge, experience and resources to create products and processes that meet human needs.

<u>Rationale</u>

Within the ambit of education, technology should serve as a means to effective learning rather than form a major focus in its own right. The QTU believes that a technology curriculum that will support consistent student progress should be developed for use in Queensland schools in the years of compulsory schooling.

<u>Aims</u>

Students should come to see clearly the full extent, and place of technology within the curriculum. They should acquire an ability to use technology to achieve their own life goals, which are likely to extend far beyond the boundaries of technological perspectives.

Students in schools will not only need to learn about new technologies and learn to operate them, they will need to develop the capacity to examine social arrangements and changes critically, and devise strategies for exploiting technology in a socially useful manner. Education about technology and technological change should form an integral part of the whole curriculum. It does not appropriately form an additional or competing part, neither is it the focus of the curriculum.

<u>Method of delivery</u>

While technology may be studied as a distinct subject during some years of secondary education, the QTU believes that in primary school and in some areas of secondary school, technology should underpin other KLAs rather than be a separate area of study.

The QTU recognises that socio-economic circumstances, gender, ethnicity, isolation and special needs may impact on students' access to and participation in technology education. Thus, special funding on a continuing basis is necessary for the implementation of curriculum in order to redress any potential disadvantage.

10.4 Curriculum and work

The QTU supports the socially critical school and the incorporation of practices which make sense to the learner. The QTU therefore supports activities which relate to the world of work, work education and out-of-school activities in a creative and critical way, and which make meaningful links to real life contexts. While the needs and requirements of industry and the economy should be given heed in developing the post-compulsory curriculum, a predominantly instrumental approach to schooling should be rejected.

The nature and the content of curriculum remains the professional responsibility of teachers.

10.4.1 Work education

The QTU believes that, through their schooling, all students should understand the economic, political and social structure of Australian society and within that the role of productive work, whether private or public, paid or unpaid. All students should understand the important role of the union movement in the world of work, both as the defender of wages and working conditions and also as a force to improve and change society.

The QTU claims the right of unionists at all levels to be involved with any work education scheme or program, to ensure that a union perspective is included at every stage.

Work education programs should be broadened from the current narrow concept of career education and career counselling and vocational training. Work education has a key role to play within a broad understanding of civics and citizenship education. The capacity to participate fully and fairly in various types of paid and unpaid activity is fundamental to active and equal participation in community life in all its forms at local, national and global levels. Students should develop a sound appreciation of the intrinsic value of work to the individual and to the society, and opportunities should be provided for students to consider the contribution work of all kinds makes to social capital. If the unequal patterns that currently exist are not to be reproduced in the future, students should be involved in a well-structured investigation into, consideration of, and reflection upon the range of factors outside the control of the individual which produce such vastly different outcomes for different groups. Language and cultural background, geographical location, gender, disability, and socio-economic status should be considered as factors in the stratification of labour markets and in the different levels and kinds of unpaid work. Work education programs should include analysis of the cultural and economic concepts of work, with emphasis on the ascribed values of different occupations, including paid and unpaid work and the role of part-time paid employment in society.

The QTU supports the integration of work education into all areas of the curriculum in both compulsory and post-compulsory education. Work education should be embedded in all key learning areas. Work education has a broader role to play than the inculcation of sets of vocationally oriented skills. Work education should include learning about work and understanding the nature of work as well as learning for work. The knowledge, skills and attitudes to participate effectively in both paid and unpaid work need to be developed in a context which acknowledges several critical factors, including:

• the stratification of the labour market and the world of unpaid work

• the impact of globalisation, both in the present and into the future

- the degree to which the assumptions and expectations of particular groups of students may be at odds with current and future trends about the nature of work and the balancing of work and family responsibilities

- the changing nature of relationships, families and households, including the breakdown of marriages, the proportion of sole parent families, the growing number of single person households, and the feminisation of poverty

- the pace and continuity of change

- the important role of the trade union movement in defending wages and conditions and as a force to improve and change society.

Career counselling should assist students to analyse career choices free of gender stereotypical cultural influences.

The legal implications of work education in an out-of-school context, and the existence of a special act of parliament, demand the existence of specialised support at a central system level, as well as at a district level.

