



Education &
Communities

The learner and the new curriculum

Implementing new curriculum

Presenter Notes

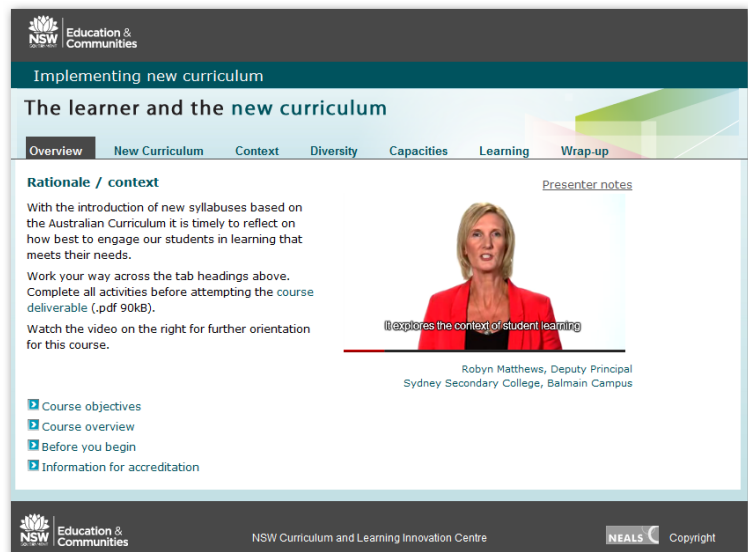
Presenter Notes

How to complete this course

Course participants should work their way across the tabs at the top of each page and complete a corresponding activity. Individual interactive PDF files are available for each activity.

On completion of the course, participants must also ensure they follow the applicable procedures under the *Wrap up* tab.

Please ensure that the course supervisor has scheduled *The learner and the new curriculum* on MyPL@Edu. The **Course deliverable** must be completed by participants and submitted to their supervisor for accreditation.



The screenshot shows a web interface for the course 'The learner and the new curriculum'. The header includes the NSW Education & Communities logo and the title 'Implementing new curriculum'. Below the title is a navigation bar with tabs: Overview, New Curriculum, Context, Diversity, Capacities, Learning, and Wrap-up. The 'Overview' tab is selected. The main content area is titled 'Rationale / context' and contains text explaining the course's purpose. To the right, there is a video player showing a presenter, Robyn Matthews, Deputy Principal of Sydney Secondary College, Balmain Campus. Below the video, there are links for 'Course objectives', 'Course overview', 'Before you begin', and 'Information for accreditation'. The footer includes the NSW Education & Communities logo, the NSW Curriculum and Learning Innovation Centre name, and a 'NEALS Copyright' logo.

For information on scheduling an event, see the tutorials on the [Professional Learning and Leadership Development website](#).

Preparation required

Prior to delivering the course, set aside some time to familiarise yourself with the content contained in each tab.

You may wish to print out the activities beforehand and download the complete activity booklet, which contains all the activities and is available in PDF or Microsoft Word formats.



Videos can be viewed in full screen mode by clicking on the full screen icon.



Captions can be turned on or off on the videos by clicking on the closed captions icon.

Group organisation

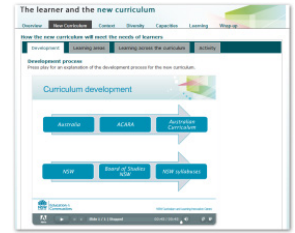
Discussion and collaboration between participants will enrich the delivery of this course.

This course will be best delivered with participants seated in small groups. Alternatively, participants may view the course on their own electronic device, such as a tablet or laptop. However, the pace can be better controlled if the presenter can deliver the course on an interactive whiteboard.

Course overview

Tab: New curriculum

Indicative time: 20 minutes



What is this tab about?

This tab explores how the new curriculum meets the needs of today’s learners and outlines how the new BOS NSW syllabuses were developed. It identifies the *Learning across the curriculum* areas and explains, through a series of videos, how these areas are interwoven through the key learning areas.

