



Submission to the NSW Curriculum Review

December 2018



Table of Contents

Executive Summary	3
Catholic Schools NSW	5
This Submission	5
Introduction	7
A Catholic Perspective on Curriculum	8
Contextual Matters – The Purposes of Schooling	9
National Policy Context	9
NSW Policy Context.....	11
National and Global Context.....	11
Responding to the Review Terms of Reference	13
Term of Reference 1: Purposes of the Curriculum.....	13
Defining Curriculum.....	13
Purposes of the NSW Curriculum and the NSW Education Act.....	13
Term of Reference 2: Common Entitlement of Every Learner.....	14
Essential knowledge, skills and attributes	14
Term of Reference 3: Redesigning the Curriculum	15
Guiding Principles.....	15
Term of Reference 4: Implications of New Approaches.....	16
Curriculum Documents	17
Assessment and Reporting	17
Pedagogical Practices and Teacher Workload	17
Transitions and Pathways	18
Legislation.....	18
Measuring the Quality and Impact of Schooling	18
Parent and Community Engagement.....	19
Concluding remarks	19
Bibliography	20

Executive Summary

1. Catholic Schools NSW (CSNSW) responds to the *Review of the NSW Curriculum* on behalf of the state's 595 Catholic schools. This submission is informed by feedback from Diocesan Catholic Education Offices, individual Catholic schools and the Council of Catholic School Parents NSW/ACT [CCSP]. It seeks to provide a high-level 'system-wide' response to the Review's discussion questions and Terms of Reference.
2. In Catholic schools, the curriculum is seen not as an aggregation of individual subjects but as the totality of the students' experience of schooling. The 'total' curriculum encompasses the developmental needs of the whole child, including their intellectual, physical, spiritual and emotional needs. The curriculum is also seen as a manifestation of the *Catholic* identity of the school.
3. The Review must consider the rich diversity of school provision across NSW and the ways in which individual schools seek to give expression to the 'public' curriculum through their faith tradition and/or educational philosophy.
4. In order to achieve the stated aims of the Review, and give effect to the change that is needed, CSNSW believes that the recommendations stemming from the Review process must accurately reflect the 'calls' from stakeholders for a new vision for curriculum in NSW. In order to assist young people to confidently take their place in a world that is undergoing constant change, a longer-term and future-focused vision for both the design and the content of curriculum is needed.
5. CSNSW believes the Review represents an important opportunity to deliver greater flexibility and autonomy for schools as they seek to explore and implement innovative, evidence-based approaches to teaching and learning (and indeed new models of schooling) to meet the needs of current and future generations of students.
6. While CSNSW supports an expansive review of the curriculum with a long-term focus, it also acknowledges that NESA continues to review and consult on the current curriculum K-12 in both its translation into e-syllabuses and in relation to the ongoing and currently incomplete incorporation of the Australian curriculum into NSW syllabuses. There is a tension therefore in NESA needing to respond to the demands for change emerging from the Review, whilst adopting a 'business as usual' approach to curriculum development. The relationship of the NSW curriculum to the Australian curriculum and the national reform agenda also needs serious consideration in the Review.
7. CSNSW cautions against the adoption of a utilitarian view of the purpose of learning that seeks only to prepare young people for the workforce¹. Catholic schools seek to provide an experience

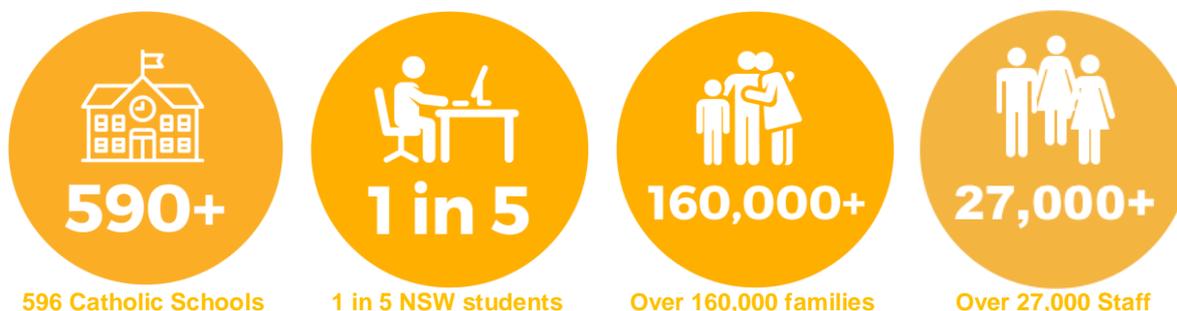
¹ CSNSW acknowledges, however, that a particular focus in the delivery of VET is work readiness.