Secondary teachers in all key learning areas need information regarding current workforce application of their areas of curriculum expertise.

This knowledge can be attained through teacher experience of other workplaces.

The QTU supports the use of the following organisers for work education in the compulsory years of schooling:

- learning for work – developing the knowledge, skills and attitudes to participate effectively in various types of paid and unpaid work

- learning about work – developing an understanding of present and future contexts, an awareness of the legal and policy frameworks in which work is constructed and an appreciation of the daily realities of being a worker, an employer or self employed

- understanding the nature of work – developing an understanding about the nature of work from both an historical and a future perspective; the ways in which aspects of work (such as division of work, the impact of technology, the role of trade unions) have developed over time and an appreciation of work as a range of both paid and unpaid activities.

These organisers are based on student understandings about:

- the opportunities and challenges of Australia's cultural diversity

- the contribution of work of all types to the social cohesion of the nation

- the detrimental effects of levels of unemployment on individuals, communities and the economy

- the relationship between change and life-long learning, now and in the future

- the importance of critical reflecting in assisting students to challenge patterns of inequality in paid and unpaid work

- the crucial role of trade unions in advancing workers wages and working conditions, as well as promoting other social, political and economic issues

- the need to introduce students to global perspectives and the broad contemporary and historical trends

- the value to students of making use of a range of local resources.

10.5   Post-compulsory curriculum

Participation in post-compulsory education is a desirable educational goal, both socially and economically. However, it should not be a short-term response to unemployment or a means of disguising shortages of jobs in the economy. It is not sufficient to provide educational and training reform in the post-compulsory curriculum; this must be matched by the creation of job opportunities and the elimination of unemployment. Curriculum and organisation of post-compulsory schooling should be relevant, meaningful and diverse, so as to attract potential learners. All students should be able to choose subjects so as to successfully complete year 12.

The QTU continues to support efforts to reduce the influence of tertiary institutions on the post-compulsory curriculum so that it can meet the educational, social and vocational needs of all students.

The QTU expresses its support for development of a framework for post-compulsory education which is underpinned by a set of educationally defensible principles that have evolved from consultation with all interested parties.

The curriculum for post-compulsory schooling should take into account the following:

- the implications of the Australian Quality Training Framework and the role of schools and TAFE institutions in vocational education and training

- various combinations of academic, vocational and other subjects should be available to all post-compulsory age students

- vocational education and training should be available to complement the sound, general education available in the senior high school – this could be achieved in a variety of ways appropriate to the specific institutions involved

- the special support needs of pregnant schoolgirls and young mothers

- mature-age students should also be encouraged to benefit from senior schooling and post-compulsory education opportunities

- many students will need to undergo their post-compulsory schooling on a part-time basis

- courses which do not have direct academic or vocational application but which address personal, social and cultural issues should also be offered, where they are appropriate.

The development and implementation of a broadened post-compulsory curriculum will require considerable input of resources. To this end, the QTU seeks:

- professional development, including curriculum inservice, industry placement opportunities for teachers, opportunities to upgrade to industry standard qualifications, etc

- syllabuses which have been thoroughly trialled and meet the needs of the student cohort

- resources to upgrade facilities to appropriate standards

- greatly increased access to resources to develop an appropriate range of subjects

- Teacher relief scheme (TRS) days and other forms of relief for teachers involved in curriculum inservice education, industry placement, curriculum development, etc

- a revised staffing scale for secondary schools, taking into account the smaller classes and increased workload needed by many vocational education and training courses

- increased administration time in schools to co-ordinate post-compulsory curricula.

Strategies should be developed and pursued to reduce the social prejudice against non-academic subjects.

Vocational education and training opportunities in schools have traditionally been limited and not accorded the status they merited. The QTU is pleased to note that this situation is changing. In particular, the QTU expresses the view that competency-based approaches to post-compulsory education need to be placed in the context of the wider social and cultural dimensions of education.

The QTU believes that it is essential that approaches be applied to post-compulsory education which enhance the attainment of the broad goals of education.

