**NSW Curriculum Review Interim Report – Curriculum Reference Group Guiding Questions & Responses**

**Reforming the Content of the Curriculum**

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| Reform Direction 1: Creating a less crowded curriculum | |
| **Guiding Questions:**   * For which syllabuses is a reduction in the amount of content most required? All syllabuses. Agree with statement * Is it useful to specify an average percentage reduction as a target? Cut by whatever is needed to achieve the intent. Agree with statement. * If so, is 15 to 20 percent too large? Too small? Minimum of 20 reduction * Is greater clarity about what is mandatory required? Yes YES please! * If so, how can the design of future syllabuses improve clarity about what is mandatory and what is optional? Clear-descriptors, Look at the layout. Less repetition of information. Colour coding might be useful. * Are schools being asked to address too many additional (extra-curricular) topics? Yes. * If so, what should be considered when making decisions about additional topics? * School context. Equity issues. Values. Relevance. Priorities. Resourcing. * Whose responsibility is this? (Parents? Schools? Health agencies? NGOs?) If not us, then who? (e.g. Mobile technologies & cyber safety) * Leadership. Autonomy to lead in our own context (LSLD). Not sure of the meaning of this statement * How can the burden of compliance activities be reduced for school while still maintaining effective accountability and oversight? * Centalised compliance. * Role of other agencies? | **Group Responses:**   * Amount of content needs to be reduced. * What is mandatory needs to be made very clear. * Skills in each KLAs that are repeated in all syllabuses need to be streamlined. Mapped across syllabuses – where is the best fit? * One document that covers mandatory syllabus requirements and one document with supporting information. * Common and consistent outcomes across all syllabuses are flagged. * Learning progression type model for documents. * Need to look at the layout of syllabuses and streamline. * Mandatory and core content needs to be highlighted. * Need to reduced repetition in syllabuses. * Promote deep understanding – structural nature of what we produce. * Focus on application and freedom of expression from students. * Literacy and numeracy are the base, others KLAs are the vehicle to teach and apply knowledge, skills and understanding. * Focus on the soft skills. * Wellbeing of students needs to be reflected in our curriculum. Deeper reflection by students. * Construct under global concepts – big ideas. * There are way too many hours dedicated to Sport * Reporting to parents --- focus on English and Mathematics with integration of learning from other KLAs and key concepts students have been learning in the Semester. Reporting on all KLAs could be narrowed but also need resources that identify key skills/concepts for other KLAs and strong assessments to identify for individual students.   When Alan Luke did a review of the Singapore syllabi he reduced their content by 70 percent.  The knee jerk reaction of implementing programs into schools based on popular opinion or events within society needs to stop. An example of this is the current premier’s priority in regards to battling childhood obesity by implementing 150mins of sport per week. Why are we as government schools being made to adhere to these constraints when schools from other sectors are not required to comply.  150 mins is very challenging - how do schools make this happen? |

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| Reform Direction 2: Promoting deep understanding | |
| **Guiding Questions:**   * Should mandatory syllabus content focus on core knowledge, skills and conceptual understandings? Yes. General capabilities. Link back to literacy and numeracy. Get rid of silos. Focus on core skills. Scaffolding for beginning teachers. * Yes, general capabilities, though this needs to be supported with curricula consultants from DoE * Yes, we need core information, skills with literacy and numeracy as the core linking other curriculum to literacy and numeracy. * Yes, there should be mandatory skills/focus/outcomes. Less emphasis on content. * One way to identify mandatory ‘core’ content is to focus on knowledge, skills and concepts that are developed over a number of years. Is this an effective approach? Yes * Yes * Yes, though look at vertical development and removing the current staged based development … this should include reflective practices training for staff … must be local based not a one model fits all approach like the old blue document * 100%, but if we’re promoting deep understanding it needs to begin with teaching staff having regular access to the old-style curriculum consultants who can provide them with the learning required to implement that into their teaching. These consultants need to be experienced with a wealth of time in their own classrooms. * What other approaches might be useful in identifying core content? * Developing deep understanding of literacy and numeracy transfers to other subject areas. * Developing deep knowledge and understanding in both staff and students that Literacy and Numeracy is not MATH & ENGLISH * Focus on skills not content, introduce content much later, years 5&6 e.g. COGS * A progression of skills in each curriculum area. (e.g. – What skills in scientific inquiry should students have in the early years, middle years and later years of primary school.) This might help focus attention on skills over content.   How might we?   * Literacy and numeracy the focus. * Current syllabus documents are well written. * Need to move away from ticking off content. * Students have access to content 24hr 7 days, students don’t need teachers to be the holders of content knowledge to pass on to them. Focus on General Capabilities, how do we teach through the KLAs? * Deeper understanding and applying the key. * Social/emotional skills should be part of a syllabus focus. * Focus on core content and skills and their application. | **Group Responses:**   * Core of literacy and numeracy to explore content of other KLAs. * Look at curriculum at a more conceptual level. * Global context and technologies – how do we reframe the learning? * Identify the core mandatory content in each syllabus. * Integrate curriculum areas. * Core knowledge, understanding, skills. * Mandatory content shown as a progression written over 2 pages. Short and sharp. * Glossary – needs a synthesis of what needs to be covered. * Teaching less, better and deeper. * Identify across syllabuses core skills and understandings. |