of education that reflects the whole child. Self-development of the person and that person's contribution to the 'common good' are the goals and curriculum should be the 'enabler'.

8. CSNSW acknowledges that the curriculum does not stand apart from other critical elements of what might be described as an inter-dependent and inter-related 'eco-system'. Pedagogy, assessment, credentialing, regulatory requirements and the structure of schooling more broadly are all components of this eco-system. The Reviewer must consider these interdependencies in the framing of any recommendations for change.
9. Equitable access and opportunity for all, with a particular commitment to those most in need, should also be key considerations in relation to any reform of the NSW curriculum.

Catholic Schools NSW

10. Catholic Schools NSW (CSNSW) was established by the NSW Bishops in 2017 and is responsible to them for Catholic school education in NSW.
11. While CSNSW has a leadership role as the peak representative body for Catholic schools, day to day operational responsibility lies with each of the eleven diocesan education or schools offices for Catholic systemic schools and with each individual school for Catholic independent schools.
12. Catholic schools have been an integral part of Australia's education landscape for 200 years and see themselves as partners with families, government and the broader community in delivering a high-quality education across NSW. Today, Catholic schools today educate one in five children in NSW.
13. Catholic schooling in NSW is comprised of 595 schools, which employ 27,000 staff and enrol 255,000 K-12 students. Catholic education, however, is broader than just its schools and covers the continuum of learning through its prior-to-school early learning centres, out-of-school-hours care facilities and Catholic tertiary institutions, including two universities.
14. All NSW Catholic schools are subject to the New South Wales Education Standards Authority (NESA) curriculum requirements for their registration, accreditation and compliance. Catholic schools take the NESA syllabuses and develop programs in such a way that they comply with the syllabuses but also embed the Catholic tradition of the integration of knowledge, faith and life. Catholic schools also have Religious Education at the core of their curriculum.



This Submission

15. CSNSW welcomes the opportunity to make this submission to the *Review of the NSW Curriculum* and looks forward to collaborating with NESA, the other school sectors, educators, students and families.
16. This submission is informed by feedback from Diocesan Catholic Education Offices, individual Catholic schools and the Council of Catholic School Parents NSW/ACT. It seeks to provide a high-level 'system-wide' response to the Review's discussion questions and Terms of Reference.
17. In addition to contributing to this submission, CSNSW has encouraged dioceses and individual Catholic schools to make their own submissions to the Review. These submissions provide more detailed feedback on the technical and process issues arising from the curriculum for schools. In the main these submissions speak to a NSW curriculum which is perceived to be overcrowded and with syllabus documents that are too prescriptive regarding content.

18. CSNSW is of the view that this submission represents the 'beginning of a conversation' rather than a definitive or exhaustive account of the issues that should be canvassed through the review process. CSNSW looks forward to further discussions with the Reviewer.

