

# CURRICULUM

## A 8. JULIA CREEK BRANCH

**“That ICPA Qld lobby the Department of Education and the Minister for Education to ensure there is adequate funding for a full-time position of Curriculum Resource Review within each School of Distance Education to assist with the implementation of the changes to the national curriculum in schools 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**

## A 9. CLERMONT BRANCH

**“That ICPA Qld lobby the Minister for Education to ensure changes to the Australian Curriculum to refine, realign and declutter the curriculum and agreed upon by Education Ministers in April, be applied to the curriculum in Queensland schools to make the curriculum more manageable for distance education tutors and in rural schools with multi age classrooms.”**

In 2012 the Queensland Government implemented the newly developed Australian Curriculum in its entirety across years 1 to 10 and this resulted in an extraordinary increase in workload and learning expectations, which continues to cause issues, particularly for distance education tutors and their students in home schoolrooms, with many families negatively impacted as they try to meet these expectations. It is essential that refinements, realignments and decluttering of the Australian Curriculum should now be implemented to alleviate these ongoing challenges.

**CARRIED**

## S 1. MOUNT ISA BRANCH OF THE AIR

**“That ICPA Qld advocate to Queensland Curriculum and Assessment Authority (QCAA) and other relevant bodies for geographically isolated students to continue to be offered practical choices/alternatives for sitting National Assessment Program – Literacy and Numeracy (NAPLAN) testing and for information about these options to be shared consistently across schools and school families.”**

### **Explanation:**

In light of NAPLAN moving to an online format, our branch is concerned that the options for geographically isolated students to complete the tests have been restricted particularly for those families who: are unable to travel to their school to participate in the NAPLAN testing due to distance/family work etc, do not have suitable internet connection to access the tests from home/place of schooling and possible limitations on student’s being allowed to complete the testing where they reside.

We also understand there may have been inconsistencies across schools as to the options available, with some schools providing differing information to families.

Options for sitting NAPLAN need to remain in place for geographically isolated students who may have difficulty in getting to a school for testing due to distance, and others may have difficulty in accessing NAPLAN in an online format due to being in a remote area without internet. Families need to be clearly informed of their options and these options offered consistently.

#### **Examples:**

A family living and working in a camp situation in remote Northern Territory and attending a Queensland School of Distance Education, asked if their children could sit the NAPLAN online at their camp. They have recently set up a transportable satellite internet unit at a huge cost to their family which would allow them to do the testing online. Their school of distance education put in a request for all students at the school to sit NAPLAN at home if required, however, this family was one of eight families in the school that were not granted permission. The family was advised that the children would need to go to the closest school to sit NAPLAN in person as they were considered to be too close to a school for them to receive permission to participate from home. The closest school for the family at the time was located more than 200kms away at Borroloola NT and it was not possible for the family to attend at this school due to work commitments on the property that they were on.

Another family that our branch is aware of also lives and works in a camp situation, this family did receive permission to conduct NAPLAN at "home" however they were out in camp and did not have internet facilities available to them for their children to participate.

**CARRIED**

### **S 2. MOUNT ISA BRANCH OF THE AIR**

**"That ICPA Qld work with relevant bodies to raise awareness among boarding schools that some rural and remote students are unable to participate in National Assessment Program – Literacy and Numeracy (NAPLAN) testing and other external examination programs ICAS assessments due to geographic isolation reasons, and this should not impact on their eligibility for enrolment at boarding schools"**

#### **Explanation:**

There are students living in rural and remote areas who have difficulty accessing examination programs such as NAPLAN, ICAS and ACER due to the distance they have to travel in order to be at a testing centre or lack of adequate internet (or any internet) where they reside for most of the school year. Some boarding schools ask for NAPLAN results, ICAS, ACER and other external examination information to be submitted during enrollment processes. Geographically isolated students who are unable to sit these types of examinations should not be penalized if they are unable to participate due to where they live or lack of internet service. We ask ICPA Qld to help raise awareness with Qld boarding schools of the situation that some geographically isolated students are in and for schools to take this on board when considering these students for enrollment, so that there is no detrimental effect on these students who are unable to sit those types of examinations.

**CARRIED**

### **S 3. QUEENSLAND STATE COUNCIL**

#### **Motion:**

**"That ICPA Qld lobby the Minister of Education and the Dept of Education to ensure that the delivery of foundational skills in the curriculum, such as Manual Arts, Graphics, Ag Science and Home Economics,**

**continue to remain an option for secondary students.”**

**Explanation:**

It has become clear that there is very little, if any, formal education preservice teachers can undertake at universities to enable them to teach Manual Arts, and as such we are seeing a large number of vacancies for teachers in this subject area in schools that still offer it – mainly in regional and rural high schools. Manual Arts and other hands-on subjects offer students opportunities to excel and learn foundational skills which may assist them in their future career pathway, particularly for those tracking toward apprenticeships.

The lack of teachers available to deliver this curriculum in our schools is concerning and will quite certainly lead to the decline of it being offered to the detriment of many of our children. For those children in particular who may not excel at subjects which require extensive written or oral assessments, these hands-on subjects provide alternative ways for them to prove their knowledge and skills, and to think that these opportunities are being eroded is devastating. The Turn to Teaching Internship Program could be targeting these sorts of skilled workers within these areas to ensure that the foundational skills they trade in are available for our own children to learn.

We would request the department investigate how to best address this shortage, and that the Minister ensure universities are aware of the vital importance these foundational skills play in the lives of our children.

**CARRIED**