In post-compulsory years, students should play an increased role in deciding the content of the curriculum, the assessment and the teaching strategies used. Post-compulsory schooling particularly should be marked by a negotiated curriculum between teachers and learners.

The QTU views with concern moves towards cost recovery and competitive tendering in VET courses, particularly within the TAFE sector. The QTU believes this will undermine the cooperative relationship between schools and TAFE and restrict the access of post-compulsory age students to such courses.

The QTU acknowledges that early higher education studies may form part of the post-compulsory curriculum for some students. Access to such studies should be free and should take account of geographic and cultural barriers to student participation.

11. Vocational education in schools

11.1 Principles

The QTU supports the provision of vocational education and training (VET) in schools (including school-based apprenticeships/traineeships), based on the following principles.

All forms of knowledge should be valued, including those that have specific and significant vocational dimensions.

School education needs to be comprehensive in nature and not narrowly or exclusively focused on vocational skills.

Schooling should facilitate young people's transition to a broad range of post-school options and pathways, and people should be able to re-enter the education system to enhance their quality of life as part of a fundamental commitment to lifelong learning.

Development of the ability to be critically evaluative, including critical evaluation of the nature of work, the relationship of business and industry to society, the balance between development and the environment, the distribution of wealth, and the ethics of businesses and industries, is a fundamental part of vocational education.

Entry-level vocational education is a general social good which should be provided in public schools and TAFE institutes. All students should have equity of access to properly trained and accredited public providers and facilities, taking into account social and economic circumstances, gender, location, ethnicity, and disability.

Public providers of VET should operate on a cooperative rather than competitive basis.

Industry should make a worthwhile contribution to the implementation of VET in schools, as industry is a major beneficiary of these programs. Such contributions may be material, in cash or in kind through the provision of opportunities for students to learn in the workplace, or a combination of all of these. Schools are encouraged to form productive equitable partnerships with local industry for the benefit of their students. The QTU totally rejects commercial or sponsorship arrangements which are designed:

- as advertising

- to allow businesses to shift their specific training needs to schools

- to exploit students by disguising work in unpaid roles as training opportunities.

- Teachers should play an important role in the development and design (as well as the delivery) of VET.

11.2   Support for schools

Schools require substantial additional public funding to enable delivery of accredited VET. This includes support for:

- plant and equipment, including consumables

- professional development

- curriculum development and implementation

- industry release for teachers

- the contracting out of services (where necessary)

- organisational and supervisory changes in schools

- the meeting of legislative requirements (e.g. workplace health and safety).

The capacity of schools to deliver particular VET programs should be carefully considered, and cooperative programs and outsourcing arrangements with TAFE should be encouraged where appropriate.

Working conditions for VETIS teachers need to be addressed as a matter of urgency. Australian Quality Training Framework (AQTF) compliance requirements and industry expectations require support that addresses the following matters at least:

- administrative support

- class sizes

- access to quality professional development and release to industry

- hours of work and spread of hours

- length of time teaching/year

- non-contact time

- credit for non-traditional delivery, including workplace assessment, flexible delivery

- travel commitments

- EEO principles and programs

- recognition and allowance for the time expended by teachers in audits, internal reviews and validation by industry.

There are many managerial and legal issues arising from the integration of VET into schools which need to be addressed. These include, for example, issues relating to the supervision of students across various sites, behaviour management and workplace health and safety. Guidelines and training need to be developed in relation to these matters.

The QTU believes that a review of networks supporting VETIS should occur. Such a review should:

- investigate the current inequitable allocation of services and funding through state and federal initiatives

- identify the VETIS services that would be most efficiently delivered through network arrangements

- ensure that future developments are equitably resourced

- propose the establishment of a senior position with the Department of Education and Training to coordinate VETIS activities.

11.3   Qualifications and training of VET teachers

Teachers of vocational education and training in schools must be registered teachers with appropriate qualifications and experience. Existing teacher qualifications should be recognised as sufficient to deliver VET in schools.

The Department of Education and Training has a responsibility to help teachers keep their industry experience up to date. Practising teachers of vocational education subjects should be able to complete industry experience requirements during work time. An ongoing program of teacher industry release should be a priority and targeted funding should be set aside for this purpose.

