Knowledge is Power

Unpacking the P-12 Curriculum, Assessment and Reporting Framework and QTU/DET Joint Statements - to address your workload and assert your professional rights at school

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This session will review the following:

- P-12 Curriculum Assessment and Reporting Framework (CARF)
- Providing the Australian curriculum in Queensland states schools from 2017
- C2C resources to support Australian Curriculum implementation
- Reporting to parents policy
- Minimum recommended curriculum times
- Languages in state schools policy
- Whole school approach to supporting students including ICPs
- Pedagogical Frameworks in schools
- Joint Statement on School Data Plans
- Department support for schools implementing new Senior syllabuses

P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF)

- The P-12 Curriculum, Assessment and Reporting Framework is the key DET document that outlines what is to be taught in state schools in Queensland.
- Found in the Quick links section of the EQ website http://education.qld.gov.au/curriculum/framework/p-12/index.html
- DET recently updated content and aligned with government decisions about implementation of curriculum.
- DET consulted with stakeholders including teachers, Principals associations, and the QTU

Providing the Australian curriculum from Prep – year 10 in Queensland state schools from 2017

- Schools are required to implement the whole Australian Curriculum, Version 8, by the end of 2020.
- Schools:
  - determine an implementation schedule, in consultation with the school community and with reference to government priorities.
  - should be mindful of school capacity, teacher workload, time necessary for teachers to become familiar with the curriculum and to plan for curriculum delivery.

Implementing new curriculum impacts on teacher workload and is a change to work practices, therefore, under the provisions of the Certified Agreement, it should be considered by the Local Consultative Committee. (LCC)

A flexible approach to implementing the Australian Curriculum

From 2017, schools have greater flexibility in how they implement the Australian Curriculum. This flexibility supports schools to deliver the curriculum, reduce the number of learning areas reported on in each semester and allows more time for students to develop their learning.

Version 8 of the Australian Curriculum provides in-built flexibility.

Schools can use one of the approaches below, or a combination of both to implement the curriculum:

- A learning area approach (recommended for primary schools).

From Prep:

- implement Humanities and Social Sciences (instead of History, Geography, Economics and Business, Civics and Citizenship)

- implement The Arts (instead of Dance, Drama, Media Arts, Music and Visual Arts)

- implement Technologies (instead of Digital Technologies and Design and Technologies)

A subject-specific approach (recommended for secondary schools) or a combination of both. For example, implement Humanities and Social Sciences, The Arts and Technologies as individual subjects for Year 7; and as separate elective subjects in Years 9 and 10.

• Some learning areas/subjects 3 can be implemented across a band of years; in a particular year within a band; or in a single semester.

• In delivering the curriculum, all aspects of the achievement standard for each learning area and/or subject provided in a year or band of years are to be covered.

• The content descriptions guide teaching and learning programs and assist with developing understanding of the achievement standards.

Recommended time allocations

- The recommended time allocations are a guide and have been provided to help schools plan for programs of study. Schools are encouraged to develop timetables of study that are appropriate to their individual school needs.

- The recommended time allocations reflect the department's commitment to supporting student learning in literacy and numeracy and curriculum initiatives, including Schools of the future (STEM) and Global schools through languages.

- They also reflect the Australian Curriculum, Assessment and Reporting Authority (ACARA) indicative times for writers. These times account for not more than 80% of available teaching time and enable individual schools flexibility in decision making.
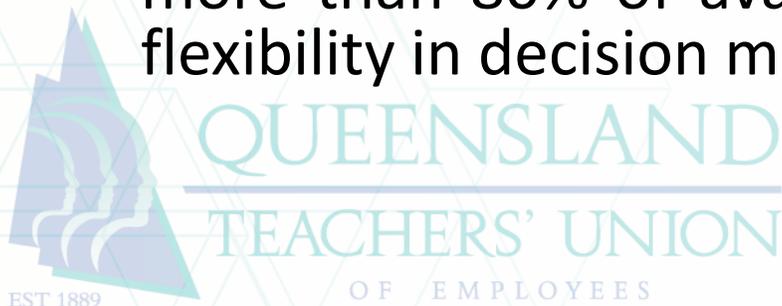
C2C resources to support AC implementation

- All C2C units have now been aligned to the Australian Curriculum Version 8 and are available to schools through the website.

