

Aspects of the new draft K-10 syllabuses that will create professional learning and resource needs for teachers in NSW public schools

Draft English K-10 Syllabus		
Element	Changes K-6	Changes 7-10
Pedagogical emphases	<ul style="list-style-type: none"> Stronger focus on the teaching of literature, including print, spoken, digital and multimodal texts, from Early Stage 1. 	<ul style="list-style-type: none"> Stronger focus on the explicit and systematic teaching of language, including grammar, spelling and punctuation.
Outcomes	<p><i>Overall K-6</i></p> <ul style="list-style-type: none"> Draft K-6 outcomes are significantly different. While some draft K-6 outcomes are specific to modes, most are broad and work across modes; current K-6 outcomes organised into the modes of <i>Talking and Listening</i>, <i>Reading</i> and <i>Writing</i>. Number of outcomes significantly reduced. 	<p><i>Overall 7-10</i></p> <ul style="list-style-type: none"> Draft 7-10 outcomes are mostly familiar, but have been modified and rearranged in subtle but important ways. Number of outcomes slightly reduced.
Content	<p><i>Overall K-6</i></p> <ul style="list-style-type: none"> Viewing, representing and visual literacy Multimodal texts Appreciation of the English language Study of literature, including text requirements for each year Texts from different cultures, including ATSI and Asian texts ATSI cultural concepts <p><i>Stage 2 and 3</i></p> <ul style="list-style-type: none"> More explicit reference to comprehension strategies Students creating own literary texts 	<p><i>Overall 7-10</i></p> <ul style="list-style-type: none"> Grammar Complex forms of punctuation Spelling and word origins Comprehension strategies Appreciation of the English language Texts from and about Asia <p><i>Stage 4</i></p> <ul style="list-style-type: none"> Consolidation of handwriting skills Conventions for citing and referencing
Resource gaps	<p>K-6 teachers will require resources/professional learning to support :</p> <ul style="list-style-type: none"> Effective use of a syllabus with unfamiliar structure and content to plan for teaching and assessment Teaching of literature, including ATSI and Asian literature Teaching of visual literacy and multimodal texts Integrating the teaching of English and other subjects, including those which have new syllabuses <p>Some K-6 teachers may require resources/professional learning to support:</p> <ul style="list-style-type: none"> Teaching of language, including grammar. 	<p>7-10 teachers will require resources/professional learning to support :</p> <ul style="list-style-type: none"> Effective use of a syllabus with some unfamiliar content to plan for teaching and assessment Teaching of language, including grammar, spelling and punctuation <p>Some 7-10 teachers may require resources/professional learning to support:</p> <ul style="list-style-type: none"> Teaching of literature from and about Asia Teaching of reading, including comprehension strategies Teaching of visual literacy and multimodal texts.

Draft Mathematics K-10 Syllabus

Element	Changes K-6	Changes 7-10
Pedagogical emphases	<ul style="list-style-type: none"> The change from the processes of Working Mathematically to the new proficiencies could influence expectations, particularly with respect to mathematical reasoning. The integration of the content strands (e.g. Number and Algebra) creates as many challenges as opportunities. The identification of appropriate uses of ICT is difficult without mandating the use of a particular technology if all of the content is mandatory. 	
Outcomes	Overall K-6: The outcomes in this version are again organised by sub-strand.	Overall 7-10 The outcomes in this version are again organised by sub-strand.
Content	Overall K-6 Increased content expectations, particularly in Stages 2 and 3. <ul style="list-style-type: none"> Recognise and label elements of chance in familiar activities added to ES1. S1 Includes 'eighths' as fractions (currently in Stage 2). Includes 'thirds' and 'sixths' (from Stage 3 to Stage 2). Measurement of temperature added New content in Stage 3: Students create simple financial plans, two-way tables Content added from Stage 4: Order of operations, Highest Common Factors/Lowest Common Multiples, Cartesian coordinate system, dot plots. 	Overall 7-10 Less content in Stage 4. <ul style="list-style-type: none"> Stage 4: New content: Venn diagrams (and two-way tables), determining 'best buys' Factorising monic quadratics now in 5.2 Graphing regions determined by inequalities removed Simple inequalities from PAS4.4 to 5.2; mean and standard deviation, interquartile range from 5.2 to 5.3; volume of right pyramids, cones and spheres moved from 5.2 to 5.3; quadratics, circles and exponential graphs using technology moved from 5.2 to 5.1; similar triangle tests from 5.3 to 5.1. New content: Direct proportion (5.2).
Resource gaps	K-6 teachers will require professional learning to support : <ul style="list-style-type: none"> Teaching the proficiency strands in every stage, in every content strand Teaching the progression of learning in fractions Using digital technologies to organise and graph data Understanding the language of the statistics and probability strand, as well as constructing and interpreting dot plots Introducing the Cartesian coordinate system to Stage 3 students. 	7-10 teachers will require resources/professional learning to support : Stage 4 <ul style="list-style-type: none"> Algebra with a working mathematically focus on reasoning Non-linear relationships using appropriate digital technologies Statistics & probability: two-way tables, Venn diagrams Stage 5 <ul style="list-style-type: none"> Algebraic fractions and quadratic expressions with a working mathematically focus on reasoning Direct and inverse proportion Single variable and bivariate data analysis including sample proportions Life Skills 7-10 - All areas