Where a non-registered resource person is used to assist in the delivery of vocational education in a school, a registered teacher must be responsible for the curriculum program, and must supervise the non-registered resource person in the classroom.

The QTU will only support the employment of a non-registered person as a teacher if the Queensland College of Teachers has given a school a limited authorisation to employ such a person. In this circumstance, the school must demonstrate that a registered teacher is not available.

11.4   School-based apprenticeships

Systematic tracking of students who enrol in school-based traineeships/apprenticeships (SATs) should happen routinely so data on the effectiveness of the programs can be gathered. Information on completion rates and employment outcomes should be available and be used in a systemic evaluation of the programs offered.

Schools have a role, in partnership with employers and registered training organisations (RTOs), to ensure that the SAT arrangements are in a student's best educational and vocational interests and

do not constitute an unreasonable burden on the student. In order to fulfil this obligation, schools need additional resources.

Schools cease to have a duty of care for students while they are undertaking apprenticeships and traineeships. The QTU calls on the wider trade union movement to promote union membership and services to these apprentices and trainees, and will seek opportunities to support such initiatives.

11.5   VET students

Information on vocational education courses should form part of a school's overall careers education package.

The QTU supports the right of all students to be given accurate information about their course content, assessment, course articulation and career pathways. Students undertaking school-based apprenticeships or traineeships require additional counselling and support in meeting school and training requirements. The QTU supports the appropriate involvement of students to ensure continuous improvement of the quality of programs.

11.6   Credentialing and certification

The QTU supports Queensland's criteria based secondary school assessment system. The QTU also recognises that, under the requirements of national recognition, VET must be assessed using competency-based assessment. The demands of both assessment regimes must be accommodated in a way that preserves each regime's integrity.

11.7   Occupational health and safety

Safety rules and procedures for using equipment in vocational education and training must be consistent across industry, TAFE and schools and be of the highest standard. Specific occupational health and safety provisions must be jointly developed for training situations. Provisions for occupational health and safety should take into account class sizes and student behaviour policies.

12.   Evaluation and accountability

12.1   Accountability

Accountability is defined as the responsibility to communicate to stakeholders that systems, and those in them, are effectively doing the tasks that have been negotiated for them. The system, and each school and classroom, should be accountable for its curriculum to staff, students, parents, and the wider community. (For classrooms, the wider community includes the school, and for schools it includes the system). Any accountability mechanisms, including the Teaching and Learning Audit should lead to additional resources being allocated on a needs basis for schools and students.

12.2   Curriculum evaluation

Evaluation is a process which should inform decision-making among all parties and lead to improvement in classrooms, schools and the education system. Evaluation should be seen as a reflective learning process which links policy decisions with practical experience.

While teacher expertise and experience should be central, democratic curriculum evaluation is seen as the legitimate concern of all parties within the school community. It should be open to all these

parties at all stages, in a constructive, supportive and non-judgmental atmosphere of trust and respect. Evaluation should be conducted within principles and procedures which protect the rights of the individuals involved.

On request, schools should have access to support services, personnel and resources to assist in improving their capacity to undertake self-evaluation. Within this framework of democratic self-evaluation, there is no place for the external inspection/evaluation of schools.

School curriculum should be evaluated over time and should reflect the academic achievement, and socio-cultural and well-being outcomes of students.

Methods of evaluation based on outcomes which are measured rather than observed (such as the NAPLAN National Minimum Standards) are also rejected, because they do not provide the range of information required to make informed judgements about the overall activity of the school.

12.3   National/statewide testing

The QTU supports system accountability processes to ensure quality outcomes for all students.

Systems have a responsibility to provide information and professional development for teachers in areas where students are identified as generally underachieving. The QTU is opposed to national or state standardised census testing programs for any purpose, as wasteful of funds and in opposition to the ethos of quality education.

Robust information, which may assist system self-monitoring and accountability to the community through government, may be gathered by using one of many sampling methods. Such well-designed, small-scale programs e.g PISA and TIMSS provide information to any pre-constructed level of tolerance, without the negative impacts on curriculum practice of census testing. It must be recognised, however, that assessment of this nature cannot be a comprehensive indicator of student achievement. Many forms of literacy and numeracy cannot be measured using standardised, computer-marked tests and hence those who interpret such data must always realise that they are commenting upon a subset of what they are investigating.

