

Years 9 to 12 Project - an Integrated Model for Course Design and Delivery

DRAFT - FOR CONSULTATION

An integrated model for course design and delivery brings together a range of policy considerations into a cohesive and holistic overview, highlighting the relationship and interdependencies between the various structural elements. Timeframes for implementation of these policy and structural elements will range from short to medium to long term.

Design Specifications

Years 9 to 12 Provision

Years 9 to 12 Provision enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations. Teachers use a blend of pedagogical approaches to engage student interest and promote growth across five distinct focus areas. Year 9 is seen as the start of senior schooling as students transition into learning that is futures focussed and pathways oriented. Students have access to a suite of courses aligned to the Years 9 to 12 Curriculum Framework and can begin these courses at a level that is appropriate to their stage of learning.



Course Design

150 HRS

Course provision will be designed around a 150 hour construct.

LEVEL 4
LEVELS 2-3
LEVEL 1
PRELIMINARY

Courses are designed around five levels of complexity that provide a range of entry points for learners appropriate to their stage of readiness and potential for growth. Levels of complexity align with the Australian Qualifications Framework (AQF).

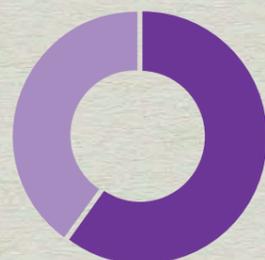
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Courses are divided into three equally weighted modules of 50 hours each. These are of a consistent 'building block' size, allowing for transdisciplinary study options and recognition for smaller chunks of learning.

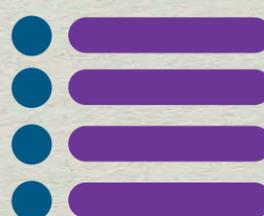
Assessment

A-E

A streamlined assessment strategy from Years 9 to 12 uses common language and five point rating scale.



The award requirements algorithm reflects a defined and consistent balance of internal and external assessments across externally assessed courses.



Newly developed courses have broader assessment criteria with more succinct standards. General capabilities form part of a student's assessment.

Articulation, Extension and Enrichment

PRELIMINARY	LEVEL 1	LEVELS 2-3 COURSES	LEVEL 4 AND HAP	VET CERTIFICATES
In Preliminary courses learners engage in practical skills in a range of settings. Learning is transdisciplinary and differentiated to meet individual students learning requirements. Learning is extended in beyond school applications which build on prior learning.	Level 1 courses are designed to cater for students in their initial phases of learning and/or for students who will benefit from targeted courses that assist them to develop the necessary skills, capabilities and confidence to succeed at the next level(s).	A large core of Level 2 and 3 TASC accredited courses with a small number of selected TASC Level 2 courses that have a pathway to University Connections Programs (UCP) at Level 3.	A small number of TASC accredited courses complement units in the High Achiever Programs at Level 4. A Level 4 Capstone Project allows for the extension of highly able students in a preferred field of study.	Students can begin VET Certificate III training in Year 12 and complete their qualification with an employer/RTO in a post school setting. School based apprenticeships/ traineeships enable students to combine work, training and education

Credentialing

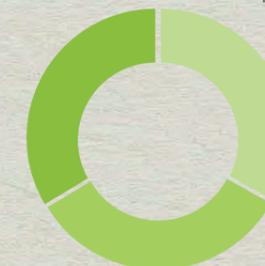
TCEA	TCE	QC	MICRO-CREDENTIALS	SKILLS PASSPORT	VET
An enhanced TCEA recognises the breadth of student development across a range of school and community applications.	An enhanced Tasmanian Certificate of Education is expanded to include the General Capabilities.	An enhanced Qualifications Certificate documents student achievement from Year 9.	Micro-credentials, both accredited and non-accredited recognise a range of skill areas and modules completed.	Skills passports provide clear descriptions of essential skills and capabilities required for industry sectors.	TASC endorse an identified set of VET qualifications that are aligned with priority industry sectors in the Tasmanian economy.

Focus Area Structures

Key Features

Each focus area has a three part structure that guides teaching and learning.

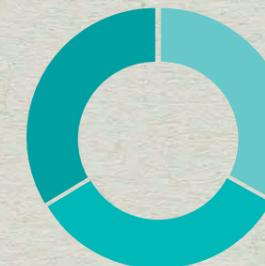
Discipline-based Study gives students the background knowledge, skills and understandings that are the building blocks for all learning.



Discipline-based Study

- Specialist knowledge
- Theories and concepts
- Methodology and terminology

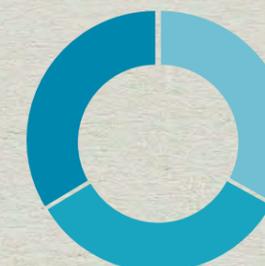
Transdisciplinary Projects can be standalone courses or composite courses constructed with modules drawn from other courses, using a three module structure.



Transdisciplinary Projects

- Define and ideate
- Connect and apply
- Exhibit and reflect

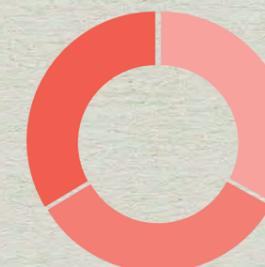
Professional Studies reflect the industry sectors for which Tasmania has a competitive international advantage. Industry sectors contribute to the course development process and the setting of real world challenges for students to complete.



Professional Studies:

- Exposure to professional practice
- Ideation, research, discovery and integrated learning
- Produce and share replicating a professional paradigm

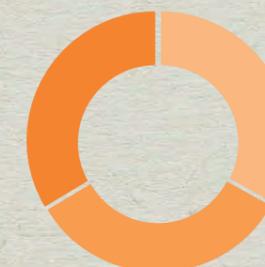
Work-based Learning provides opportunities for students to train in Tasmania's priority industries (as identified by Skills Tasmania). Work-based Learning courses enable students to understand the world of work.



Work-based Learning

- Prepare for workplace learning
- Undertake workplace learning
- Reflect and exhibit/present

Personal Futures courses foster personal development and skills of self-efficacy. They are complemented by Recognised Formal Learning opportunities.



Personal Futures

- Theory and dialogue
- Informed action
- Reflection and dialogue