



Response template for Teacher Time consultations on compliance and contemporary issues content

NSW Curriculum Reform – Curriculum Reform Taskforce

This template contains the questions from the corresponding Discussion Papers provided to your organisation. You may choose to use this response template to provide written feedback.

We would like to obtain as much detail as we can about what the specific issues are and specific solutions that you feel have merit. Text boxes can be expanded.



Compliance

1. Which specific NESA-set requirements (or the interpretation of such requirements) are taking up relatively more of teachers' time, and why? Please identify the discrete tasks, activities associated with those requirements.

<p><i>Name the specific requirement and process <u>impacting on teachers</u>.</i></p> <p><i>For example, consider compliance requirements stemming from:</i></p> <ul style="list-style-type: none"> ● <i>School registration (which aspects)</i> ● <i>Teacher accreditation</i> ● <i>Assessment Certification Examination (ACE) Manual</i> 	<p><i>Who sets the process for responding to the requirement in schools?</i></p>	<p><i>What does the task involve?</i></p>	<p><i>What exactly is challenging about it?</i></p> <p><i>Please unpack specifically what the challenge/problem is. We are trying to understand exactly what actions, functions, complexities are taking up too much teacher time.</i></p> <p><i>Do you consider any of these tasks to be unnecessary? If so, please explain why.</i></p>	<p><i>(Question 3.) What specific solutions can you suggest to minimise the impact of any NESA requirements that you identified as time consuming for teachers?</i></p>
<p>[Insert rows as required]</p>				

- 2. In what ways is the workload for meeting NESA compliance requirements increased, or made more efficient, when those requirements are interpreted as policies/procedures at the sector and school level?**

- 4. What are some positive examples of how compliance requirements have been managed?**

- 5. In what specific ways can the approach to compliance requirements support teachers?**

- 6. In what practical ways can NESA balance:**
- a. Calls to be more flexible (not over-prescriptive) allowing teachers to make their own interpretation**
 - b. Calls to be more specific about exactly what evidence/actions will meet the requirement (to avoid teachers doing excess to requirements)?**

Contemporary issues content

- 1. Do you think the term 'contemporary issues content' is a good descriptor of this additional content? (the term 'extra-curricular' is not accurate to use)**

Contemporary issues content seems to be a better definition. However, the examples given to describe the types of content added outside of curriculum review don't all match the definition provided. The vast majority of examples provided in the two left hand boxes of the graphic on Page 2 are actually mandated content in the PDHPE curriculum and ACHPER NSW would consider this content essential to students learning in PDHPE.

- 2. In your experience, for what types of reasons, and from what types of sources does contemporary issues content emerge?**

Much of the unnecessary content changes or programs are reactive responses to political or societal issues, such as anti-radicalisation lessons.

- 3. What contemporary issues content are you aware of, that has been added to the school curriculum? What has been the impact of this on teachers?**

Recent changes in the PDHPE curriculum include content about anaphylaxis, domestic violence, changes in CPR techniques. Most PDHPE teachers have been supportive of these changes as the content is seen as important learning for students.

- 4. What are the benefits of contemporary issues content?**

These are often relevant and interesting for students and provide opportunities for genuine engagement and learning. Many of the issues discussed in the NESAs Discussion paper including safety, relationships and personal wellbeing are key parts of the PDHPE Curriculum. This provides the opportunity for schools to

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address these issues in a safe environment with a teacher known to the students and trained in the area. The importance of maintaining and supporting time for the PDHPE curriculum, and ongoing training and development for teachers to deliver contemporary issues content can ensure that students have access to quality learning experiences about contemporary issues.

5. What criteria should apply to a policy about whether and how new topics should be added outside of a full curriculum review?

Teacher consultation through professional associations is essential to determine how best to incorporate the changes required and what support teachers will need to implement them effectively.

6. Who should NESA consult with when considering whether or not to include a suggested contemporary issues topic in the curriculum?

Professional associations, School sectors, teachers and school communities are important to be included in consultation for including contemporary issues to ensure there is an understanding of what is currently happening in schools and the opportunities available to address these issues.

7. What are the advantages and disadvantages of creating a dedicated cross-disciplinary subject dedicated to contemporary social and citizenship issues?

A key disadvantage is that it would need to take time from another subject area. We would be particularly concerned if the time was taken from the subjects that already address this content such as PDHPE as this may be counter productive to the aims of introducing the new subject. Strengthening existing curriculum for addressing these issues needs to be considered first.

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- 8. Would it help teachers to better manage the time impacts of contemporary issues content if NESA provided more explicit advice about what is required to be taught from the NESA syllabuses?**

This may prove problematic as the nature of contemporary issues is that they can change regularly and are not always state wide issues. Local regions and schools may need to address specific issues that are not relevant in other communities and so there needs to be flexibility.