

In this Issue:

A new national
declaration on
educational goals **1**

From the Manager
(*OECD Education at a
glance 2008* report) **2**

Learning sequences **3**

SharePoint update **4**

Contact Information **4**

NATIONAL DECLARATION ON EDUCATIONAL GOALS FOR YOUNG AUSTRALIANS – DRAFT

From the MCEETYA website:

<http://www.mceetya.edu.au/mceetya/natgoals,24767.html>

“Have your say in shaping the new National Declaration on Educational Goals for Young Australians.

Australian Education Ministers in collaboration with the Catholic and independent school sectors are developing a new National Declaration on Educational Goals for Young Australians that will set the direction for Australian schooling over the next 10 years.

Education Ministers are inviting public feedback on the proposed draft Declaration from interested individuals and organisations.

We are excited about the new Declaration and look forward to hearing your views on the future direction and priorities for Australian schooling.”

The Hon David Bartlett
Chair, Ministerial Council on Education, Employment, Training and Youth Affairs
Premier and Minister for Education, Tasmania

Click on this link to participate in the public consultation process

http://www.mceetya.edu.au/mceetya/public_consultation_process,25029.html

The closing date for submissions is **Friday 3 October 2008**



Members of the state wide curriculum team are available to work with teachers and school leaders in all Learning Services. Contact details are provided on page 4 of this newsletter.

To help guarantee a service, we would appreciate giving curriculum officers as much notice as possible, particularly for support with scheduled Student Free Days and staff meetings.

From the (Acting) Manager.... OECD – Education at a glance 2008 report released

The 2008 edition of *Education at a Glance: OECD Indicators* enables OECD countries to examine and compare aspects of their educational performance.

The report uses multiple indicators of educational performance and achievement. These indicators examine who participates in education, how education systems operate, how much money is spent and what results are achieved. It includes comparisons of students' performance in key subject areas and examines the impact of education on earnings, further education and on adults' chances of employment.

While much of the report is concerned with education spending and how jurisdictions compare on a national scale, a large part of *Education at a glance 2008* is relevant to considering local curriculum issues.

Examples of these questions include:

- How much time do students spend in the classroom?
- What is the impact of evaluations and assessments within education systems?
- What can 15 year olds do in Science?
- How prevalent are vocational programs?
- How does educational provision and spending translate into opportunities and pathways for students in and beyond compulsory schooling?

To access the report and other resources – including a PowerPoint presentation of the key findings and previous editions of this report – visit

http://www.oecd.org/document/9/0,3343,en_2649_39263238_41266761_1_1_1_1,00.html

Dr. Irene Gray (Manager - Curriculum) is currently on leave.

For questions or comments about curriculum implementation, email sue.tolbert@education.tas.gov.au

For **Curriculum Matters** on the web visit <http://www.education.tas.gov.au/curriculum/resources/updates>

Public information about the curriculum can be accessed at: <http://www.education.tas.gov.au/curriculum>

Curriculum Centre survey –September 2008

Thank you to all those teachers and others who provided valuable feedback on the Curriculum Centre. The feedback will be used to help improve the site as more material is added during implementation of the Tasmanian curriculum. The random prize winners will be notified by email in the first week of term 3.

One direct outcome of the feedback will be an online feedback form which will be added to the site soon. Selected results are included below.

Did you use the eCentre during the ELs implementation?

YES 56 %
NO 44 %

Did you use the LTAG during the ELs implementation?

YES 67 %
NO 33 %

What information do you want from the Curriculum Centre?

Curriculum resources for my subject areas / grades
Curriculum advice
Professional learning tools to support staff

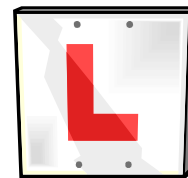
Recent theory / educational change
Just more of what is there now
Practical ideas from other schools

How could the Curriculum Centre website be improved?

Success stories from schools
An online feedback form for suggestions and contributions

Improved navigation

Learning sequences – units of work



A learning sequence is a series of learning opportunities designed around a topic, theme or set of questions. It includes tasks, activities and assessment.

A learning sequence (or unit of work) explores key concepts, important ideas, knowledge and processes in one or more curriculum areas; focuses on understanding and the development of thinking and ICT skills; and includes assessment tasks.

It may be either a complete or partial unit of work.

Learning sequences enable students to achieve appropriate learning outcomes at a particular standard and stage.

In the Tasmanian Curriculum 'learning sequence' and 'unit of work' are used interchangeably.

Sample learning sequences or units of work for areas of the Tasmanian Curriculum can be accessed through the relevant [curriculum area](#).

Teachers are best placed to design learning sequences and units of work best suited to their students, matched to school context and available resources.

This enables differentiated instruction and highly personalised learning suited to school and student needs and interests.