**Reforming the Content of the Curriculum**

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| Reform Direction 3: Building skills in applying knowledge | |
| **Guiding Questions:**   * Should skills in applying knowledge (such as critical and creative thinking, collaborating, interpreting information/data, communicating and using technologies) be included as learning priorities for each syllabus? Strongly agree. Strongly agree.   Strongly agree   * Are skills of this kind more important in some stages of school than others? Important in all stages. Yes important in all stages, Strongly agree.   Yes higher order cognitive skills are essential in each stage, however we need to ensure surface learning is taking place. We cannot build deep learning or transfer (apply) learning without having the basic skills and understanding which is in surface learning. | **Group Responses:**   * Knowledge/facts easily accessible via Google. How are students learning and how is it applied should be the focus of syllabi. * Zone of proximal development. * More directed teaching in the early years which lessens as students gain the skills of applying knowledge. * Levels of capabilities – growth aspect. * Exposing, exploring and applying content learnt. * How do students use the capabilities in their learning? * Bring them to the fore. * Soft skills are valuable - encourages teachers to think * How they are embedded is the important focus * Important for all stages even Kindergarten but perhaps less content in KLAs other than English and Mathematics would allow for better teaching of soft skills for earlier stages. * More ready connection should be made/embedded for outcomes and soft skills to allow teachers ready reference when programming so it’s not either/or when programming – i.e.; one at the expense of the other |

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| Reform Direction 4: A common entitlement | |
| **Guiding Questions:**   * Should there be a ‘common entitlement’ for every student (that is, the specification of what every student is entitled, and expected, to learn while at school? Yes. Yes * YES * Should literacy and numeracy and social and emotional development be prioritised over other mandated areas of the curriculum for children who require this? Yes, for all students. Yes and particularly in the early years to set them up with the skills to work collaboratively and learn skills that they may not have brought with them to school. * This is a no brainier * Social and emotional yes but not only Literacy and Numeracy instead English and Mathematics – the creative aspects of these syllabus’ should not be lost * Should the current set of mandated Key Learning Areas in primary schools and lower secondary schools be retained as a minimum, common entitlement and experience? Yes, however the alternative KLA models may enhance integration. * Key competencies and attainment levels set * Should every student be expected to develop a basic knowledge about, and appreciation of, Aboriginal languages, culture and histories? Yes * YES * Definitely. Locally-based language and culture would benefit all students in each school and provide genuine links to their local Aboriginal community. * 100% - the real history * Yes * Should every student be expected to study a language other than English from primary school? No, context specific decision. And there must be a strong primary voice in this area. * YES; however, this needs to be supported with specialist teachers and appropriate funding from the centre (not from our RAM) … ***think outside the box and look at teaching MUSIC as the language (berpikir di luar kotak dan lihat mengajar musik sebagai behasa)*** * *Contextual decision, not necessarily – for the basis of promoting problem solving and higher order thinking – sure, but music achieves this too and is a ‘world language’* * *Context specific, community languages and where an expert teacher exists* * Should every student in the senior years of school be expected to apply their learning to real-world problems and meaningful projects? Yes * YES * Yes * We need to be careful what we wish for … this could lead to ‘imposed targets’ / minimal standards on students and schools … oh, hang on that has already happened … what are the ramifications for schools when students do not meet minimal standards? * Yes and then a trickle down – Ron Berger! High Tech High example shows that results in all subjects and standardised testing result increase as a result of deep and applied learning * Don’t agree that it should be ‘senior years’ - all students are capable of applying their learning to real-world problems and meaningful projects, including K-6 students. It comes down to the capabilities of teachers and the professional learning we provide. My school is a great example of what is possible in primary schools. | **Group Responses:**   * Prioritising literacy and numeracy. * Second point ambiguous. At what level? * Minimal acceptable standards – need to define where students should be up to? Do students just fall where they fall? * Variable starting age in NSW is a huge issue. * Milestone range? A minimum standard? What are the unintended outcomes of minimum standards? Issues around this. Level of mediocrity. Notion of a minimum standard not necessary. * Aboriginal languages, culture and histories - basic knowledge and appreciation of Aboriginal languages, culture and histories already covered in syllabuses. * Issues around mandatory inclusion of Aboriginal languages including schools on language boundaries. * Languages other than English – which language? Where do we get the teachers? Where do we find the time? Further adding to the overcrowded curriculum. * Languages – based on community needs and community. consultation. Local decision. Should not be mandated. * Last dot point in paragraph one – should be for all students. * Make a comment about SRE – insert PPA position.   English and mathematics should be mandated not literacy and numeracy – literacy and numeracy should be taught through the other KLAs not literacy and numeracy over other KLAs but with and through them – creativity and curiosity is under threat with a reduction to literacy and numeracy  Being good readers, writers and mathematicians should be the goal to keep students engaged with the flexibility for teachers to choose the curriculum focus areas (with syllabus as a guide but not a mandate). It should be interesting to children and this is partly contextual.  To note:  What is the common entitlement – literacy and numeracy? |