Introduction

19. While the NSW curriculum has been adapted from time to time, and most recently in response to the development of an Australian Curriculum, this review represents the first major review of the NSW curriculum since the Carrick Review of schooling in 1986 and *Excellence and Equity* review of the curriculum in 1989.² In this respect, the current Review is timely.
20. In responding to the Review Terms of Reference, CSNSW notes that the aim of the Review is to enhance the effectiveness of school education in NSW to:
 - a. *provide an education that engages and challenges every child and young person in learning, rewards them for effort and promotes high standards, and*
 - b. *Prepare each student with strong foundations of knowledge, capabilities and values to be lifelong learners, and to be flourishing and contributing citizens in a world in which rapid technological advances are contributing to unprecedented economic and social change in unpredictable ways.*
21. In order to achieve the stated aim of the Review, and give effect to the change that is needed, CSNSW believes the Review must take a long-term view and be audacious and visionary in its aspirations.
22. Ideally, the Review should consider the curriculum as part of an ‘eco-system’. In so doing, it ought to consider the range of inter-related and inter-dependent factors impacting on effective curriculum design and delivery such as the structure of schooling, assessment, credentialing, teacher professional learning and initial teacher education.³
23. While CSNSW is encouraging an expansive review of the curriculum with a long-term focus, it also acknowledges that there may be shorter-term changes which are needed to address the immediate concerns of schools. The relationship of the NSW curriculum to the Australian curriculum and the national reform agenda also needs consideration in the shorter-term.
24. Many schools, across all three school sectors, are attempting to respond to the challenge of providing a contemporary education for students by looking at new models of schooling. However, elements of the current approach to curriculum in NSW can inhibit their efforts. The Review represents an opportunity to deliver greater flexibility and freedom for schools to innovate without being constrained by an overly prescriptive, overcrowded curriculum.

² S. Ball et al., “Report of the Committee of Review of New South Wales Schools” (Sydney, 1989); T. Metherell, “Excellence and Equity: New South Wales Curriculum Reform, a White Paper on Curriculum Reform in New South Wales Schools” (1989).

³ The engineering concept of “systems” is a suitable construct for the analysis of curriculum for NSW schools: Ross D. Arnold and Jon P. Wade, “A Definition of Systems Thinking: A Systems Approach,” *2015 Conference on Systems Engineering Research* 44 (January 1, 2015): 669–78, <https://doi.org/10.1016/j.procs.2015.03.050>; Peter M. Senge, “The Fifth Discipline, the Art and Practice of the Learning Organization,” *Performance+ Instruction* 30, no. 5 (1991): 77f, 232f.

Similarly, changes to the assessment and credentialing regime would also act as enablers of greater innovation to meet the contemporary needs of students.

25. Sir Michael Barber has stated that, “It is important that at school, students learn the knowledge, master the skills and develop the attitudes that will enable them to succeed in the 21st Century. But we should not think of school as being solely about preparation for the future but also about building a community of work and learning, a productive place where today matters because every day matters.”⁴
26. CSNSW strongly endorses this view as it recognises the significance of the here and now in children’s and young people’s lives. It acknowledges that school is not solely about preparation for the future but also about the present. The *Early Years Framework for Australian Schooling*, which describes children’s lived experience through the concepts of *Belonging*, *Being* and *Becoming*, is instructive for thinking about how the NSW curriculum should acknowledge the importance of:
 - a. who children and young people are and that they belong to a family and community;
 - b. how they engage with the world around them every day, and;
 - c. how their identities, knowledge, understandings, capacities, skills and relationships change and develop over time.⁵

A Catholic Perspective on Curriculum

27. Above all, Catholic schools aim to make a difference in the world. They aim to foster the self-esteem and integrity of each student – inspiring hope and a positive vision. They seek to contribute to an Australian community that is highly educated, skilled and respectful of diversity, while promoting and embracing a critical analysis of social issues, the expansion of knowledge and the pursuit of truth.
28. In Catholic schools, the curriculum is regarded not as an aggregation of individual subjects but as the totality of the students’ experience of schooling. The ‘total’ curriculum encompasses the developmental needs of the whole child, including their intellectual, physical, spiritual and emotional needs.
29. Furthermore, for Catholic schools the curriculum “*is how the school community makes explicit its goals and objectives, the content of its teaching and the means for communicating it effectively. In the curriculum, the school’s cultural and pedagogical identity are made manifest*”.⁶
30. There are many hundreds of schools in NSW, founded on particular faith traditions and educational philosophies, that will take a similar view of the NSW curriculum in their context. The

⁴ “Joy and Data: The Inaugural Australian Learning Lecture, Delivered by Sir Michael Barber,” in *Joy and Data: Creating Success for Every Student* (Melbourne: State Library of Victoria, 2018).