However, individual teachers or teams of teachers can easily adapt the sample learning sequences and units provided in each of the curriculum area pages on the web.

Although there is no one 'right way' to develop a unit of work, a sample [proforma](#) for developing learning sequences and units for the Tasmanian Curriculum is available.

Teacher Frequently Asked Questions about learning sequences

- What are the main ideas and concepts that students will understand / or the main skills that students will acquire through the unit? To which strands / performance criteria does the unit relate?
- What opportunities will there be for students to negotiate the curriculum / modify or help develop the activities and assessment in the sequence?
- Is assessment as, of and for learning build into the various stages of the sequence?
- Is it pitched at the most appropriate stage / standard for the students?
- How will it determine and build on prior knowledge and understanding, and connect with future learning?
- How does the unit balance a range of teaching approaches such as direct instruction, cooperative learning and student-directed inquiry?
- Does it provide opportunities for students to explicitly develop thinking skills?
- Does it enable students to integrate the use of ICT into their learning?
- Does it enable differentiated instruction and personalised learning?
- Are the resources required for the sequence readily available, up to date and authoritative?
- Does it enable students to construct new knowledge or engage in open-ended research?
- Does it present opportunities for team teaching or enable students to discuss issues, meet with, or tutor older or younger students?
- Does it present opportunities to connect with cross-curricular school or community events, resources and opportunities?

Finally, individual teacher and team planning of learning sequences can sometimes benefit from adopting a recognised planning model, such as or [backward design](#).

To access, collaborate on, or suggest learning sequences and units of work on the areas of the Tasmanian curriculum, visit the curriculum area pages and SharePoint at:

<http://ecentre.education.tas.gov.au/C6/Curriculum%20Centre/default.aspx> and

<http://ecentre.education.tas.gov.au/C8/SiteDirectory/Lists/Sites/Summary.aspx>

SharePoint updates

SharePoints are collaborative workspaces: interactive websites for groups to create, share and Work together on documents, tasks and discussions.



Visit the curriculum area [SharePoints](#) to access resources, find out about coming events and share teaching ideas.

International Year of Planet Earth

The Beijing Olympics and Paralympic Games may be over, but 2008 is still the International Year of Planet Earth.



The aim of the International Year of Planet Earth is to demonstrate new and exciting ways in which Earth sciences can help future generations meet the challenges involved in ensuring a safer and more prosperous world.

Resources and web links suitable for primary and secondary students, and relevant both to Science and other curriculum areas can be accessed at:

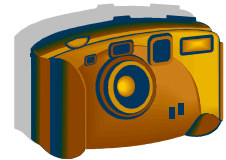
<http://www.ecentre.education.tas.gov.au/C8/Find/Searches/earth.aspx>

Human rights photography competition

Based on this year's official UN Human Rights Day theme – 'Dignity and justice for all'

Entries close Friday 31 October 2008. Visit the Society and History SharePoint to find out more:

<http://www.ecentre.education.tas.gov.au/sites/lisse/curriculum/socandhistory/default.aspx>



For curriculum and professional learning support contact the Manager (Learning)

South

[Judy Travers](#)

Ph 6212 3503

South-east

[Rob Banfield](#)

Ph 6212 3502

North

[Kevin Fagan](#)

Ph 6336 4474

North-west

[Kim Bennett](#)

Ph 6434 7224

The curriculum team is available to work with teachers and school leaders in all learning services. Please feel free to contact them to work with you in implementing the Tasmanian curriculum.

Manager—[Dr Irene Gray](#)— Ph 6233842

PEO English-literacy: [Annette Moulton](#)—62123315

Curriculum Officer English-literacy: [Pam Powell](#)—Ph 62123306

PEO LOTE (Languages): [Sue Tolbert](#)—Ph 62337331

Curriculum Officer LOTE: [Janine Davison](#)—Ph 62335071

Curriculum Project Officer Mathematics-numeracy: [Denise Neal](#)—Ph 62123308

PEO Science: [Denise Devitt](#)—Ph 62123302

PEO Society and History: [Julie Fisher](#)—Ph 62123313

PEO Health and wellbeing: [Toni Gray](#)—Ph 62123314

PEO Arts: [Frank Bansel](#)—Ph 62337334

Curriculum Officers Music: [Di O'Toole](#)—Ph 62337739 and

[Rob Greenwood](#)—Ph 62 335012

Curriculum Project Officer Vocational and Applied Learning—[Tony](#)

[Woodward](#) - 62123319

Curriculum Project Officer ICT: [Larissa Brenner](#)—Ph 62286239

Asia Education / Values Education: [Jan Kiernan](#)—Ph 62337938

Curriculum Resources: [Nigel Brown](#)—Ph 62123317



Next issue: November 2008

Curriculum planning for 2009