- Consolidated units are available in English, Maths and Humanities and Social Sciences.

- Everything C2C is now available at c2c.eq.edu.au. The website provides access to all curriculum planning resources, the Multi-level digital guides for multi-level classrooms and C2C for students with a disability.

- C2C can be adopted and adapted for local use as appropriate.

- Teachers can continue to use OneSchool functionality for curriculum and assessment planning.

- C2C writers have returned to schools, however DET will ensure that the resource is maintained by continuing to employ a small core of C2C staff.

Reporting to Parents

- Reporting to parents must occur a minimum of twice yearly in accordance with the policy.

- Some schools may choose to provide an interim report to parents at the end of term 1.

- Schools who wish to provide an end of term 3 report should consult via the LCC as additional resources such as TRS to release teachers, may be required.

- Issues such as the use of generic comment banks versus individual comments, timelines for comments to be entered, authorisations, editing, and checking of comments, etc. are local school decisions.

- DET is developing a standardised matrix to allow teachers to report on student behaviour and effort in report cards in a consistent way across the state.

Languages in state schools policy

- The languages policy recommends languages be taught in year 5 – 8 and under the Global Schools, DET encourages language learning from Prep.

- Principals, in consultation with their school community, make decisions about the choice of language and the year levels of provision. This consultation should include the languages teacher.

- Recommended time for languages is

- One hour per week for year Prep - 2,

- One hour and 30 minutes for 3 – 6

- 160 minutes for years 7 & 8

- 150 minutes for years 9 & 10.

P-6 Recommended curriculum times

In Prep to Year 6 the Australian Curriculum learning areas are to be provided each year.

Table 1: Recommended time allocations in Prep to Year 6[4]

Learning areas		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	Hours per year	280	280	280	280	240	240	240
	Per week	7	7	7	7	6	6	6
Mathematics	Hours per year	200	200	200	200	200	200	200
	Per week	5	5	5	5	5	5	5
Science	Hours per year	40	40	40	70	70	70	70
	Per week	1	1	1	1h 45m	1h 45m	1h 45m	1h 45m
Humanities and Social Sciences[5]	Hours per year	40	40	40	60	60	80	80
	Per week	1	1	1	1h 30m	1h 30m	2	2

The following learning areas have curriculum in bands of years. Schools make decisions about when they are to be offered.[6]								
Health and Physical Education	Hours per band	80	160 (80 hours per year)		160 (80 hours per year)		160 (80 hours per year)	
	Per week	2	2		2		2	
The Arts[7]	Hours per band	120 (40 hours per year)			100 (50 hours per year)		100 (50 hours per year)	
	Per week	1			1h 15 m		1h 15m	
Technologies[8]	Hours per band	60 (20 hours per year)			80 (40 hours per year)		120 (60 hours per year)	
	Per week	30 m			1		1h 30m	
Languages[9]	Hours per band	120 (40 hours per year)			120 (60 hours per year)		120 (60 hours per year)	
	Per week	1			1h 30 m		1h 30 m	

4   Australian Curriculum, Assessment and Reporting Authority (2012), Curriculum Design Paper: Version 3.1.
5   **Humanities and Social Sciences** OR individual subjects: History, Geography, Civics and Citizenship and Economics and Business.
6   Schools choose when they will offer each learning area. They may not all be offered in a particular semester.
7   **The Arts** OR individual subjects: Drama, Dance, Media Arts, Music, Visual Arts.
8   **Technologies** OR individual subjects: Digital Technologies, Design and Technologies.
9   Schools are to provide Languages in Years 5 and 6, and are encouraged to provide a Language from Prep.

7-10 Recommended curriculum times

In Years 7 to 10 the Australian Curriculum subjects are to be provided in each year level or within a band of years.