⁵ “Becoming and Belonging: The Early Years Learning Framework for Australia” (Council of Australian Governments, 2015), https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf. f

⁶ *Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love* (Vatican City: Congregation for Christian Education, 2013) #64.

Review should consider the rich diversity of school provision across NSW and the ways individual schools each seek to give expression to the ‘public’ curriculum through their respective traditions.

Contextual Matters – The Purposes of Schooling

31. The NSW Review of the Curriculum must take account of the current policy environment and broader societal context impacting on schools and schooling. To this extent, at the national level it must consider the *Australian Education Act (2013)*, the Melbourne Declaration, the Gonski *Review to Achieve Educational Excellence in Australian Schools* and the new National Schools Reform Agreement. At the State level it needs to consider both the *NSW Education Act (1990)* and the *Education Standards Authority Act (2013)*. In large part, the policy discussion ought to be about clarifying the purposes of schooling (ToR 1) and ensuring relevance and coherence across both the national and NSW state contexts.
32. From a broader societal perspective, the Review must consider the sort of world children and young people will encounter; to this extent it must look, in part, at the ‘big questions’ young people will face in the future and what knowledge, skills and dispositions they will need to tackle them effectively.

National Policy Context

33. The *Australian Education Act 2013* describes the purposes of schooling as:

“All students in all schools are entitled to an excellent education, allowing each student to reach his or her full potential so that he or she can succeed, achieve his or her aspirations, and contribute fully to his or her community, now and in the future...It is essential that the Australian schooling system be of a high quality and be highly equitable in order for young Australians to become successful learners, confident and creative individuals, and active and informed citizens. A high quality and highly equitable Australian schooling system will also create a highly skilled, successful and inclusive workforce, strengthen the economy, and increase productivity, leading to greater prosperity for all.”

34. The conceptual purpose of this Act is clear – societal participation and workforce/vocational participation.
35. The *Educational Goals for Young Australians* (aka, the Melbourne Declaration) sets out the agreed national purposes of schooling in order to deliver high-quality education for all young Australians. It also provides the policy framework for the Australian Curriculum and includes two overarching goals:⁷

Goal 1: Australian schooling promotes equity and excellence.

*Goal 2: All young Australians become successful learners, confident and creative individuals and active and informed citizens.*⁸

36. The propositions that shape the development of the Australian Curriculum include:

⁷ “Melbourne Declaration on Educational Goals for Young Australians” (Canberra: Ministerial Council on Education, Employment, Training and Youth Affairs, 2008).

⁸ https://acaraweb.blob.core.windows.net/resources/The_Shape_of_the_Australian_Curriculum_v4.pdf.

- a) *The Australian Curriculum recognises the entitlement of each student to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community...*
 - b) *that each student can learn and that the needs of every student are important... high expectations should be set for each student as teachers account for the current level of learning of individual students and the different rates at which students develop...*⁹
 - c) *Jurisdictions, systems and schools will be able to implement the Australian Curriculum in ways that value teachers' professional knowledge, reflect local contexts and take into account individual students' family, cultural and community backgrounds. Schools and teachers determine pedagogical and other delivery considerations.*¹⁰
37. While noting that the Australian Curriculum is due for review in 2020 and the Federal Minister has expressed an interest in updating the Melbourne Declaration, the new National School Reform Agreement also highlights a number of curriculum activities to be implemented (subject to Education Council agreement) over the period 2019-2023 which have potential implications for the NSW Curriculum Review:
- (i) *Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors, and;*
 - (iii) *Reviewing senior secondary pathways into work, further education and training.*¹¹
38. *The Review to Achieve Educational Excellence in Australian Schools (Gonski 2.0)* describes a number of challenges for the Australian education system arising from the way schooling is currently conducted. These include declining academic performance on standardised tests and a persistent equity gap in student outcomes. It calls for a change in the model of schooling and the Australian curriculum to ensure all students are prepared for life beyond school.
39. The report identifies that change in schools is hampered by, among other things, “curriculum delivery, assessment, work practices and the structural environments in which they operate” and “tools focused on periodic judgments of performance rather than continuous diagnosis of a student’s learning needs and progress”.¹²
40. In order to address these challenges, it articulates the following vision for schooling. It must:
- “...prepare students across a range of dimensions. Students must master the basic building blocks of knowledge, skill and understanding, most notably in literacy and numeracy, and acquire the personal and social capability to succeed in an increasingly connected and complex world and workplace. Students need to*

⁹ Ibid. 10.