Delivery

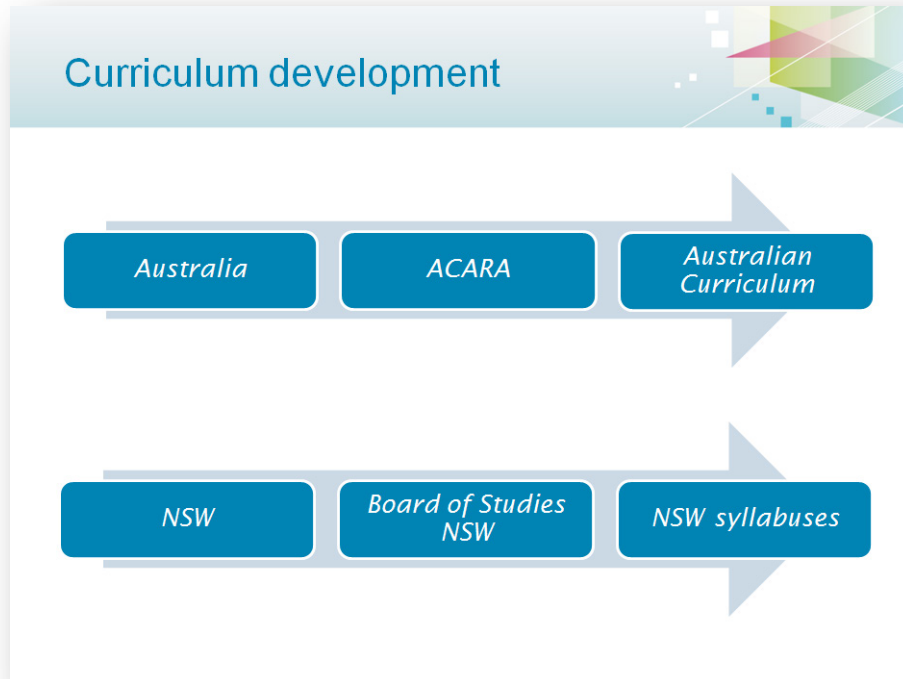
1. Watch and listen to the animation about the development process for the new curriculum.
2. Click on the arrow and watch the animation about the implementation timeline.
3. Read the information about the learning areas and watch the video.
4. Click on the drop down box to briefly view the aims and rationale of each new draft syllabus. As an extension you may choose to explore these in more detail. Groups can click on a syllabus which is most relevant to them and report back to the group as a whole.
5. Read the statements by ACARA in the “Learning across the Curriculum” tab and watch the video.
6. Click on the drop-down tabs to show participants the 13 areas in *Learning across the curriculum*.

Completing activity: Learning across the curriculum

1. Participants consider a complex issue such as climate change, poverty or bullying or another issue relevant to your school. While this may be done individually, the discussion will be richer as a collaborative activity.
 2. Participants write a short statement about how up to three areas of their choice helps learners understand the issue chosen.
1. 3. Participants write a short statement about how up to three areas of *Learning across the curriculum* help learners understand the issue chosen.

Notes

Development process for the new curriculum



Curriculum Development

Australia → ACARA → Australian Curriculum

NSW → Board of Studies NSW → NSW syllabuses

Transcript

The new curriculum was developed in response to many years of campaigning across Australia for one unified education system. It was developed based on a paper called the [Melbourne Declaration on Educational Goals for Young Australians](#). Work by ACARA, the *Australian Curriculum, Assessment and Reporting Authority*, was guided by this declaration as it developed the Australian Curriculum.

Many opportunities for consultation have been provided in this process across all States.

The NSW Board of Studies has incorporated the content from the Australian Curriculum in the new syllabuses it has been developing. It is planned that implementation will begin in NSW schools from January 2014. Teachers will be addressing the Australian Curriculum through its embedding in the new syllabus documents.

