

Successful Learning 2007

7-10 Curriculum Framework



What do you need to know?

- School Certificate guidelines
- Curriculum Planning and Programming, Assessment & Reporting policy
- DDA - Education Standards
- HSC guidelines
- Difference between BOS & DET

What do you need to do?

- Plan: consult, negotiate, compromise
- Empower the student
- Use Common Language
- Determine eligibility for Life Skills
- Make accommodations and adjustments
- Understand the importance of Exit Planning

Are we.....

- able to meet the needs of students within the context of the new 7-10 curriculum?
- allowing the educational setting to dictate the learning activities?

7-10 Framework; Key Changes in 2004

- 42 (43) syllabus 7-10 documents; each is inclusive of life skills outcomes and content
- ALL students, in regular classes, support classes and special schools will participate fully in age appropriate and stage appropriate content emerging from the 7-10 curriculum framework

Why have these changes been made?

- To enable all students including those experiencing difficulties in learning and those with a disability to access appropriate curriculum outcomes and content
- To reflect evolving community attitudes and responses to disability now being underpinned by the introduction of the Australian Government's DDA Standards in Education

DDA Standards for Education

- All students will be treated **on the same basis** as a student without a disability rather than not less favorable.
- Some students may require accommodations and learning adjustments

Service provision may be moderated by the principle of *unjustifiable hardship*.



DDA Standards for Education - 5 areas

- Enrolment
- Participation
- Curriculum development, credentialing & delivery
- Student support services
- Elimination of victimisation and harassment

Mandatory 7-10 curriculum requirements

- All students must undertake study in each Key Learning Area to qualify for the award of the School Certificate
- Indicative hours refers to the time expected for a typical student to achieve the objectives and outcomes of the course

Satisfactory course completion criteria

- Followed a course of study developed or endorsed by the Board
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the outcomes

Inclusive curriculum

- One syllabus document for all students
- All students to follow BOS guidelines and mandatory completion criteria
- Life Skills outcomes and content share the same objectives as the regular syllabus
- Life Skills outcomes can be easily mapped to the regular syllabus outcomes
- Life Skills outcomes and content appear in all syllabus documents providing greater choice and flexibility

Key Learning Areas - Stages 4 & 5

- **English**
- **Mathematics**
- **HSIE:** History, Geography, Commerce, Work Education, Aboriginal Studies
- **Creative Arts:** Visual Arts, Music, Drama, Dance
Stage 5 - Photographical & Digital Media, Visual Design
- **TAS:** Mandatory Technology, Agricultural, D & T, Food, Graphics, Industrial, Information & Software, Marine & Aquaculture, Textiles
- **Science**
- **Languages:** 17 syllabuses
- **PD H PE** Stage 5 - Physical Activity & Sports Studies

BOS Mandatory hrs		Electives 400 hours
English 7-10	400	
Maths 7-10	400	
Science 7-10	400	
HSIE 7-8	200	Commerce, Work Ed, Aboriginal Studies
History/Geography Aust History/Geog	200	
PD H PE 7-10	300	
C Arts 7-10 Music/V Arts	100	Music, Vis Arts, Dance, Drama
Technology 7-8	200	Tex, D&T, Food , Graphics, Ind, Marine & Aqua, Info & Software, Agrc
Languages 7-8	100	

English - Course Performance Descriptors

Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
<ul style="list-style-type: none"> • Demonstrates some evidence of the ability to respond to a limited range of texts • With teacher support, discusses the context and perspective of texts 	<ul style="list-style-type: none"> • Demonstrates some ability to respond to a range of texts • Discusses the context and perspective of texts. 	<ul style="list-style-type: none"> • Responds to a range of imaginative, factual and critical texts • Investigates the context and perspective of texts 	<ul style="list-style-type: none"> • Responds to demanding, imaginative, factual and critical texts • Investigates with some insight the context and perspective of texts 	<ul style="list-style-type: none"> • Responds to a comprehensive range of demanding, imaginative, factual and critical texts • Perceptively investigates the context and perspective of texts

Curriculum planning

All students with special education needs choose the most appropriate courses, and options within courses, in keeping with their goals, interests and abilities

↓

All students with special education needs will participate fully in learning experiences and assessment activities provided by the 7-10 Curriculum Framework but may require additional support and/or adjustments to teaching and learning activities and/or assessment processes

↓

Some of these students with special education needs, particularly those with an intellectual disability, may require a pattern of study based on Life Skills outcomes and content in one or more Years 7-10 syllabuses

Stage 4 & 5 Planning

Name:		Class:				
Student's Identified Needs	School Program	KLA	Outcomes	Date Achieved	Support Level	Comments
Support Level Key: I - Independent		P - Physical		F/P - Full Physical		
V - Verbal		V&P - Verbal & Physical Prompt				

Stage 4 & 5 Planning

Name:		Class:				
Student's Identified Needs	School Program	KLA	Outcomes	Date Achieved	Support Level	Comments
Communication						
Work Experience						
Travel training						
Adult behaviour						

Support Level Key: I - Independent
V - Verbal
P - Physical
V&P - Verbal & Physical Prompt
F/P - Full Physical

Stage 4 & 5 Planning

Name:		Class:				
Student's Identified Needs	School Program	KLA	Subject	Outcomes	Date achieved/ Support Level	Comments
Communication	No	Engl	English			
Work Experience	Yes	HSIE	Work Ed			
Travel training	Yes	HSIE	Geog			
Adult behaviour	No	PD H PE	PD H PE			

Support Level Key: I - Independent
V - Verbal
P - Physical
V&P - Verbal & Physical Prompt
F/P - Full Physical

Years 7-10 Life Skills Outcomes and Content

We know that:

- Life Skills outcomes and content are selected on basis that they meet the particular needs, goals and priorities of each student
- Students are not required to complete all the associated content to demonstrate achievement of a Life Skills outcome
- Content examples are suggestions only
- Life Skills outcomes and content provide greater choice and flexibility in all syllabuses

Assessment of Life Skills outcomes

Assessment:

- is an opportunity for students to demonstrate evidence of learning
- is developed by the school in response to the needs of the individual students
- is based on outcomes identified in the planning process
- may be conducted in a variety of ways e.g. teacher observation, oral reports, visual representation
- may be conducted across a range of environments e.g. school, community

Reporting on subjects based on Life Skills outcomes and content

Schools:

- are **not** required to report A-E
- will develop a reporting system that addresses the learning needs of it's student population.



7-10 Life Skills Support Document

- Across all KLA's /syllabuses
- Includes 29 units of work
- Where possible the Life Skills units are linked to/based on the units of work listed
- The sample units can provide a basis from which teachers can develop their own programs to cater for the learning needs of the students in their class.

Important pages!

- Page 7 - Section 2.2 Collaborative Planning
- Page 7 - Section 2.3 Curriculum Adjustments
- Page 9 - Section 2.4 Decision to access Life Skills
- Page 14 - Model of integrated teaching, learning & assessment
- Page 15 - Programming steps

Transition to post school - Planning Areas

- Curriculum & Credentialing
- Vocational Education and Training
- Personal Management
- Leisure/Recreation
- Transportation & Mobility
- Community Living

HSC Life Skills courses

- English - *communication*
- Maths - *timetables, matching, money*
- Science - *animals, plants, weather*
- PDHPE - *behaviours*
- TAS - *technology, switches, cooking*
- Work and the Community- *community learning*
- Creative Arts - *recreational skills*
- Citizenship and Society- *transport safety*

These are all 2 unit Board Developed courses

Exit planning and empowerment; Why?

- Subject choice
- Post school destination
- Support in the post school setting
- Rights in line with the DDA