¹⁰ Ibid. 11.

¹¹ “National School Reform Agreement” (Council of Australian Governments, 2018).

¹² Gonski AC, D. et al., “Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools” (Canberra: Department of Education and Training, 2018), ix.

develop a growth mindset and passion for learning and be inspired to aim high and pursue bold goals. The most effective way to inculcate this is by school systems and schools placing the learning growth of each student at the centre of their educational model. By doing this, education can better enrich every element of a student's life and future career."

41. Noting the policy agenda above, the NSW Review will also need to be cognisant of the potential for overlapping reform activity and/or divergent agendas.

NSW Policy Context

42. The *NSW Education Act 1990* also outlines set purposes of schooling in NSW.¹³ However, they are largely described in relation to the role of the State in the provision of public education and the rights and responsibilities of students and parents.
43. It is a matter of some concern that an examination of the purposes of schooling is not included in the Terms of Reference for this Review. CSNSW encourages the Reviewer to consider a recommendation to review the purposes of schooling as currently articulated in the *Education Act 1990* to ensure coherence and alignment with any new curriculum design.
44. While it is important to distinguish the purposes of schooling from the purposes of the curriculum, they must ultimately be considered together as curriculum can be seen as a way of implementing the former. A further discussion of the purposes of curriculum can be found in subsequent sections of this submission.

National and Global Context

45. The national and global landscape is changing in marked and profound ways. In many respects, CSNSW agrees it would be "a brave educator who can predict the shape of the world that students entering primary school will inhabit by the time they complete their studies - 12, 15 or 18 years from now".¹⁴ However, educators and policymakers must attempt to discern the future so that schooling, including the curriculum, meets the current and future needs of students and the community.
46. The profound changes taking place underscore the need for students to access a curriculum that:
 - a. is reflective of the world students live in;
 - b. develops their interdisciplinary knowledge through deep and experiential learning,
 - c. develops students' critical and creative thinking skills to solve real world problems;
 - d. allows students to acquire key competencies 'beyond the basics' such as digital, civic, self-knowledge and interpersonal competencies, among others, and;¹⁵

¹³ "Education Act" (1990) Section 6,6. .

¹⁴J. D'Orsa and T. D'Orsa, *A Mission to the Heart of Young People: Catholic Curriculum* (Mulgrave: Vaughan Publishing, 2012)..

¹⁵ Reimers, F.M. and Chung, C. K., eds., *Teaching and Learning for the Twenty-First Century: Educational Goals, Policies, and Curricula from Six Nations* (Harvard Education Press, 2016), 1.

- e. enables “students who are critical and reflective, open to a lifetime of learning and re-learning, who are comfortable with change and have empathy and a global outlook”.¹⁶
47. The *OECD Learning Framework 2030* identifies the key environmental, economic and social challenges young people will face in the future.¹⁷ The report emphasises the need for a focus on individual and collective wellbeing and a stronger role for learner agency in schooling and identifies the importance of key knowledge, skills, values and attitudes student will need to change societies for the future.¹⁸