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| Reform Direction 5: Creating a more flexible curriculum | |
| **Guiding Questions:**   * Is there a need for a more flexible curriculum that is less prescriptive about what teachers are to teach, when they are to teach it, and how long they are to spend teaching it? Yes Strongly agree. yes * Yes absolutely * How realistic is the alternative conception of the curriculum as a frame of reference that enables teachers to establish where individuals are in their learning? This would be ideal, however the challenge is with teachers having a consistent understanding of what this means, difficult to implement * What are the implications for resources and accountability? | **Group Responses:**   * Yes, there is a need for a more flexible and less prescriptive curriculum. * Need flexibility to adjust learning to meet student needs. * Need a framework with guidelines for newly appointed teachers. * Focus on core/big ideas – need to be able to personalise for context, student needs, teacher areas of expertise. * Implications – workload, personalised learning. * There is a difference between primary and secondary requirements to cover curriculum content, so it can’t be a one size fits all approach. e.g. high school subjects are required to cover a certain number of hours yet primary schools are aiming to cover content and skills in a more flexible way. * Curriculum needs to be flexible for the learner * There is a need to upskill teachers on how to use curriculum documents to be responsive to learner need. How can this happen to have maximum benefit for the students with less complications for teachers? * Increased professional learning to support teachers to understand and harness the flexibility of curriculum resources, how to teach, what to teach, when to teach it * Can it be considered that there is a literacy and numeracy curriculum, but the remaining learning areas focus on curiosity, exploration, social skills, life skills. Use explicit teaching of relevant life events/concepts to cover what is currently attempted in other KLA documents. * Upskill teachers in formative assessment across all subject content areas. Greater resources required to support teachers across all areas (beyond literacy and numeracy) or improve the delivery of support so that it is applicable across all KLA’s rather than subject specific. * High level markers in literacy and numeracy, and some kind of accountability for engagement in learning. * Give teachers a chance to bring their own interests, passions and to build the passions of their students through co-construction * Assessment through formative assessment across the curriculum with a focus on literacy and numeracy skills. |