Implementation timeline

		2012	2013	2014	2015	2016
K-6	English	Support materials developed	Familiarise and plan	Implement		
	Mathematics			Optional	Implement	
	Science and Technology			Optional	Implement	
	History				Optional	Implement
7-10	English			Years 7, 9		
	Mathematics			Years 7, 8, 9, 10		
	Science			Years 7, 8, 9, 10		
	History			Years 7, 8, 9, 10		

Source: Board of Studies NSW

Transcript

The Board of Studies anticipates that NSW K–10 syllabuses in English, Mathematics, Science (incorporating K-6 Science and Technology) and History for the Australian curriculum will be ready for publication in September 2012. Support materials from the Board and the Department of Education to accompany the syllabuses will be published from September to December 2012.

Teachers will be able to familiarise themselves with syllabuses and support materials throughout 2013. Implementation of the new syllabuses will begin from 2014.

For Kindergarten to year 6, new English syllabuses will be implemented from 2014.

Also in 2014, it will be optional for K-6 schools to implement mathematics and science and technology syllabuses.

From 2015, implementation of the K-6 history syllabus will be optional, with full implementation of all K-6 syllabuses from the beginning of 2016.

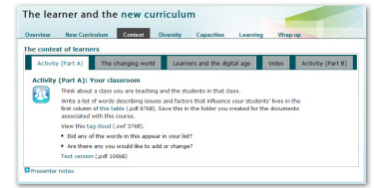
It is anticipated that secondary syllabuses in English, mathematics, science and history will be implemented for years 7 and 9 from 2014. All of these syllabuses will then be implemented for years 8 and 10 from 2015.

Tab: Context

Indicative time: 20 minutes

What is this tab about?

This tab provides a context of the changing world that our students live in. It contains an animated word cloud, two video clips and further readings to explore as an extension activity.



Delivery

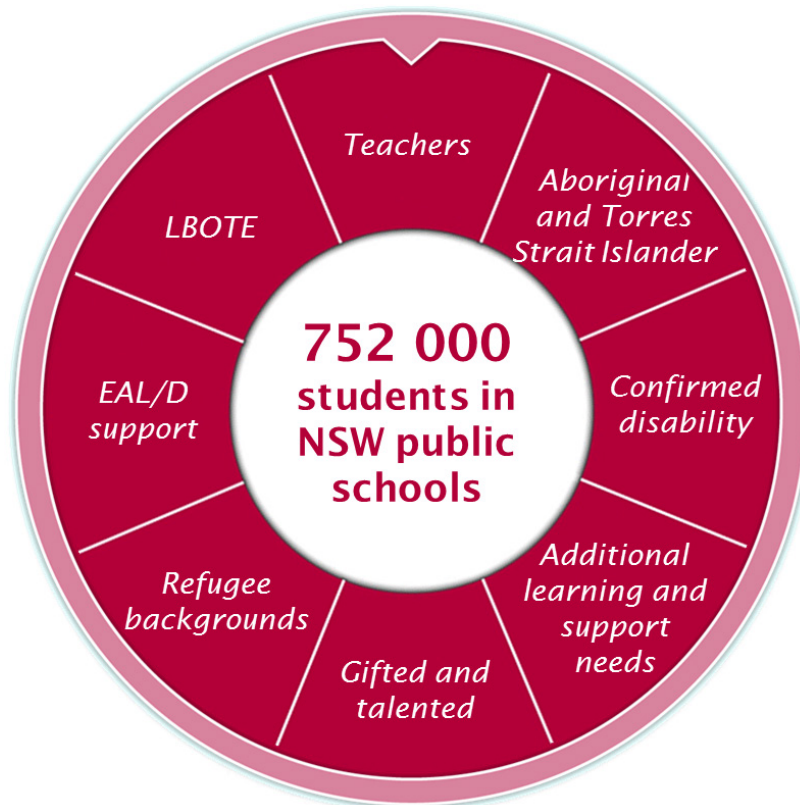
1. Ask participants to think about the students in a class they are teaching.
2. Brainstorm a list of words that describe issues and factors that influence their students' lives. These responses can be written in the first column of the PDF (click the words 'this table').
3. View the tag cloud now and ask participants if any of the words appear in their list.
4. Watch the video about the changing world. Discuss with participants some of the influences and contexts that may affect the lives of students in their classroom.
5. Read the quotes in the "changing world" tab and the "learners in the digital age" tab and discuss.
6. Watch the video of Richard Doel-Mackaway discussing how today's learners interface with their world.
7. Revisit the list of words created at the beginning of this tab. Participants should modify the list accordingly. Share and discuss responses.