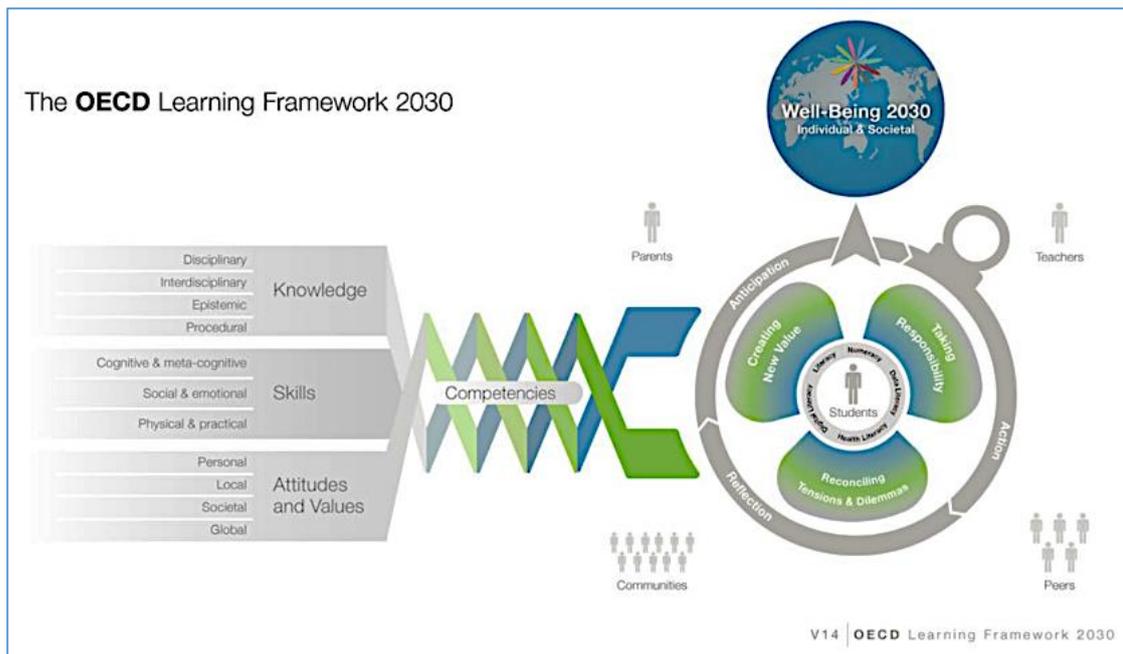


Figure 1: The OECD Learning Framework 2030¹⁹

48. In a discussion of curriculum design, the OECD identifies five challenges which broadly reflect the feedback provided by Catholic schools and systems to CSNSW:
- Confronted with the needs and requests of parents, universities and employers, schools are dealing with curriculum overload. As a result, students often lack sufficient time to master key disciplinary concepts or, in the interests of a balanced life, to nurture friendships, to sleep and to exercise. It is time to shift the focus of our students from "more hours for learning" to "quality learning time".*
 - Curricula reforms suffer from time lags between recognition, decision making, implementation and impact. The gap between the intent of the curriculum and learning outcome is generally too wide.*
 - Content must be of high quality if students are to engage in learning and acquire deeper understanding.*

¹⁶ Loble, L., Creenaune, T., and Hayes, J., *Future Frontiers Education for an AI World* (Melbourne: Melbourne University Press in association with the NSW Department of Education, 2017), 98..

¹⁷ "The Future of Education and Skills: Education 2030" (Paris: OECD, 2018), 3.

¹⁸ "The Future of Education and Skills: Education 2030," 4–5.

¹⁹ "The Future of Education and Skills: Education 2030," 4. .

- d. *Curricula should ensure equity while innovating; all students, not just a select few, must benefit from social, economic and technological changes.*
- e. *Careful planning and alignment is critically important for effective implementation of reforms.*²⁰

Responding to the Review Terms of Reference

Term of Reference 1: Purposes of the Curriculum

Defining Curriculum

Curriculum is often defined and understood in quite narrow terms as, for example, the formal material that educators deliver in order for students to gain knowledge or skills and achieve certain learning outcomes.²¹ As stated earlier, Catholic education takes a broader view of curriculum.

Curriculum can be conceived as four inter-related parts: the *intended* curriculum, the *enacted* curriculum, the *experienced* curriculum and, weaving through them all, the *hidden* curriculum.²² Each of these ways of viewing the curriculum needs to be considered in future curriculum design.

