



# Primary Matters

## Update on Linkages Project

Have you visited the *Linkages* website lately? There are several additions that teachers and schools may find helpful.


In the *Content Links* section the mapping of computer-based technologies has been completed for English K-6 and some aspects of Human Society and Its Environment K-6 are now also in place. This material provides examples of learning experiences that incorporate a range of computer-based technologies as well as some ways the development of students' ICT capabilities can be extended in these key learning areas.

The mapping of verbs in outcomes from the six key learning area syllabuses has now been relocated to the *Content Links* section (it was previously in the *Generic Outcomes* section). Included with this material is a resource that enables schools to review sequences of verbs in syllabus outcomes. This material can be used by schools to facilitate discussion on the way outcome statements describe different aspects of learning in and across stages and key learning areas.

Also included in the *Content Links* section is a range of student work samples that illustrate how fine motor skill development occurs across the key learning areas. The outcomes that the particular students are working towards and their work samples demonstrate how experiences in different key learning areas develop students' fine motor skills.

In the section *Teacher Designed Units of Work*, additional work samples have been added to the 'Information Literacy' and 'St Catherine's School, Waverley' material.

The Board's K-6 website ([www.bosnsw-k6.nsw.edu.au](http://www.bosnsw-k6.nsw.edu.au)) now contains a complete set of K-6 syllabus outcomes, which can be readily downloaded to enable teachers to incorporate syllabus outcome statements into class programs, KLA plans, assessment guides and reporting proformas.

If you would like further information regarding these items or K-6 curriculum matters in general, contact Phil Lambert, Inspector, Primary Education, on ph (02) 9367 8199 or fax (02) 9367 8476, email [lambert@boardofstudies.nsw.edu.au](mailto:lambert@boardofstudies.nsw.edu.au). 

## Mathematics K-10 Syllabus Development

A project team of primary and secondary educators has been developing new Mathematics Years K-6 and Years 7-10 syllabuses based on the Mathematics Years K-10 Writing Brief approved at the September Board meeting. Some of the key features of the draft syllabuses are:

- a K-10 continuum for mathematics
- Stage 3 and Stage 4 outcomes and content in both syllabus documents
- the use of clear and concise 'learning about' and 'learning to' content statements.

This work includes the development of three pathways of learning in the new Years 7-10 syllabus. Each will lead to a standard that articulates with Stage 6 courses.

The design of the K-6 syllabus will be consistent with recent syllabuses released by the Board of Studies.

The support material, which will be produced following the development of the syllabus document will incorporate many of the 'user-friendly' features that have made the 1989 syllabus document and subsequent support materials popular with teachers.

The draft syllabuses and consultation surveys will be on the Board's website in the week commencing 21 January 2002. The draft syllabuses and surveys will be distributed in hard copy to all schools and key groups for consultation from 28 January to 8 March 2002. During February 2002 consultation meetings with groups of teachers in various locations around the State will be held.

The consultation report on the draft syllabuses, along with the final syllabuses, will be presented to the Board at its May 2002 meeting.

## Criteria for judging the quality of Board syllabuses

The Board of Studies at its 30 October meeting approved a set of criteria that will be used to ensure that quality standards are met by the Board syllabuses and that the intentions of the K-10 curriculum framework are achieved.

These criteria, listed below, take account of directions provided in the Government's HSC White Paper but also reflect key requirements that have been identified during the development of the Board's K-10 Curriculum Framework.

The criteria will be used to evaluate existing syllabuses, with evaluation reports indicating the extent to which existing syllabuses meet the criteria.

The evaluation reports will be used to establish broad directions for the development of revised syllabuses which, in accordance with the Board's syllabus development process, will involve the preparation of a writing brief and a draft syllabus.

The criteria will then be used by the Board to ascertain whether the revised syllabus should be accepted, by considering the extent to which new syllabuses meet the criteria.