Completing activity 2: The context of learners

1. Participants need to complete Part A and establish their prior knowledge, before viewing the tag cloud.
2. Brainstorm words that reflect the issues and fill in the form collaboratively. Some key points to discuss:
 - Are there words on the lists common to all participants?
 - Are there words that are different? Why is this?
 - How might the issues listed be different for different student situations and ages?
3. In Part B, participants revisit the list of words created in Part A and modify the list accordingly. Share and discuss responses.

Notes

Rich diversity in NSW public schools



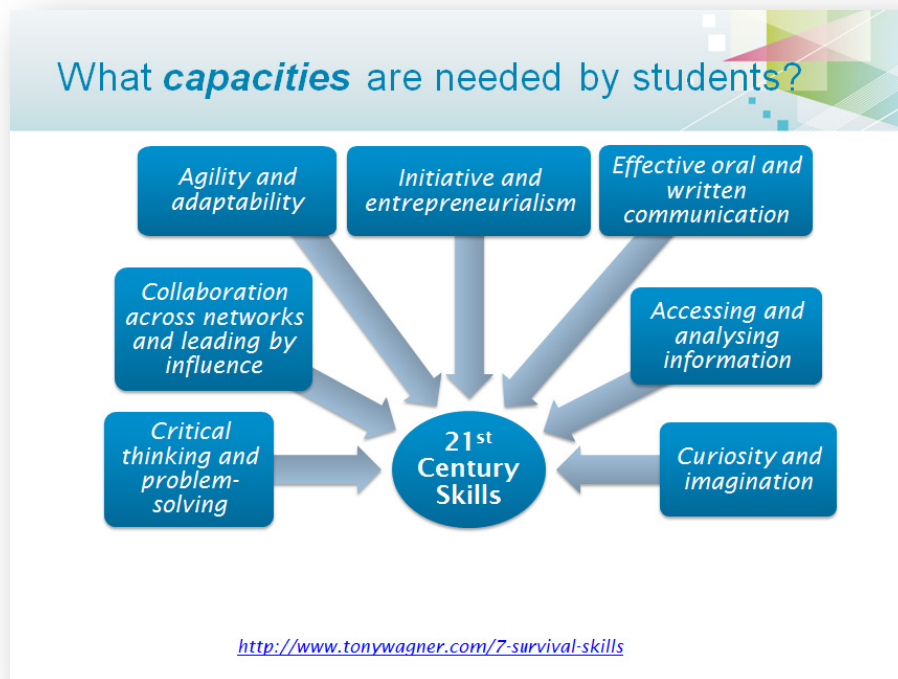
95000 teachers work in 50000 classrooms in 2200 schools.

There are 752000 students in NSW public schools.

The student population consists of:

- 42000 Aboriginal and Torres Strait Islanders
- 35000 with a confirmed disability
- 55000 with additional learning and support needs
- 75000 Gifted and talented students
- 5650 with refugee backgrounds
- 136188 requiring support in English as an additional language or dialect (EAL/D support)
- 220837 from a language background other than English (LBOTE)

Tony Wagner's Seven Survival Skills



What **capacities** are needed by students?

1. Critical thinking and problem-solving
2. Collaboration across networks and leading by influence
3. Agility and adaptability
4. Initiative and entrepreneurialism
5. Effective oral and written communication
6. Accessing and analysing information
7. Curiosity and imagination

Source: [*Dr Tony Wagner - Change Leadership: Transforming Education for the 21st Century*](#)