The QTU recognises that NAPLAN testing has never had a diagnostic function. It is becoming a key mechanism used by governments to impose an unreasonable accountability regime on schools and create unacceptable frameworks for determining teacher performance.

There is emerging evidence that NAPLAN testing is creating significant distress amongst students, especially those in years 3 and 5. The QTU has grave concerns about the NAPLAN tests moving on-line, in particular, the year 3 and 5 writing tests.

Furthermore recent research indicates that preparation for the NAPLAN tests has resulted in a narrowing of the curriculum.

The QTU supports the assessment of a wider range of achievements through the use of teacher assessed and teacher moderated tasks as authentic forms of assessment. It is essential that training and teacher release time be provided for such assessment.

Data from standardised testing programs used for system accountability purposes should not be reported separately to parents/caregivers, but should be incorporated in regular reporting. Privileging this information devalues teacher judgements on broader student performance on the whole school curriculum in the eyes of parents.

There must be ongoing discussions with teachers, students, education unions and parent groups about any proposed collection and use of data. As the use of data has serious ethical and educational implications, its interpretation for groups and schools must withstand statistical scrutiny. Information gathered on the achievements of individual students should not be released to others outside the school without the expressed permission of students or their parents/carers. The QTU opposes the collection of results by the Department of Education and Training to be used to compare one school against another, and similarly the collection of national data to compare states and territories. No two schools or classes within or across schools are the same. At no stage in the reporting process of such monitoring should the results of individual students, or individual schools be identifiable outside the system. Such results should be exempt from FOI accessibility.

Clear guidelines for interpreting the National Assessment Program – Literacy and Numeracy (NAPLAN) results should be provided by the Australian Curriculum, Assessment and Reporting Authority. In particular, the accuracies and limitations of NAPLAN results should be made clear in plain language, so that all stakeholders can make use of NAPLAN results in an informed way. On their own, NAPLAN results cannot show, with confidence, which schools are more effective and which schools are less effective. NAPLAN results and school contextual information provide only indications for further investigation to find more direct evidence of school performance.

The QTU believes the publication of NAPLAN results at the school level does great harm to Australian education because of the complexities of the interpretations of the results.

In terms of the method of students completing the NAPLAN tests, the QTU supports the introduction of on-line NAPLAN testing (in keeping with AEU policy on this issue), however has concerns regarding automated marking of written responses The QTU believes that writing has a purpose and a student deserves a human audience to read and assess his/her work.

13.   Assessment and reporting

13.1   Definitions

Assessment is the process of collecting information on and making judgements about students' achievement in relation to curriculum goals or outcomes. Reporting is the communication of the knowledge gained from interpretive reflection upon assessment outcomes.

13.2   Purposes of assessment

Assessment must support the learning of individuals and provide useful information to teachers and students. The QTU believes assessment is an integral part of the teaching/learning process and as such must inform and guide all who make curriculum decisions.

There are two major purposes of assessment: provision of information about individuals for their own benefit and provision of information about groups for collective benefit.

With respect to individuals, valid purposes of assessment provide information:

• to the students, parents and teachers about individual progress

• to the student, so that s/he may make decisions about future formal learning and other life experiences, such as employment

• to teachers, so they may develop or modify appropriate learning programs

- to people who assist the student to make decisions

- to teachers who will determine whether the student has achieved a particular level of performance.

Information for collective benefit is obtained from representative groups by considering their work on assessment tasks. These groups may be formed at the class, school, region, state or national level. With respect to groups, the purpose of assessment is to provide information to people developing or modifying curriculum or allocating resources.

13.3 Assessment principles

The QTU supports assessment practices that are:

<u>Valid</u>

- assess what they claim to assess

- relate to the goals of the curriculum and do not deflect the teaching/learning program from these goals

- encourage a variety of intended learning outcomes, not only those that are easiest to assess.