<b>Quality of K-10 syllabuses will be assured through careful consideration of:</b>	
1. the extent to which the syllabus meets the learning centred principles in the <i>K-10 Curriculum Framework</i>	<ul style="list-style-type: none"> <li>■ enabling all students to engage in, take responsibility for, and continue their own learning</li> <li>■ establishing a core of knowledge, skills, understanding and values to which all students are entitled</li> <li>■ establishing explicit standards that allow recognition of student achievement and planning for further learning</li> <li>■ including all students attending schools in New South Wales</li> <li>■ enabling teachers, schools and school authorities to decide how to maximise student learning</li> </ul>
2. a clear rationale and statement of purpose	<ul style="list-style-type: none"> <li>■ describing the nature of the learning area/subject and its relationship to the contemporary world and current practice</li> <li>■ explaining how the syllabus contributes to the <i>K-10 Curriculum Framework Purpose Statement</i> and Broad Learning Outcomes</li> </ul>
3. a review of national and international research and practice	<ul style="list-style-type: none"> <li>■ accounting for recent developments in the learning area/ subject</li> <li>■ comparing contemporary national and international curriculum for the equivalent stage/s of schooling</li> </ul>
4. its place in a K-12 continuum, including consideration of prior and subsequent learning	<ul style="list-style-type: none"> <li>■ outlining knowledge, skills and understanding that prospective students already have</li> <li>■ describing how prior learning will be built upon</li> <li>■ indicating subsequent learning opportunities</li> </ul>
5. the extent to which the aim, objectives, outcomes and content are linked and clearly expressed	<ul style="list-style-type: none"> <li>■ illustrating how the objectives provide for the development and organisation of the outcomes and syllabus content</li> <li>■ demonstrating that the syllabus outcomes and content are directly linked</li> <li>■ providing a coherent explanation of the nature, scope and structure of the syllabus content</li> </ul>

**Criteria to judge the quality of Board Syllabuses**

<p>6. what students will learn about and will learn to do in order to achieve the syllabus outcomes</p>	<ul style="list-style-type: none"> <li>■ expressing clearly the outcomes and content</li> <li>■ ensuring that the outcomes and content at each stage are set at an appropriate standard</li> <li>■ indicating content that is essential for all students of this learning area/subject</li> <li>■ indicating content that is additional and will broaden, extend and deepen student learning</li> <li>■ incorporating relevant cross-curriculum content</li> <li>■ ensuring that the outcomes and content are specific enough to measure and report on student achievement</li> </ul>
<p>7. ways in which student achievement of the syllabus outcomes can be assessed</p>	<ul style="list-style-type: none"> <li>■ using a standards-referenced approach</li> <li>■ ensuring that assessment practices reflect the intentions of the learning area/subject</li> <li>■ illustrating meaningful ways that student achievement can be measured</li> <li>■ assisting reporting to teachers, students, parents and the wider community</li> </ul>
<p>8. the relationship of the syllabus with the content of other syllabuses</p>	<ul style="list-style-type: none"> <li>■ identifying areas of equivalent content in other syllabuses and considering whether this overlap is reasonable</li> <li>■ illustrating ways in which content of the syllabus complements content of other syllabuses</li> </ul>
<p>9. actual or potential demand for the syllabus</p>	<ul style="list-style-type: none"> <li>■ providing current enrolment numbers</li> <li>■ providing advice on likely future demand</li> </ul>
<p>10. evidence that the syllabus can be taught within the time and resources reasonably expected to be available to schools.</p>	<ul style="list-style-type: none"> <li>■ describing the potential impact on school organisations and structures, such as time allocation, timetables, resourcing and staffing</li> <li>■ advising on the availability of suitable resources</li> <li>■ advising on the availability of suitably qualified teachers.</li> </ul>



## What's New on the BOS website this month?

**Creative Arts K-6 Resources** New information lists and resources for teachers are available to enhance teaching and learning in Visual Arts, Music, Drama and Dance.  
[http://www.bosnsw-k6.nsw.edu.au/arts/arts\\_index.html](http://www.bosnsw-k6.nsw.edu.au/arts/arts_index.html)

The details of venues, booking information and tickets for **DesignTech**, **MYDA**, **OnSTAGE** and **ENCORE** 2001 performances and exhibitions are now available for viewing.  
<http://www.boardofstudies.nsw.edu.au/catalog/cat.html>

### **Years 7-10 Syllabus Revision**

A message from John Ward (General Manager, Office of the Board of Studies NSW) to:

All Primary Principals

All Secondary Principals

*Timeline For Consultation – Years 7-10 Syllabus Revision*

[http://www.boardofstudies.nsw.edu.au/writing\\_briefs/writing\\_brief\\_index.html](http://www.boardofstudies.nsw.edu.au/writing_briefs/writing_brief_index.html)