**Reforming the Structure of Curriculum**

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| Reform Direction 6: Restructuring the curriculum | |
| **Guiding Questions:**   * How feasible would it be to reorganise the syllabus content not into year levels but into a sequence of levels of increasing knowledge, understanding and skill? * Is this more feasible in some learning areas than others? * How practical would it be for a teacher to have students working in more than one attainment/syllabus level? * What support is needed for systems, schools and teachers to meet the needs of students working at different attainment/syllabus levels in a classroom? | **Group Responses:**   * Yes, it is a good idea. * Needs to be a scaffold that links to reporting. * Teachers already provide accommodations and adjustments to learning so students can access the curriculum. * How do you judge attainment? For all KLAS? * How do you judge that? * Look at the wording, * Look at restructuring the curriculum through a student wellbeing lens. * Need to consider teacher workload. * Align a visible learning scaffold so that teachers are able to identify key stage and year benchmarks. * Mindset change for teachers that will involve PL * Switching from primary to secondary - we tend to teach in stages and where student knowledge and understanding is at the end of year6, in Yr 7 the class is presented with the class syllabus/activities and little notice is taken of the information about actual student performance. * Yes, this is feasible but only with intensive levels of PL and ongoing for many years, support so that teachers have a deep understanding and practical skills to actually achieve high outcomes for all students. Look at the small school for some exemplary best practice. * Small schools already operate with this mindset * Enormous amounts of work would be required to educate parents and community about the notion of students being on a journey. How can we break past the image of students being educated by calendar year. How can we demonstrate that students are on an educational journey that is not bound by class or stage? We constantly reinforce to parents by having students in age-based classes and through our current reporting processes that they should ‘fit in a box’. It is fine to have markers of achievement, but if we want to address students learning at their own pace (still with high expectations) it would need to be addressed through other school-based practices. * Teacher training would need to be consistent and dedicated to developing skills and attitudes in pre-service teachers to ‘teach the child’. * The learning progressions for literacy support the content of the curriculum strongly. Could something similar be developed for other curriculum areas? * Continue to build on the notion of backward mapping of big ideas based * Stages provide flexibility for covering curriculum   To note:   * Strongly agree with the statement. * Must be accompanied with high quality professional learning. |

**Reforming the Structure of Curriculum**

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| Reform Direction 7: Setting high expectations | |
| **Guiding Questions:**   * In Key Learning Areas, should there be an identified level of attainment (knowledge, understanding and skill) that every student should be expected to reach, at a minimum? * Should this apply to all Key Learning Areas, and if not, in which Key Learning Areas should minimally acceptable levels of attainment be set? | **Group Responses:**   * This may be seen as controversial in regards to what is considered to be a minimum level of attainment. * Expected standards of attainment. * Wary of a minimum standard – may create a barrier to expectations of students by teachers. * Experience is that it creates barriers. * Need a minimum standard to measure against. * HSC minimum standards – access to HSC. * Doing it anyway. * Needs student voice and agency. * What is the definition of a minimum standard? Stage standards? Language of levels of attainment? * Where the student is now and where do they need to go? * Don't like the language minimum standard. Call it a standard. * No practical reason to have it. Learning is for life. * We need a benchmark or standard but the issue is every child has a story. Look at the terminology foundation level. * Teachers need support and professional development around differentiation. * We need to shift dialogue from data and testing results so that teachers don’t feel pressured and students don’t feel like they can’t succeed. * Most teachers already have high expectations. There is a difference between high expectations and meeting standards. * The language of minimum is not consistent with high expectations, eg key benchmarks. * The reporting system is going to have to support these changes and information to parent’s clear what grades are and why given. * Look at some milestones e.g. fundamental movement skills. * Be limiting to not have levels of attainment in all KLAs * Look at aligning with the general capabilities and an over arching number of core competencies. * Do we have the right key learning areas? Should they be stand-alone subject areas or an integrated model? * Literacy and numeracy are cornerstones to learning all other areas. * Perhaps we should be paying attention to students' progress to the end of each ‘band level’ rather than an evaluation of students at the end of each calendar year. * What does it actually mean if someone doesn’t meet the minimum level? What about students with intellectual disability or other disability that makes this a greater challenge? * Look at the implementation of specialist teachers in subject areas … MUSIC, PE, MATH etc |

**Reforming the Structure of Curriculum**

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| Reform Direction 8: Monitoring whether learning is on track | |
| **Guiding Questions:**   * Is the concept of a student being at least ‘on track’ through their school years a useful idea for the majority of students? * What are the strengths and/or weaknesses of the ‘on track’ concept for monitoring student learning progress across the years of school? * What are the resourcing implications for supporting a student who is performing below the ‘on-track’ expectation? | **Group Responses:**   * Fundamentally yes as it allows us to target children and build in support. * Can be rigid. * What is one year of learning? * Resourcing not a concern. Doing it well for students who need support with their learning or have learning difficulties. * Resourcing critical for extending kids. * Tracking children across all KLAs. Literacy and numeracy yes. Not sure for all other KLAS. * Resourcing implications – teachers generating the data. What is it going to change? * Change of how teachers assess and what they do with the data. * Big changes in practices and mindset. * How does this translate into reporting? * Changes to reporting required. * Tracking needs to be for their whole learning journey. * Link back to number 4 – common entitlement over the K-12. Transition points. * Track the common entitlement – selected group of outcomes across all KLAS. * What resources are available for teachers to know/assess if a student is ‘on track’ in all KLA. Simple tools are needed for teachers to know if on track. * Target * Concern about a checklist and ticking boxes. The system used would need to be robust, time effective, purposeful. * How are the social skills, general capability skills, creative and critical thinking skills going to be measured and tracked? Currently problem based learning and integrated approaches currently identify these skills development. * We don’t want a series of NAPLAN like assessments every year tracking student performance. * How can this be linked to our current reporting system (which needs serious consideration).   **We need a tracking system, but don’t make it onerous.**  **Build in an on-track measure to skills.**  **Link the on-track measure to assessment. This is what the student is achieving. Teachers only have a general comment.** |