Draft Science and Technology K-6 and Science 7-10 Syllabus

Element	Changes K-6	Changes 7-10
Pedagogical emphases	<ul style="list-style-type: none"> Students need to follow specific processes when working scientifically and working technologically The strands of Natural and Made Environment are to be taught through the strands of Working Scientifically and Technologically. 	<ul style="list-style-type: none"> The inquiry method is emphasised for teaching and learning the syllabus content The strand Working Scientifically is to be addressed each year as an integrated aspect of each unit of work.
Outcomes	<ul style="list-style-type: none"> Number of outcomes addressing Values and Attitudes has reduced from 8 to 3 (common to all Stages) Current syllabus has 9 outcomes for Early Stage 1 – Stage 3, draft new syllabus v2 has 7 outcomes for Early Stage 1 and 13 outcomes for Stages 1-3. The Material World strand (Stages 1-3) is new and incorporates foundations of chemistry and material science The Physical World strand (Stages 1-3) incorporates specific changes in focus across all Stages The Living World strand refers to structural adaptations of living things in Stage 3 (current syllabus refers to the interactions between living things). Working Technologically requires “a range of tools, equipment, materials and techniques” 	<ul style="list-style-type: none"> There is a reduction in outcomes from 22 to 17 There is now a skills continuum from Stage 4 into Stage 5. In the current syllabus the skills outcomes are the same for Stages 4 and 5.
Content	<ul style="list-style-type: none"> There is a significantly increased amount of content in all Stages. 	<ul style="list-style-type: none"> There has been movement of content and additional content added in Stages 4 and 5 to ensure incorporation of all Australian Curriculum content.
Resource gaps	<p>K-6 teachers will require resources/professional learning to support :</p> <ul style="list-style-type: none"> Pedagogical emphasis on teaching and learning the knowledge and understanding content through processes of working scientifically and working technologically Linking Working Scientifically and Working Technology Teaching of unfamiliar specific science content (e.g. energy - electricity, light, sound; foundations of chemistry in the Material World strand) Teaching and safety with the use of a range of tools, equipment, materials and techniques. 	<p>7-10 teachers will require resources/professional learning to support:</p> <ul style="list-style-type: none"> Pedagogical emphasis on scientific inquiry A tighter framework of prescribed content that incorporates the Australian Curriculum’s ‘Science as a Human Endeavour’ strand, or learning about the nature, development, use and influence of science Learning across the curriculum content.

Draft History K-10 Syllabus

Element	Changes K-6	Changes 7-10
Pedagogical emphases	<ul style="list-style-type: none"> • Topic names identified in the syllabus. • Historical skills and historical inquiry: comprehension, chronology, terms and concepts; analysis and use of sources; perspectives and interpretations; empathy; research explanation and communication. • Uses primary and secondary sources and examines evidence. 	<ul style="list-style-type: none"> • The use of Overviews and Depth studies as syllabus organisers. • Historical skills are listed - comprehension: chronology, terms and concepts; analysis and use of sources; perspectives and interpretations; empathy; research explanation and communication.
Outcomes	<p><i>Overall K-6</i></p> <ul style="list-style-type: none"> • Separate outcomes for content and historical skills at each stage • Are aligned to specific syllabus topics. 	<p><i>Overall 7-10</i></p> <ul style="list-style-type: none"> • Separate outcomes are provided for each strand. • Each Stage has five knowledge and understanding outcomes and five skills outcomes.
Content	<p>Content is organised using syllabus named topics.</p> <ul style="list-style-type: none"> • <i>Early Stage 1</i> - increased content • <i>Stage 1</i> - two new topics with some content from current Stage 2 • <i>Stage 2</i> - some familiar content and content from other stages • <i>Stage 3</i> - some familiar content and content from other stages, however difficult to plan and program due to the lack of interconnection. Migration new content for Stage 3. <p>The description and inclusion of History Skills and Concepts is new for primary teachers.</p>	<p>The focus on Asia and a World History approach is a focal shift from the current syllabus. There are many Depth Studies where all options are unfamiliar to NSW teachers.</p> <ul style="list-style-type: none"> • <i>Stage 4</i> – many new Asian topics and time frames • <i>Stage 5</i> - topics include many new and unfamiliar options including the Environment movement and migration history.
Resource gaps	<p>K-6 teachers will require resources/professional learning to support :</p> <ul style="list-style-type: none"> • Integration of the planning and programming of History within the Human Society and Its Environment K-6 Key Learning Area • Effectively using a syllabus with unfamiliar structure and content to plan for teaching and assessment • Teaching of historical skills and concepts in the context of the identified knowledge and understanding. • The pedagogical change required to include historical skills methodology and concepts into classroom practice <p>K-6 teachers may require resources/professional learning to support:</p> <ul style="list-style-type: none"> • The specific content of the topics identified in the syllabus especially in Stages 2 and 3. 	<p>7-10 History teachers will require resources/professional learning to support :</p> <ul style="list-style-type: none"> • Topic names identified in the syllabus • Effectively using a syllabus with unfamiliar content to plan for teaching, learning and assessment • Teaching of specific topics in Stage 4 and Stage 5 that have an Asian requirement • The inclusion of World history and broader historical periods in Stage 5. <p>7-10 teachers may require resources/professional learning to support:</p> <ul style="list-style-type: none"> • Teaching historical skills • The integration of the syllabus strands, knowledge and understanding and historical skills into classroom practice.

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