<u>Fair</u>

- students are not disadvantaged by the assessment instrument by gender, race, ethnicity, disability, socio-economic status or social circumstance

- students should be aware of the assessment methods, assessment criteria and course requirements on commencement of the course

<u>Reliable</u>

- will produce the same result on a re-test and produce similar results with similar student cohorts

- comparable results will be obtained for students with comparable ability

<u>Authentic</u>

- are holistic processes examining knowledge and skills in practical and theoretical contexts

- maximise coherence between learning and assessment

- are designed to inform and contribute to improvements in teaching and learning

- identify students' successes rather than failures, and are not premised on success for some and failure for others

- are the major process by which individual achievement is monitored.

Assessment should:

- be a co-operative venture between student and teacher, with students being encouraged to undertake self-assessment tasks

- should be shaped to and reinforce the intentions of learning.

- value the learning process as much as the finished product

- identify the outcomes a student has successfully attained.

It must be appreciated that assessment is an inexact process that by its very nature generates errors in measurements and judgements. Moderation practices will improve the ability of teachers to minimise such errors and strengthen the validity of assessment processes. The principle that more is not necessarily better must also be recognised.

Assessment Models

The QTU opposes assessment models which are norm-referenced, external to the school, standardised or national and endorses models which are criteria-based, standards-referenced, school-based, continuous and developmental, dependent on a range of assessment techniques, and relate to students as individuals.

The QTU acknowledges the move to a new system of senior assessment and tertiary entrance processes from 2018., which will consist of three school based assessments and one external assessment designed and marked by the Queensland Curriculum Assessment Authority (QCAA).

The QTU believes that it is not appropriate for all subjects to have 50% external assessments in each subject area, and supports a position that if external assessment is to be introduced in a particular subject area, school assessment should represent a minimum of 75% of the total marks, with external assessments making up to a maximum of 25% of the total mark. In subjects where it has been determined that there be 50% external assessment, the QTU has a preference for two external assessments worth 25% each.

The QTU notes the exorbitant costs of developing, setting and marking external assessments in other states and calls on the Queensland government to increase funding to schools and to the QCAA to ensure that adequate resources will be available.

Practising, registered teachers are best placed to determine the mix of school-based and external assessments in each subject area and the QTU calls for ongoing representation of QTU members on Learning Area Reference groups (LARGs) and Expert Subject Groups set up by the QCAA.

The QTU opposes using external assessment for statistical scaling of student results against school based assessment that will further undermine and erode the value of school-based assessment.

Moderation

The QTU supports the use of moderation practices across all formal years of learning as best practice. Moderation should occur at individual and cluster schools to support teachers to develop consistency of judgement of assessment. The Department of Education and Training should provide schools with appropriate funds to allow moderation to occur in school time in accordance with DET policy

13.4   Recording

Decisions about school-based systems of recording should be subject to collaborative and consultative processes with all teachers.

The recording of assessment information can assume a variety of forms, ranging from a collection of developmental records (folios and profiles) to checklists and examination assessment results. This will depend on the area of teaching, teaching philosophy and the expectations of the school and its community.

The QTU believes that the creation of student profiles that summarise student folios is an excellent tracking mechanism. The Department of Education and Training should provide schools with

appropriate time, efficient software and training to enable the use of One School to facilitate the recording and transfer of data. Such recording of data or profiling should not be so onerous that it distracts teachers from their legitimate emphasis on teaching and learning, but rather should act as a complement to it.

The QTU believes that the recording process should:

- be determined by teachers' individual professional judgement

- not be onerous

- be flexible and not mandatory

- be relevant and timely

- involve the selective updating of exemplars.

Where it is required to store information electronically teacher aides should assist where possible and appropriate. Teachers should not be required to use One School to store their curriculum plans.

13.5   Reporting processes

The QTU endorses reporting processes and instruments that efficiently and effectively communicate teacher judgements and information concerning students to a variety of audiences, including students, parents, guidance officers, support teachers and other teachers. The QTU believes that reporting processes should:

- be collaboratively developed by school communities

- incorporate system-requirements (but not be constrained by them)

- be flexible enough to be used in a variety of contexts

- include both qualitative and quantitative information, as appropriate

- reflect teachers' holistic judgements constructed from gathered data

- include statements that relate to the affective domain

- be flexible enough to allow for general rather than specific descriptions.