**Reforming the Structure of Curriculum**

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| Reform Direction 9: Ensuring continuity of learning | |
| **Guiding Questions:**   * How can the curriculum be structured to minimise disruptions to learning that often occur between stages or from one school year to the next? * What would it mean to dispense with streaming (different courses) and to view students as being at different points on the same continuum of learning in a subject? * What resources or support would systems / schools / teachers require to ensure greater continuity of student learning? | **Group Responses:**   * Transition points are an issue e.g. preschool to Early Stage 1, Stage 3 to Stage 4. * What is the alternative to streaming? How would this work in practice (Point 2)? * Middle schooling is an issue. Needs resourcing. * Needs to be contextual. * About the tracking. * IEPs, PLPs. * Be provided with a succinct scope of skills for students to work through. Teachers and students will need clear work samples to use as standards / exemplars / clear criteria of what is expected of students to achieve / master in each learning level. * Provide us with modules, units of work and scope and sequences as a state-wide approach so that every school in every context has the same information at the same time. If students move schools, it doesn’t matter... they haven’t missed out on anything. (See QLD model) - No syllabus should be released without this support – like we used to have. * Having consultants in area offices to run workshops and professional learning for teachers so we all have the same message! * Using a system such as the progressions as a tool to create reports for students – this would ensure ongoing assessment data and a more accurate account of achievement/learning. * Differentiation for every learner in every lesson, whether it is content, process, product or learning environment * Learning Progressions are a great resource, link to syllabus, ‘I can’ statements that is success criteria that individual students can use to set their own goals and articulate their individual learning journey and used to assess and report to parents on progress. * A tech-based system all. teachers can enter AT POINT OF TIME DURING LESSONS student learning data and observations about their learning behaviours --- across all states and accessed as they progress through stages. Speaks to reporting. * We have staff wellbeing and narrow curriculum concerns if a system like the current progressions is used to monitor progress. How much time is going to be used to add data? |

**Reforming the Senior School Curriculum**

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| Reform Direction 10: Assessing and communicating learning | |
| **Guiding Questions:**   * Should reporting be focused on communicating the points individuals have reached in their long-term progress in an area of learning? * Should information on the progress of students have made over time also become a greater focus for reporting? * Would it be useful for parents and carers to know whether students were ‘on track’ to achieve the standards expected of them by the completion of their schooling? | **Group Responses:**   * Yes, but would require policy changes around assessment and reporting. * Refer to diagram on Reform Direction 8. Page 97 of Report. * Fundamentally agree. |
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**Reforming the Senior School Curriculum**

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| Reform Direction 11: Creating a more integrated curriculum | |
| **Guiding Questions:**   * Is the creation of a more integrated (less polarised into ‘academic’ and ‘vocational’) curriculum in the senior years a desirable long-term objective? * Over time, should there be a reduction in the total number of subjects available secondary school by consolidating some existing subjects into rigorous, high quality courses? * What would be the implications of expecting every senior secondary course to include a balance of underpinning theory (knowledge and conceptual understanding) and transfer and application of knowledge? | **Group Responses:**   * Fundamentally agree. * Based on capability and skills. * Specific knowledge around core subject. * Support an integrated curriculum model. * Student agency. * Automatically generated from the tracking system. (PRIMARY) * PRIMARY – literacy and numeracy blocks and then afternoons integrate other KLAs in Inquiry Based Learning model - using capability and skills. |