Table 2: Recommended time allocations in Years 7 to 10[10] in hours per year

Subjects	Year 7	Year 8	Year 9	Year 10[11]
English[12]	Up to 240	140	140	130
Mathematics[12]	Up to 200	140	140	130
Science[12]	100	100	120	110
Humanities and Social Sciences[13] OR	120			
History[12,14]	40	40	50	45
Geography	40	40	50	45
Economics and Business	20	20	50	45
Civics and Citizenship	20	20	20	20
Health and Physical Education[12]	160		150	
The Arts[15] Dance, Drama, Media Arts, Music, Visual Arts	160		150	
Technologies[16] Digital Technologies, Design and Technologies	160		150	
Languages[17]	160		150	

Student electives in Years 9 and 10   No content or achievement standard available

10 Table 2 represents the recommended time allocations suitable for the whole curriculum. However, individual schools make decisions about allocations of time.
11 Year 10 is based on 38 weeks per year rather than 40 weeks per year.
12 English, Mathematics, Science, History and Health and Physical Education are to be provided each year.
13 In Year 7 schools may choose to teach, assess and report on either the Humanities and Social Science learning area or the individual subjects.
14 History is to be provided in at least one semester in Years 8 to 10 (and in Year 7 if not implementing Humanities and Social Sciences).
15 In Years 7 and 8 schools are to provide students with at least one of The Arts subjects.
16 In Years 7 and 8 schools may choose to teach, assess and report on either the Technologies learning area or the individual subjects.
17 Schools are to provide Languages in Years 7 and 8, and are encouraged to provide Language subjects as student electives in Years 9 and 10.

Whole School Approach to supporting student learning – ICPs.

- This policy sits within the P-12 CARF and outlines a range of approaches to student learning including differentiated and explicit teaching, focussed learning and individual curriculum plans.(ICPs)
- The DET/QTU joint statement on Planning, preparation, differentiation, and ICPs should also be consulted.
- https://www.qtu.asn.au/collections/awards-and-agreements/joint-dete-eq-statements/det-qtu-joint-statement-planning-preparation-differentiation-and-planning-individual-students-including-individual-curriculum-pl/
- ICPs should not be developed for students receiving a 'D' or 'E' achievement level.
- Members can use LCC to seek additional resources if it is a change to work practice.
- For specific advice on how to develop ICPs, members can contact Chris Sharratt – PEO State Schools – Performance DET phone 35135920
- There is no set ICP template available. However, there are a range of resources available at (*DET to confirm*)

Pedagogical Frameworks (P.F)

- Every school is required to have a pedagogical framework and the P-12 CARF requires an annual review of the P.F.

- The policy states that:

- "Each school is required to have a pedagogical framework that is collaboratively developed with the school community to ensure every school has consistent and effective teaching and learning practices that focus on improved student achievement."

- The key word here is 'collaboratively' - members should be included in the consultation.

- The LCC should monitor and review the effectiveness of the Pedagogical Framework and whether there are sufficient resources and support (perhaps from the Invest for Success (I4S plan) available to assist teachers to meet the objectives of the pedagogical framework.

School Data Plans

- Schools are expected to develop a data plan in accordance with the DET/QTU joint statement (March 2016) on the purpose and use of data in Queensland schools.

- Some plans have been developed already.

- Every school will have a different data plan

- The department has no intention of developing a standard template.

- All staff should be consulted using the LCC to develop the school's data plan.

- Data plan should align with P-12 CARF.

- Data includes - attendance, academic, behavioural data etc.

Departmental support for Senior syllabuses

- Senior Syllabuses are being revised and new ones are being developed.
- All teachers of senior classes will be provided with access to professional development offered by the QCAA commencing July 2017.
- DET is currently undertaking a road trip to visit all secondary schools in preparation for the new system of senior assessment and tertiary entrance commencing in 2019.
- DET has prepared a school awareness reflection tool which encourages schools to evaluate and plan for the transition.
- Additional resources (teaching staff) have been allocated to cater for the half cohort of students who will be in year 11 in 2018.

Questions and Answers

15 minutes for questions and answers.