YEARS 11-12 COURSE DEVELOPMENT – Sponsorship

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1. Sponsorship

1.1   Background

The TASC *Senior Secondary Accreditation Framework* requires that all courses must identify a sponsor/driver as part of the accreditation requirements. Years 9 to 12 Learning aim to identify sponsor(s) for all courses under development, with an emphasis on ensuring new courses have sponsors.

1.2   Purpose of sponsorship

The purpose of sponsorship is to:
* ensure and demonstrate the viability and relevance of proposed courses; and
* provide opportunities for schools and industry partners to engage directly in the course development and implementation process.

1.3   What is a sponsor?

In the context of Years 9 to 12 Learning course development, sponsorship types have been identified as:

* School-based sponsorship
* Non School-based sponsorship (course development partners)

School-based sponsorship:
* The school(s) is the course sponsor, rather than any individual
* Each sponsorship arrangement is made between the Assistant Director Years 9 to 12 Learning and the school principal(s)
* A letter of agreement will be required

Non School-based sponsorship (course development partners):
* The organisation is the course partner rather than any individual
* Each sponsorship arrangement is made between Years 9 to 12 Learning and the organisation
* A letter of agreement will be required
* The partnership is not a commercial arrangement
* The partnership is with Years 9 to 12 Learning and is for the purpose and duration of the course development and implementation
* Each partnership is an agreement between Years 9 to 12 Learning and the principal/manager/leader of the partner organisation(s)

1.4   Key roles and responsibilities of sponsors

The role of the sponsor is to provide advice relating to development, implementation and support of the Tasmanian Assessment Standards and Certification (TASC) Accredited course(s).

During the course development process sponsors will be invited to:

- provide advice to Curriculum Leader(s) on the key directions and changes to the course under consideration/development within a mutually agreeable form and timeframe. This may include seeking feedback on the proposed course from the student cohort of the school.

School-based sponsorship:

- Supports the development of a course through the provision of feedback and expertise
- Facilitates student voice feedback from their own school
- Commits to including the course on their scope for delivery (subject to student numbers) in its first year
- Supports a course in its first year through:
  o   participating in Communities of Practice
  o   contributing to the development and delivery of Professional Learning
  o   contributing to the moderation process by providing a Moderation Leader
  o   contributing to the review of the course at the end of the first year of implementation
- Shares Scope and Sequence and resources developed during the first year of implementation

Non School-based sponsorship (course development partners):

- Course Partners will support the development and implementation of a course through the provision of feedback, expertise and/or additional support such as access to specialist resources.
- May additionally support a course in its first year through:
  o   participating in Communities of Practice
  o   contributing to the development and delivery of Professional Learning
  o   contributing to the review of the course at the end of the first year of implementation.

In the context of a major review/development sponsors may be asked about the adherence of the proposed course to the curriculum principles, standards, assessment principles and specified course accreditation requirements.

Sponsors may also provide comments on the accuracy, clarity and coherence of the content of the proposed course.

Note:

Courses must be developed to meet the needs of a range of students throughout the state, whilst being mindful of the needs of the sponsor school cohort.

1.5   Difference between a member of a Learning Area Group and a Sponsor

Sponsors will extend, question thinking and offer alternatives to support the work of Curriculum Leaders (CL) in the course development process.

A sponsor has no specific involvement with the Learning Area Group and is not required to provide any formal written reports.

In terms of the course development process the role of the LAG is overarching and supports the CL to ratify decisions at key points throughout the development cycle of a course.

Both groups provide support through the course development process to ensure that the course developed is robust and of high quality.

1.6　Role of Years 9 to 12 Learning in Course Development

The role of Years 9 to 12 Learning is to:

- develop, implement and review curriculum and planned programs of learning, informed by the Years 9 to 12 Curriculum Framework and Vision for Vocational Learning and VET
- develop and implement Professional Learning that builds workforce capacity across Vocational Learning*, Curriculum, Assessment, Teaching and Learning in Years 9 to 12
- develop and support provision of systems and resources that build workforce capacity across Vocational Learning, Curriculum, Assessment and Teaching and Learning, in Years 9 to 12, through:
  - o being at the forefront of contemporary state and national policy across Vocational Learning, Curriculum, Assessment and Teaching and Learning in Years 9 to 12
  - o communication and provision of authoritative information, advice and guidance across Vocational Learning, Curriculum, Assessment, Teaching and Learning in Years 9 to 12
  - o development of relationships and collaborative processes which champion all pathways equally in Years 9 to 12.

Vocational Learning encompasses VET, Career Education, Work-based Learning and Apprenticeships/Traineeships (inc. school-based).

