

Years 9-12 Project

REPORT ON SURVEY RESULTS

CURRICULUM FRAMEWORK CONSULTATION SURVEY

Two surveys were open from November 2018 to February 2019, to allow educators, business, industry and community groups to have the opportunity to have their say about the future direction of Years 9 to 12 education in Tasmania. This report covers the responses to the 'curriculum framework' survey. There is another report available on the responses to the [community consultation](#), which addresses broader questions in relation to Years 9 to 12 education in Tasmania.

Over 50 individuals responded to the Years 9 to 12 Curriculum Framework Survey. Most respondents were teachers, with 36 respondents from government schools, 7 respondents from Catholic schools and 2 respondents from the independent sector. The remainder of responses were received from VET and other stakeholders.

Student voice was specifically targeted through separate consultation in March and April 2019.

Overall, responses to the Framework overwhelmingly positive. In particular, the interrelated areas of modularisation and micro-credentialing received strong support across the board.

If students could select short courses that encourage skills that are valued in the uncertain jobs future they would be engaged as well as gain transferable skills. Short courses will allow for students who are not currently engaged in education or training with skills which would allow them success and employment possibilities.

- Teacher

There was broad support of the Framework structure, with each element seen as important to the overall vision. Several questions were raised about teacher workload and resourcing of time-intensive elements, however these were identified within the context of generally positive feedback.

Responses to individual questions are summarised below.

The questions asked in the Curriculum Framework consultation survey can be found at the end of this report.

GENERAL CURRICULUM

What kind of courses would students in your school like to do that they can't do now?

Respondents suggested a wide range of new or tailored courses currently not available to year 9-12 students. A strong preference was expressed for courses that prepared students for the workforce or gave them an advantage when transitioning to independent living. A number of respondents listed driver education as a desirable course, both as a means to employment and as a valuable life skill. Other life skills subjects were suggested, including emerging areas such as sustainable living and mindfulness. Some respondents were in favour of more inquiry-based learning, where students are able to choose their own projects.

Courses that are linked to the jobs in the future, growth industries. Enabling high schools/colleges the resources available to deliver all parts of the framework (e.g. transdisciplinary resources) to students.

- Teacher

There was widespread support for short courses that could then be used as credit towards an umbrella subject. Several respondents called for short courses in individual computer software packages, either as pre-employment tools (e.g. Word, Powerpoint) or pre-tertiary research tools (Excel). A number of respondents suggested that the ability to gain industry 'tickets' (e.g. Responsible Serving of Alcohol, gaming licence, coxswain ticket) would be a valuable addition to the curriculum.

The following subjects were suggested by a number of respondents, with some suggestions appearing repeatedly across the survey.

- Driver education
- First Aid
- Environmental studies
- Pre-tertiary research skills
- Life skills (including setting up home/renting, sustainable living/gardening, health and hygiene, owning and maintaining a car)
- Personal finance/financial literacy (taxation, borrowing money, superannuation, budgeting, insurance)
- Hospitality short courses (RSA, barista training, gaming licence, front of house)
- Standalone computer courses (e.g. Excel, Powerpoint, Photoshop, Word, Website design)
- Maritime subjects (water safety, coxswain ticket, small boat handling)
- Wellbeing (mindfulness, yoga, food and nutrition)
- Volunteering including credit/recognition for volunteer work (e.g. volunteer firefighting training, Amnesty International, animal shelters)
- Preparing for work (resume writing, interviews, expectations of employers)

For industry/TasTAFE/UTAS stakeholders: what skills, capabilities and understandings do you need young people to have when they first engage with you/your program/your workplace?

Stakeholders identified a number of skills and capabilities needed by young people transitioning to the workforce/TAFE/university. These included practical experience related to specific employment, literacy and numeracy, ICT skills, communication and interpersonal skills as well as basic work skills and knowledge such as presentation, ethical behaviour, punctuality, respect and appropriate language. Other stakeholders highlighted the need to make students aware of the possible pathways between high school, TAFE or university and employment.

