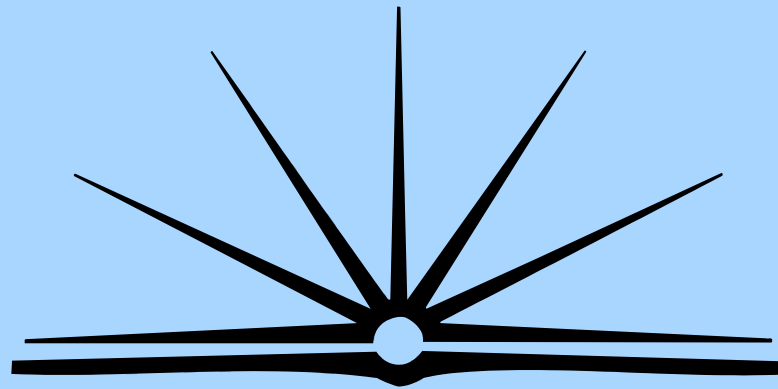


Defining Mandatory Outcomes in the K–6 Curriculum



B O A R D O F S T U D I E S
N E W S O U T H W A L E S

Purpose of today

- Provide an outline of the package
- Background information
- Seek your views
- Feedback

What do teachers think?

Time to Teach Time to Learn

- An evaluation of outcomes assessment and reporting in NSW Government schools
- Teachers positive about outcomes
- Confused about whether all outcomes are mandatory

Primary Curriculum Project

- Survey over 100 schools in 2002-03 about use of syllabuses and support documents
- Data findings consistent with those identified in *Time to teach Time to learn*

Implementing recommendations

- 6 strategic groups of recommendations
- Board is responding to recommendations relating to curriculum adjustment for all schools
- Department of Education and Training is responding to recommendations relating to programming, assessment and reporting for Government schools

What's in this package?

- Background and purpose for a draft set of mandatory outcomes
- Suggestions for using mandatory outcomes
- Sample weekly timetables
- Sample feasibility program overview
- Notional time allocation

Mandatory outcomes will provide

- a clearer purpose for teaching and learning
- reduced specification to make teaching more manageable
- primacy to literacy and numeracy
- a balance across the KLAs

Mandatory outcomes are not intended

- to be the whole program. Teachers will select from the other outcomes, to support, complement and extend learning opportunities for their students.
- to restrict valuable teaching and learning

What about assessment and reporting?

- Teachers assess and report in a variety of ways, on all aspects of student learning.
- Outcomes are written in the language of teachers- they are not intended to be used as a language for reporting to parents.
- It is not intended that teachers assess and report on individual syllabus outcomes in isolation.
- It is not intended that teachers formally assess and record achievement of individual outcomes nor mandatory outcomes.

What process is the Board using?

Consultation involves Board officers meeting with

- teachers across the state
- sector briefings
- key group meetings, eg parent groups, professional associations, principal groups

Teachers and groups can respond by completing a

- written copy of the survey,
- survey on-line, or
- written submission

Workshop activity

- What will it mean for you to have outcomes identified as mandatory?
- How does an integrated approach to programming make teaching more manageable?
- How are broad guidelines about notional time helpful?

Where to next?

- Analysis of the responses
(Dec 04 – Feb 05)
- Preparation of recommendations to the Board (Mar 05)
- Information sent to schools (Term 2 05)

What's the role of the education sectors?

- DET is developing materials for consultation on programming, assessment and reporting – Term 4, 2004.
- Following the consultation process the DET, through regions and state office, will provide support material and professional development.
- The AIS and CEC will continue to offer professional development for teachers which includes a focus on assessment and reporting.

Primary Team

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