The QTU is opposed to the reporting of any form of non-standards-referenced comparison among students, e.g. any form of ranking, place in class, percentages, comparative achievement graphs. An emphasis on comparison to other students is most inappropriate in the early years of schooling, particularly as differences in rates of development and in ages among student are significant, and would be meaningless in many contexts.

Most useful to students, their parents and teachers are forms of reporting which describe student learning and achievement and growth in individual achievement over time.

The QTU is opposed to externally-developed reporting formats in the early childhood years of schooling as they are less meaningful to students and their parents/carers and they devalue teachers' knowledge and professional judgement of their students. In particular, reporting on the progress of students with disabilities should not be constrained by standardised reporting requirements. The department has the responsibility to provide tools and examples of reporting and recording instruments. It should ensure that all teachers have access to appropriate information technology tools to easily record assessment of students for reporting purposes. The department also has the responsibility to train staff in the correct use of such tools.

In relation to timing, the QTU believes that:

- one formal oral report for parents/ carers should be provided each year

- up to two written reports should be provided each year (except in prep where two oral reports to parents guided by the EYCGs are sufficient)

- the timing of such reports should be determined through consultation at the LCC.

- TRS should be provided to enable oral reporting to parents/carers to be conducted during the day.

The QTU is opposed to the public reporting on school web sites of quantitative information of student achievement which would enable simplistic comparisons among schools and the inappropriate use of such comparisons, e.g. league tables. The Union totally rejects the annual publication of year 12 data for individual schools and any requirement that schools publish year 3, 5, 7 and 9 test results.

13.6   Prep to Year 3 Diagnostic Tools

The QTU believes that diagnostic assessment tools used in Prep – year 3, such as the Early Start Diagnostic Tool, should be used for the purposes of developing intervention strategies and material resources appropriate to the needs of the children identified through the assessment process. Appropriate intervention strategies, resources and release time that are acceptable industrially and compatible with the needs and culture of the school should be provided by the system.

The form of intervention and release time in each school should be negotiated through collaboration and consultation at an individual school level. The QTU supports the continuation of moderation processes in Prep – year 3 and advocates that moderation should occur in school time with the department providing appropriate funding.

Funding for intervention should go directly to schools, enabling them to make decisions as to the length and nature of intervention. Funding should be increased to provide extra personnel to assist Prep to year 3 teachers with planning, organisation, implementation and intervention. Support from educational advisers/intervention experts to Prep, years 1, 2 and 3 teachers should occur. There must also be continual professional development in school time for all teachers in Prep, years 1, 2 and 3. This must include provision for induction of all teachers new to the Prep, years 1, 2 and 3 in the use of the appropriate diagnostic tools.

The QTU believes that appropriate diagnostic tools should be developed for and used with EALD learners and that adequate release time should be provided for teachers to learn about and implement these tools.

Any nationwide collection of assessment data must recognise the unique social, geographic and educational differences between Queensland students and their southern counterparts.

All Prep – year 3 information gathered through the use of diagnostic tools should be exempt from right to information access.

It is important that any diagnostic tools used by schools reflect the early childhood principles upon which the early years curriculum guidelines are based. Cohesiveness and continuity of diagnostic and intervention processes should be ensured from prep to year 3. The selection and provision of any diagnostic tools to replace the diagnostic net process should be determined only after extensive research and consultation with teachers and should be available without cost to schools.

New diagnostic tools should not be introduced before they are extensively trialled with a broad selection of Queensland children Prep – year 3.

13.7   Age-appropriate pedagogies in the Prep year

The QTU supports a full time compulsory prep year for all children as a way of engaging young learners and laying the foundations for future success. A child must be developmentally ready to be granted early entry into prep and this decision must be made using a standardised diagnostic tool, in conjunction with the parent. The QTU supports the use of age-appropriate pedagogies in the prep year, which can help teachers create learning experiences through play that respond to the needs of the individual child and contribute to their holistic development. Children develop their learning capacities when their interest is stimulated. Children should be engaged in a range of learning opportunities that assist them to make a smooth transition into the early childhood education settings to the early years of schooling.