An ability to work, good organisational skills, a willingness to try out some taster sessions, an ability to commit to the long haul of tertiary study.

- Teacher

How will the draft Curriculum Framework improve the educational experience for students from Years 9 to 12 in terms of:

- student engagement?
- student health and wellbeing?
- the provision of effective careers advice/support?
- the development of transferable skills to support learning, career and life transitions?

Respondents were supportive of the Draft Curriculum Framework and almost universally positive about its ability to improve the educational experience of Years 9 to 12 students. In particular, respondents were in favour of modularisation and the potential for students to attain micro-credentials, which many felt to be an 'excellent idea'. A number of respondents stated that the increased flexibility of modularisation would improve the 'personalisation of learning', increase engagement and accommodate a range of student needs. This was felt to have flow-on effects for wellbeing, through a sense of achievement gained over the course of a year as different micro-credentials are attained. This was contrasted with the 'all or nothing' nature of current courses, which can result in stress and/or disengagement. Several respondents noted the need to 'future proof' courses, highlighting the importance of meaningful work placements and personalised career advice.

The idea of transdisciplinary projects and workplace learning will benefit students provided that these projects are well-designed. A considerable amount of planning needs to go into preparing units of work that are multi-disciplinary and authentic.

- Teacher

COMPONENTS OF THE DRAFT YEARS 9 TO 12 CURRICULUM FRAMEWORK

Disciplined-based Study

- What existing courses do you think should be included in this area of learning?
- How do you think students would like to learn in these courses?
- How might these courses be structured in terms of theory, content and coursework?

There was general support for the current discipline-based courses offered, particularly in years 11 and 12. However, a number of respondents called for less content in some courses, allowing for more time to examine subject matter in detail, leading to a greater depth of understanding. Others expressed the view that, while discipline based subjects in years 9 and 10 allowed students to master concepts, there was room in years 11 and 12 for greater flexibility. Some respondents felt that discipline-based learning with a greater inquiry focus would allow students and teachers to add depth to their learning and build their understanding.

Respondents continued to emphasise the need for practical-based subject and structured workplace learning to ensure that students have the opportunity to explore career options. Modularisation and flexible delivery were also highlighted as important factors in student engagement and the individualisation of learning pathways.

The discipline based learning that exists in current courses is often very content driven and prescriptive. Many courses are out of step with the way students prefer to learn or even with the way students work and communicate.

- Teacher

Transdisciplinary Projects

- What are some possibilities for new courses?
- How do you think students would like to learn in these courses?
- How might these courses be structured in terms of theory, content and coursework?

There was generally strong support for transdisciplinary projects, however a number of respondents noted that it was important for such projects to be adequately resourced. Several respondents noted

that the increased teacher workload involved in managing projects across several discipline areas needed to be considered.

While this is an excellent idea the realities of this and the increase in teacher workload needs to be considered. There needs to be more details provided before teachers can agree to supporting these projects as these need to be resourced and well planned.

- Teacher

A number of respondents were in favour of shorter courses in different discipline areas, with several courses contributing to an overall mark.

Course suggestions included:

- Subjects based on running inquiries over several scientific disciplines
- Work readiness subjects
- Coding and robotics
- Allied health across a range of disciplines
- Environmental health
- Research projects
- Neighbouring courses that enhance/deepen understanding of existing courses
- Object design
- Small building projects (e.g. shed or cubby house)
- Climate change
- Architecture
- Health and fitness
- Food and nutrition
- Remote piloted aircraft (drones)

Whole day/half day work rather than an hour at a time, moving between practical and academic study perhaps in small groups. Authentic real-life assessment (presentation, creations).

- Teacher

Professional Studies

- What are some possibilities for new courses?
- What existing courses might be included in this group?
- How do you think students would like to learn in these courses?
- How might these courses be structured in terms of theory, content and coursework?