**Reforming the Senior School Curriculum**

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| Reform Direction 12: Recoginising progress and attainment | |
| **Guiding Questions:**   * What would be the advantages and disadvantages of structuring each advanced course as a sequence of ‘modules’ or attainment levels through which students progressed? * Would there be value in having teachers assess students’ performance on each module and in making these assessments the basis of the school assessment in each course? * What would be the workload implications? * Should there be an externally assessed component of every advanced course (not necessarily in the form of a written examination)? * What more could be done to address concerns that end-of-school examinations promote the memorisation and ‘regurgitation’ of pre-prepared answers? | **Group Responses:**   * Look at the assessment – bank of standarised assessments. At need and point in time. * Last point - academic and non-academic pathways? * School based VET subjects. * Need a change of mindset from NESA. * Yes, as it is for all other subject. * Modularised learning way to go. |

**Reforming the Senior School Curriculum**

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| Reform Direction 13: Introducing a major project | |
| **Guiding Questions:**   * Should every student be required to undertake a major project as part of their studies in the senior years of school? * How should the major project be implemented to:   + support students to collaborate or work in teams?   + identify and attribute effort of individual students?   + minimise any advantages some students may have because of access to superior resources?   + ensure access for all students (including those in remote settings)?   + ensure consistent assessments of student work? * Should the project be undertaken individually or as part of a project team? | **Group Responses:**   * Agree. * 2 out of 10 units. * Final demonstration of level. * How would it look? State-wide standard? * Student voice critical. * Group presentation of learning in a form of their choosing. * Major project as part of the team. * Individually or small group. * Group assessment. Clear demonstration of individual learning. * Reflect current processes in HSC marking. |

**Reforming the Senior School Curriculum**

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| Reform Direction 14: Redefining learning areas | |
| **Guiding Questions:**   * Would the redefinition of learning areas reduce the current academic-vocational dichotomy tension? * How could redefined learning areas be developed to provide focal points for improved collaboration between schools, universities, vocational education providers and industries? * How could redefined learning areas support better information on post-school pathways, including further education, training, careers and employment? | **Group Responses:**   * Page 98 of Review. Currently learning areas reflects the academic-vocational divide, with eight learning areas representing ‘academic’ areas of study and the ninth VET.   Current Learning Areas:  Human Society & Its Environment  English  Mathematics  PDHPE  Creative Arts  Science  Technologies  Languages  VET   * More integrated curriculum in the senior years and every advance subject:   Humanities, Society and Social and Community Services  English and Languages  Mathematics and Sciences  Personal Development, Health and Physical Education  Visual and Performing Arts and Entertainment  Engineering Construction and Manufacturing  Information Technology and Computer Science  Business Economics and Financial Services  Agricultural Science and Food Tecnologies   * Primary point of view – groupings – liked this model. * For senior subjects. * Reduce number of subjects. * VET would be more valued. * Theory and application together. * Link staff more logically. * A sensible approach. * More reflective of job scope. * We would support this. * Take away the silos. * Backward mapping to primary syllabuses. |

**Reforming the Senior School Curriculum**

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| Reform Direction 15: Reviewing the ATAR | |
| **Guiding Questions:**   * Should the school sector offer to work with the university sector and UAC to explore the feasibility of not calculating and reporting ATAR as part of the university selection process? | **Group Responses:**   * Not understood by anybody. * Any other way would be great. * Support the position. * Look at ACT model. * Already multiple ways of gaining entry into university.   **Additional Notes:**   * General capabilities/soft skills critical. * Pedagogical models - researching that would underpin any structural curriculum change to maximise the benefits to students. * Accepting kids fall where they fall and that it will not be locks step. * Wholistic approach – scope and sequences across KLAS. * Track students off a strength base – eg great athlete. * Wholistic approach to tracking that allows us to celebrate strengths, wellbeing and growth of students across the curriculum. Powerful for reporting for parents. * Layout – less linear, more tables, visuals, not slab of text. * Separating document. * Use multiple student data to show achievement – a growth mindset. * Comparative work samples. * Professional learning – NESA does not have the remit. |

**Conversation Cards**

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| **Questions:**   * How can curriculum content best focus on core knowledge, skills and conceptual understandings? * How could ‘core’ content be identified? * What should be part of the ‘common entitlement’ for every student? * Should literacy and numeracy be prioritised? * What is needed to support a move towards greater curriculum flexibility? * What support might teachers need? * What is needed to support students working at different attainment levels? * Should every student be expected to reach a minimum level of attainment? * What are the advantages or disadvantages of a stronger focus on the application of knowledge? * Over time, how might this change current senior secondary courses? * Would a major project at senior secondary enable students to apply knowledge and develop a range of other skills? * Are there other ways to increase skills in knowledge application? |  |