13.8   Tertiary entrance

School assessment for tertiary entrance should reflect achievement of a broad range of curriculum goals. Assessment for tertiary entrance should be aligned to the curriculum, pedagogic and assessment processes in senior secondary schooling.
The QTU believes the following general principles with respect to tertiary entrance:

- sufficient tertiary places should be provided to cater for all those who wish to undertake tertiary studies.

- Special places and support facilities in tertiary institutions should be provided to compensate for educational disadvantage.

- Universities should determine the mechanism for selecting students into courses if the OP score is abolished.

If restrictive tertiary entrance procedures exist, the QTU believes that:

- school-based assessments should be central in determining tertiary entrance and a variety of pieces of information must be used to select students for a tertiary place

- entrance to a particular course should be based on school assessments in as wide a set of possible combinations of authority subjects, authority-registered subjects, VET accredited subjects and school subjects that relate to that tertiary course.

The QTU believes that in institutions where full fee-paying entry is possible, the entry requirements for both fee-paying places and non-fee-paying places should be the same.

13.8.1 Queensland Core skills (QCS) test

Significant time and money is spent in preparation for and practice of QCS tests in schools. The cost to the QCAA of setting, administering and marking the test is significant. The QTU supports the abolition of the Queensland Core Skills Test, as a scaling tool of this kind will no longer be required if OPs, FPs and SAIs are abandoned. In the interim, it is important to preserve the integrity of the QCS Test until the new system comes in.

14. Credentialing and certification

The QTU supports the existence of an independent curriculum development and credentialing authority to accredit programs and credential student achievement in the senior secondary school. This body should have balanced representation from employers, teacher organisations, parents, students, tertiary institutions, teacher unions as well as from the Queensland Department of Education and Training and TAFE. The majority of people on the authority at all levels must represent the interests of public sector education and teachers employed in this sector.

Any collaborative construction and monitoring of learner centred student educational and training plans (eg. SET plan) for students in the later years of schooling, it is concerned with the lack of additional funding to support this at a school level as well as the additional demand on teaching staff. The development of SET plans should be funded so that they are completed within school time.

The QTU supports the centrally issued record of learning for all students at the end of the years of compulsory schooling. The QTU also supports a certificate issued by the QCAA to all students as they exit senior secondary schooling. Such credentialing should be based on student achievement within work and assessment programs contained in the school's curriculum plan, as well as in other broad areas of learning.

The QTU does not support the use of international assessment credentials (such as the international baccalaureate) at the expense of valuable, locally constructed and the Australian curriculum.

The QTU believes individual schools have a role to play in broadening the curriculum by adding relevant, registered and school subjects and allowing for participation in other areas that offer alternative pathways for learning. Schools should collaboratively work with external providers, where required, to address identified student needs.

Credentialing at any stage should reflect achievement and not distort the educational process itself. The format of the credential should reflect student achievement against relevant and appropriate outcomes, standards or skills.

Credentialing arrangements should facilitate universal access to TAFE and higher education across Australia. Articulation, credit transfer and credit banking arrangements must be explicit so that students can be advised appropriately in terms of the pathway they choose. The QTU cannot accept a system of credentialing that constructs barriers to access for any student.

The QTU supports the concept of each student developing an electronic folio during schooling to keep on the completion of schooling. Such a folio could contain certificates, reports, references, TAFE and VETIS competency attainment and results, samples of work and other items. The maintenance of the folio and selection of items for inclusion should be the responsibility of the student. Resources for the maintenance of the folio system must be provided by the Department of Education and Training.

The QTU also supports the maintenance by the Queensland Curriculum and Assessment Authority of a student learning account in senior schooling and the immediate post-school years.

15.   Australian Tertiary Admissions Rank

The QTU supports the introduction of the Australian Tertiary Admissions Rank (ATAR) for Queensland students which is calculated using the subject results from either five authority subjects or four authority and one VET subject.

To maintain the integrity of the new ATAR, the QTU calls on the Higher Education Institutions (HEIs) to resist the introduction of bonus points or alternative ranks.