There was strong support for courses that integrate work experience, such as the VET-based Introduction to Nursing offered at Hobart College. Other respondents felt that 'professional studies' should be integrated into current courses by increasing (or introducing) practical components. Modular and short courses were strongly supported.

Suggested areas for professional studies included:

- Nursing and allied health
- Law and the judicial system
- Tourism
- Design thinking
- Entrepreneurial studies
- Social media and journalism
- Product development.

Personal Futures

- **What existing/new courses should be included in this area of learning?**
- **How do you think students would like to learn in these courses?**
- **How might these courses be structured in terms of theory, content and coursework?**

There was strong support from respondents in the area of career and life planning. This included support for practical courses such as Driver Education, First Aid and Responsible Serving of Alcohol. There was some support for leisure-based activities such as volunteering and gardening, as well as personal development areas such as building confidence, acquiring a growth mindset and valuing lifelong learning. A number of respondents felt that this section was well covered in the current system.

Workplace learning

- **What types of learning opportunities help students develop essential workplace skills and gain understanding of the world of work?**
- **What existing/new programs should be included in this area of learning?**
- **What does innovation look like:**
 - **in accredited VET programs?**
 - **in non-accredited VET programs?**

Respondents were supportive of general work readiness subjects such as 'applying for a job', which cover such skills such as resume writing and interviewing. There was also strong support for VET and the clearly defined work expectations associated with VET certificate programs. Several respondents

highlighted the effectiveness of simulated workplace environments (such as an auto workshop, commercial kitchen or hospital ward) in teaching 'real life' workplace skills. There was also strong support for structured workplace learning opportunities facilitated by the school or education provider.

If you want to gain workplace skills, go out to the workplace. Only a limited amount of skills can be taught in schools. And different workplaces require the skills to be shown in different ways. So kids need to get out there and then get feedback around how they go.

- Respondent, Catholic School Sector

BROADER COMMENTS ABOUT THE DRAFT YEARS 9 TO 12 CURRICULUM FRAMEWORK

What features do you support? Why?

There was widespread support for the Draft Curriculum Framework in general, with several features being repeatedly endorsed. These included:

- Modularisation and micro-credentials
- Variation
- The focus on general capabilities
- Workplace learning
- Broader skills-based learning
- Continued importance of discipline-based learning.

Some respondents noted the need to be mindful of resourcing, teacher training and support.

Like the framework but it is a little idealistic and teachers would need a lot of support to move into this direction. Pre-service teacher training would have to align to what is happening in schools.

- Teacher

What features do you think need to be re-considered? Why?

Several of features of the Framework were highlighted by respondents as potential areas of improvement. These included:

- Greater flexibility for at-risk students
- More differentiation between years 9/10 and years 11/12
- Less emphasis on skills-based learning, which may disadvantage some students
- Greater resourcing for trans-disciplinary projects
- Increased clarity on assessment and certification
- Improved 'student friendliness' of the document.

What is missing and should be included?

Suggestions included:

- The possibility of part-time and volunteer work of contributing to TCE
- Greater emphasis on specialist career advisors
- Use of technology in class – mobile phone etiquette
- The impact of climate change.

What would you delete?

While this question did not receive a strong response, one respondent suggested that 'workplace learning' and 'professional studies' could be merged.

Background

The surveys were released following the development of discussion papers, available on the Years 9 to 12 Project website: <https://www.education.tas.gov.au/about-us/projects/years-9-12-project/discussion-papers/> and a series of consultation forums, more information is available: <https://www.education.tas.gov.au/about-us/projects/years-9-12-project/forums-and-workshops/>.

Who do I contact?

For further information about the Years 9 to 12 Project, to provide feedback and to get involved, please email: Years9to12project@education.tas.gov.au

Curriculum Framework consultation survey - Questions

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What is missing and should be included?

What would you delete?