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21/08/2021

Re: Review of Education Legislation

To Whom it May Concern,

Our committee wishes to provide feedback on the following points in regard to the Review of Education Legislation.

Recommendation 1:

We believe this change is the opportunity for Tasmania to fall into line with other jurisdictions. At present, curriculum is developed by DoE CLs, who do have curriculum experience and discipline expertise, but then any recommendations move onto TASC and the AAG who may not have the specific expertise to decide whether a course is accredited or not. We would suggest that TASC is staffed with appropriate curriculum and discipline experts so that they have the capacity to design curriculum and assessment and the Department of Education (Curriculum Services) takes on the responsibility for resource and teacher development and delivery. This would provide improved opportunities for a more explicit focus on student learning. TASC is staffed with people who have experience in the development and assessment of curriculum but including staff that have subject expertise would assist learner outcomes.

We also believe that how students' learning is assessed and recognised needs to be considered. Improvements could include an assurance that learning in lower years, especially Years 9 and 10, will be assessed and recognised. This would help strengthen the 9-12 framework.

Recommendation 4:

The MLTAT strongly supports this recommendation. Firstly, there is currently no requirement for all exams to be double marked, which is at odds with other jurisdictions and provides too many potential opportunities for error or oversight. The Tasmanian Government owes it to Tasmanian students to provide the best possible assessment for their exams. Double marking does mean that funding will need to be considered.

Secondly, there needs to be an appeals process for students whose exam results are significantly at odds with their internal marks. There are international examples that could be investigated. Currently, in the IB a student may ask for their work to be remarked but must pay a fee. If the mark is increased, the fee is refunded. This makes an appeal process much more transparent and accessible.

Recommendation 7:

The MLTAT strongly supports this recommendation. As with recommendation 1, the MLTAT believes a having a selection of skills-based board of experts will improve learner outcomes. A skills-based board can make accreditation decisions as a team, ensuring there is integrity for the process of curriculum development, accreditation and implementation.

Recommendation 18:

We also strongly support recommendation 18. TASC needs a mix of administrative expertise, alongside staff with subject and discipline expertise. This model will make TASC similar to other Australian jurisdictions. We would also support greater information and policy sharing between TASC and the Department of Education, rather than two separate entities. Both TASC and the Department of Education have Tasmanian students as their core business and key focus. A shared goal and vision could only improve opportunities for our learners.

Compiled by:

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