1.7　Sponsorship process:

Years 9 to 12 Sponsors are required for each new TASC course proposed to be developed. Expressions of Interest will be sought from school, and non school based sponsors such as representatives from TasTAFE, University of Tasmania and industry.

Sponsors, where possible, will reflect a diversity of sector, region and organisation type, to be considered within each course and tranche.

There may be up to three School-based sponsors for a course and up to two Non School-based sponsors.

Expressions of Interest process and selection criteria:

Years 9 to 12 Learning will seek expressions of interest for Years 9 to 12 Learning Course Sponsorship through publication on the Years 11 and 12 website and associated communications.

Process:

- EOIs collected and reviewed by Years 9 to 12 Learning
- Each EOI will be reviewed on the evidence provided against the selection criteria
- **For school-based sponsor EOIs:** a set of recommendations will be submitted to the LTA for endorsement

- **For non school-based sponsor EOIs:** a set of recommendations will be submitted to the Curriculum, Assessment and Teaching Working Group for endorsement
- If approved/endorsed, sponsors will be advised via formal letter of agreement
- All unsuccessful sponsors will be advised of the outcome at the same time as endorsed sponsors

Selection Criteria:

School Based:
- High-level knowledge and interest in the relevant course area(s) to support development of the course through the provision of feedback and expertise
- Commitment to deliver the course(s) to students in the first year of implementation
- Commitment to facilitate student voice and feedback about the course in development
- Commitment to participate in Communities of Practice, Professional Learning and the provision of a Moderation leader
- Commitment to develop and share Scope and Sequence and other associated course resources

Non-school based:
- High-level knowledge and expertise in the relevant learning area in post-year12 education and/or relevant expertise/background in related industry
- Commitment to support the development and implementation of a course through the provision of feedback and expertise and/or access to resources

Timeframe

Sponsorship will run for the length of the course development and implementation cycle unless:

- a change of circumstances occurs such that the sponsor is no longer able or required to fulfil their role and this impacts on course development.

If it is identified that additional sponsors are required, Years 9 to 12 Learning will advertise by calling for Expressions of Interest.

Ways of working and confidentiality

The role of a sponsor is constructive and collaborative where the way of working is inclusive and is developed though respectful, professional relationships and reflective practice.

Sponsors agree that their representatives will:
- maintain confidentiality in regard to identified sensitive discussions
- work in line with the DoE Code of Conduct
- consult with relevant personnel within their organisation where appropriate and required
- participate fully in the process, reading relevant papers and documentation, providing constructive and timely advice and attending meetings where possible
- abide by DoE Conflict of Interest Procedures
- advise the Curriculum Leader of their planned absence from the course development process for a period of time
- meet as required in person, via video conference, or collaborate via cloud technology, and via email.

Reporting

There are no specific reporting requirements established for Sponsors.

1.8   Useful information and resources

TASC Senior secondary accreditation framework and other associated course accreditation information is available from the TASC website https://www.tasc.tas.gov.au/providers/accreditation/

See also the Department of Education, Tasmania procedures and course development support material.

1.9   Glossary of terms

Communities of Practice
Years 9 to 12 Learning has established a number of Microsoft Teams sites for teachers of Years 11 and 12 students. The intention of these Teams sites is to provide a space that will allow teachers to develop a community of practice across sectors, in order to collaborate and share resources and ideas with peers working in similar areas.

Curriculum Assessment and Teaching Working Group (CAT WG)
The Curriculum, Assessment and Teaching Working Group is responsible for the development and implementation of the Years 9 to 12 Curriculum Framework. The CAT WG is comprised of representatives from the Department of Education, Independent Schools Tasmania, Catholic Education Tasmania and Office of Tasmanian Assessment, Standards and Certification, the University of Tasmania, TasTAFE and Skills Tasmania.

Curriculum Leader
The Years 9 to 12 Curriculum team includes nine Curriculum Leaders, one for each of the nine Learning Areas: The Arts, English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Mixed Field, Science, Technologies.

Learning Area Group (LAG)
Years 9 to 12 Learning Area Groups consist of representatives from the Department of Education, Independent Schools Tasmania, Catholic Education Tasmania, TasTAFE, University of Tasmania and Industry. The role of the Years 9 to 12 Learning Area Group (LAG) is to provide advice relating to development, implementation and support of the Australian Curriculum, the senior secondary Australian Curriculum, Vocational Education and Training (VET)/Vocational Learning (VL), and Office of Tasmanian Assessment Standards and Certification (TASC) Accredited courses.

Learning Teaching and Assessment Committee (LTA)
The LTA Committee consists of cross-sectoral membership from system, school and student leadership roles.

This committee enables cross-sectoral school and system leadership representatives to provide and engage with advice, feedback and support in relation to the work of Years 9 to 12 Learning and the 9-12 Project.