

Curriculum Statements and Profiles Implementation Support Plan 1995-1997

South Australia. Department for Education and Children's Services (DECS), 1995

Overview of the document

35 page plan for coordinating the implementation of the statements and profiles of the eight nationally agreed areas of study.

Keywords

Curriculum; curriculum planning; statements and profiles; assessment; reporting.

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SECTION 1: OUTCOMES FOR SCHOOLS

1.1 Introduction

- Notes that this plan attends to the broad range of uses of the statements and profiles for Australian schools, including curriculum planning and programming; and monitoring and reporting student achievement.
- Notes that it addresses the key curriculum issues for 1995-1997 and the goal of curriculum review and reform.
- States that the purpose of the plan is to support school planning processes and development for the implementation of statements and profiles.

- Notes that in 1994, a process of familiarisation of statements and profiles was carried out in secondary schools, to assist in their take-up and implementation.
- Identifies the specific purposes of the Curriculum Statements and Profiles Implementation Support Plan as to:
 - support schools in the continued take-up of the statements and profiles;
 - provide a framework for schools to develop their own detailed plans using the statements and profiles;
 - describe the outcomes and issues for curriculum review and reform in Years 1-10 within DECS;
 - make explicit the responsibilities of all involved in using the statements and profiles; and
 - describe the resources and support that will assist implementation. (p. 3)

1.2 Outcomes for schools 1995-1997

- Notes that the following outcomes are to be achieved by 1997:
 - Outcome 1 which describes how school teams, faculties and individual teachers will work to review their curriculum. Notes that schools have implemented a program of curriculum review and reform using statements and profiles and that the focus has been on programming, methodology, review and alignment, assessment, recording and reporting, and offering a broad and balanced curriculum.
 - Outcomes 2-5 which represent supportive action for this ongoing review. (pp. 4-5)

1.3 ESL scales

- Notes that 1995 has been designated as a year of familiarisation for the ESL scales.
- Itemises five outcomes. (p. 5)

1.4 Action across DECS: Implementing statements and profiles

- Presents a low chart to describe the relationship between:
 - Planning framework (the statements and profiles implementation support plan);
 - Action in schools (suggested practices or schools); and
 - Activities to support implementation (training and development). (p. 6)

1.5 The timeline for implementing statements and profiles

- Provides an overview of the timeline for implementation in 1995-1997 and describes Outcomes 1-5 in diagrams. (pp. 7-12)

1.6 Responsibilities

- Sets out the various responsibilities of teachers, principals, district superintendents and DECS people. (pp. 13-14)

SECTION 2: PLANNING FOR CURRICULUM CHANGE

2.1 Curriculum issues

- Identifies priority areas for action in the implementation of statements and profiles as:
 - Curriculum planning, programming and review.
 - Assessment.

- Recording.
- Reporting in schools.
- Reporting across DECS. (p. 15)

2.2 Strategies for planning

- Presents a planning framework to suggest actions schools could take to address some of the curriculum issues related to statements and profiles which is organised according to the five priority areas previously itemised. (pp. 16-17)

2.3 An example of and action plan for 1995-1996

- Sets out a sample Action Plan, the aim of which is to improve assessment processes using the statements and profiles. (pp. 18-19)

SECTION 3: SUPPORT FOR SCHOOLS

3.1 Funding

- Briefly describes the supplementary DECS support available. (p. 20)

3.2 The Teaching and Learning Team

- Notes that this is the group within DECS with the major responsibility of ensuring that all schools have access to training and development to support the implementation of statements and profiles, providing:
 - information, advice and support;
 - training and development; and
 - materials development. (p. 21)

3.3 Strategic training and development plan: Action by the Teaching and Learning Team

- Set out the strategic training and development plan in tabular form. (pp. 22-23)

3.4 Orphanage Teachers' Centre training and development program

3.5 The National Professional Development Program (NPDP)

3.6 Information, training and development for parents

- Sets out the information in tables according to the five outcomes. (pp. 25-27)

SECTION 4: MATERIALS DEVELOPMENT

4.1 Materials developed by DECS

- Notes that all curriculum materials produced by DECS will have as their framework the statements and profiles for Australian schools.
- Sets out the priorities for development and production of materials for the eight areas of study.
- Notes that work is also proceeding in the development of materials to support the implementation of cross-curricular focuses within the statements and profiles. (pp. 32-33)