

CURRICULUM

A 7. CAPRICORNIA BOTA

“That the ICPA continue to lobby the DOE to ensure Geographically Isolated children are provided with equitable active exposure to Arts, Music and Sports.”

Explanation:

Geographically Isolated Children often have limited access to **active** exposure to the areas of Arts, Music & Sports. To provide equitable learning outcomes in these areas more of an emphasis on exposing the children to these subject areas in a group setting that involve their peers and taught by subject professionals like qualified sports coaches, Music Teachers, Dance Instructors and Artists is required.

Learning in a group setting in these subject areas would allow the children to experience the richness that these subject areas can provide rather than the arduous task of learning and performing individually. The lack of active exposure to these subject areas often results in inequitable skill set development which in turn affects academic performance and confidence when geographically isolated children migrate to boarding school. There has been a notable shift in content within the V8 curriculum that has added a layer of complexity to teaching for the often-untrained Home Tutor which also stands to affect academic outcomes. Geographically Isolated children deserve equitable active exposure to these subject areas instead of being compelled to comply to curriculum requirements.

Carried

A 8. JULIA CREEK BRANCH

Motion

“That the QLD ICPA lobby the Department of Education and Training and the Minister for Education to fund a Curriculum Resource Review full-time position within each School of Distance Education.”

Explanation:

The C2C writing team, which produced our classroom materials, has been disbanded, however the materials are constantly needing to be reviewed and updated, including the supporting resources. Therefore, there needs to be a teacher employed, in the specific position to continue the process of

+review and updating of resources. We are currently on version 8 of the curriculum, a process of review which required all classroom teachers to be involved in many adapt and adopt days, whereby these teachers were taken away from “on air” contact with their students, to review and update ILM resources. As the curriculum review process is due again within 2 years, we are calling for a curriculum experienced teacher to be based at each school of distance education, whose sole responsibility is reviewing and updating materials and liaising with teachers and home tutors. This position needs to be in addition to the current allotment of teachers at these schools of distance education, not an additional role for a current teacher to be given, or a teacher removed from their current position with no one to replace them.

Carried

S 3. CHARLEVILLE BRANCH

“That ICPA Qld lobby the Minister of Education to ensure that all Rural and Remote Queensland schools offering Year 11 and 12 provide the opportunity to access a full suite of subjects to their students regardless of the number enrolled in that subject and that these schools have the adequate Human Resourcing to do so.”

Explanation:

In these days of online learning/teleconferencing this can be achieved in a composite class with other similar schools through Schools of Distance Education while practical components can be completed within the school facilities.

Families are leaving Rural and Remote towns due to poor choice of subject selection which in turn effects the whole community from the workforce to Kindy's and Primary School enrolments. Students living in these towns do not always qualify for AIC or LAFAS and therefore cost of Boarding School is prohibitive.

Carried

S 4. CHARLEVILLE BRANCH

“That ICPA Qld Inc. lobby QCAA, DoE & TAFE to work together on an alternative weighting system for students, in relation to QCE points, who are already at an educational disadvantage and choosing an alternative educational pathway to be able to achieve the success of attaining a QCE.”

Explanation:

Often students who are seeking alternative pathways through their senior schooling are students who are at risk of disengagement. These students are often also students who are struggling with main stream learning. The choice and option to undertake external certificate level or diploma level courses to keep these students in school is a valid and excellent option in most cases. However, this choice also leads to these students having to miss class lesson time, often an entire day, to complete their chosen course off campus. When these students miss the class time it is their responsibility to catch up lessons and stay on track with the rest of the class learning. These students often find learning difficult and already require support so to then have them responsible for making up lessons is often a stretch too far. Trying to make up lesson time without support often further puts these students at more of a disadvantage. For rural and remote student's, they are also operating without the support network of their families thus putting further strain and responsibility on them. If an alternative, pro-rata weighting system was to exist for identified students being that if they are at normal subject time for 80% then the scoring system was pro-rated at 80% this would be a fairer reflection on these students in attaining a successful QCE.

Carried