

## Valued practices and concepts



### General Capabilities

Selected general capabilities can be taught alongside content knowledge and understanding and reflected in all aspects of course design including learning outcomes, work requirements and assessment criteria.



### Cross-curriculum Priorities

Cross-curriculum priorities provide regional, national and global dimensions to enrich the curriculum through the development of considered, focused content that fits naturally within a subject, course or learning areas.



### Learning Areas

Content knowledge, skills and understanding will be drawn from learning areas including English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, Health and Physical Education, Languages and Mixed Field.



### Student Agency

Customised curriculum support students to make informed, agile and appropriate subject/course choices. Progressive assessment practices allow students to accrue micro-credentials.



### Vocational Learning

Career education programs enable students to explore the world of work, identify career options and pathways and build career development skills.



### Local to Global Context

Courses prepare students for the future by aligning with key local, national and global markets and prioritising industries where Tasmania has a competitive advantage, such as Antarctic and Southern Ocean, creative industries, tourism, food and agri-business.

# Years 9 to 12 Curriculum Framework



### Discipline-based Study

Learning that includes content, core concepts and big ideas from the discipline or sub-discipline enabling deep knowledge and understanding of the subject matter and the application of what is learned e.g. Mathematics, Physics, English, Psychology, Geography, Ancient History, Visual Arts, Languages.



### Personal Futures

Learning that prepares students to be independent young adults capable of leading healthy, fulfilling and balanced lives, e.g. career and life planning, learning to learn, health and wellbeing strategies, student directed inquiry, driver education, financial literacy, basic second language skills.



### Transdisciplinary Projects

Learning that incorporates strong discipline knowledge, understanding and skills in interdisciplinary and transdisciplinary ways, creating new outcomes through the interaction between the disciplines e.g. Big History, data visualisation, climate science, renewable energies, cultural tourism, Antarctic studies, STEAM.



### Pathways

Course types reflect a diversity of student interests and aspirations including academic, professional, vocational and self-employment pathways.



### Vertical Integration

Courses can be multi-levelled and accessed at any level of study. Higher levels of study may be supported through the University Connections and High Achievers programs. Level 4 can be expanded to include courses from a range of learning areas.



### Modularisation

A generic modular structure breaks courses into smaller units and allows for learning to be recognised progressively. Modules can support transdisciplinary projects. Credentials can be allocated for the successful completion of learning or acquisition of skills.



### Micro-credentials

Progressive assessment practices allow students to accrue micro-credentials or mini qualifications that demonstrate skills, knowledge, and/or experience in a given subject area or capability. Different combinations can be collected to develop an individualised portfolio of achievement.



### Levels of Complexity

Course levels identify the complexity of knowledge and skills required by learners, appropriate to their stage of readiness. Course aims, learning outcomes, standards and assessment methods are consistent across courses within a given level.



### New Course Incubation

New courses can be developed in collaboration with and supported by project partners - UTAS, TasTAFE, TASC, Skills Tasmania and Industry. Courses to be reviewed after five years to determine ongoing sustainability.