Purposes of the NSW Curriculum and the NSW Education Act

- 49. *The Education Act 1990* was the first Education Act in NSW to define the “School Curriculum”.²³ The curriculum as outlined in Part 3 of the Act supports the implementation of the purposes of school education which are defined in Part 2, Section 6 of the Act. The curriculum is described as a set of key learning areas and courses of study constituting a ‘minimum’ curriculum. This is a narrow view of curriculum and should not constrain the Review.
- 50. Consistent with the Catholic view of curriculum, CSNSW encourages the Reviewer to regard the curriculum as more than just a collection of courses or syllabuses for students of different ages. The curriculum in NSW ought to be understood as a “system” of interacting components.
- 51. CSNSW also supports the proposition that the fundamental purpose of curriculum should be to “ensure that students receive integrated, coherent learning experiences that contribute towards their personal and academic learning and development.”²⁴
- 52. Given this fundamental purpose, the importance of getting the curriculum design right cannot be overstated. While there is an important relationship between curriculum and the student, *what* is taught should not be privileged over the needs of the learner. With many stakeholders involved in curriculum development, CSNSW acknowledges the balance can sometimes shift.

²⁰ “The Future of Education and Skills: Education 2030,” 6.

²¹ Arafah, S. (2015). Curriculum mapping in higher education: A case study and proposed content scope and sequence mapping tool. *Journal of Further and Higher Education*, 1-27.

²² Australian Department of Education and Training (2017). *Lighting the path(way): articulating curriculum design principles for open access enabling programs – Final Report*, 3.

²³ Education Act Part 3 – School Curriculum.

²⁴ Flinders University (2018). *Curriculum development*. Retrieved from <http://www.flinders.edu.au/teaching/teaching-strategies/curriculum-development/curriculum-development.cfm>

53. The discussion under *Contextual Matters* above is also instructive here.

Term of Reference 2: Common Entitlement of Every Learner

54. At a fundamental level, CSNSW believes the common entitlement of every learner is that they are given the opportunity to achieve to the maximum of their potential. CSNSW believes *every* student is entitled to enriching learning experiences across *all* areas of the curriculum. This is particularly so for students with diverse learning needs who have a right to access a full and engaging education on the same basis as their peers.
55. Curriculum and assessment practices therefore should be flexible, build on learner's strengths, support academic and social capabilities, and cater for each student's learning needs. Teachers should be supported and empowered to differentiate the curriculum to meet the diverse learning needs of each student.

Essential knowledge, skills and attributes

56. The current curriculum is constructed around the assumption that there is "essential knowledge, skills and attributes" which every child needs prior to leaving school. This common learning entitlement with respect to these needs has been negotiated between administrators, teachers, parent, students and the wider community.
57. CSNSW strongly believes that as part of a common entitlement, the curriculum must acknowledge the unique place and diversity of Aboriginal and Torres Strait Islander peoples as the First Australians. To this end, every student should have an opportunity for deep learning in Aboriginal and Torres Strait Islander cultures and histories. This is essential for true reconciliation.
58. Furthermore, a curriculum that is enriched through the incorporation of cultural ways of knowing and being will help make the curriculum more relevant to Aboriginal and Torres Strait islander children and young people. It will also serve to strengthen their engagement with schooling and improve their outcomes by delivering a curriculum supported by contemporary pedagogical practice, providing opportunity for educators to integrate cultural knowledge and Aboriginal ways of learning through innovative technology.
59. While there is strong agreement among stakeholders that every student should receive a strong foundation in literacy and numeracy, there is an ongoing discussion regarding which disciplines and skills should constitute a common and/or minimum entitlement for every student. While some maintain that music, art and languages, for example, should be included, others are championing 'modern' disciplines such as technology, engineering, media and entrepreneurship.²⁵ More recently the interdisciplinary approach to the delivery of science, technology, engineering and mathematics (STEM) with the inclusion of the arts has been

²⁵ Fadel, C., "Redesigning the Curriculum for a 21st Century Education" (Center for Curriculum Redesign, 2015), http://www.curriculumredesign.org/wp-content/uploads/CCR-FoundationalPaper_FINAL.pdf.

advocated as the entitlement of all students. A negotiated compromise will likely be needed but to some extent the dichotomies are false.

60. In relation to the desired skills and capabilities all students should acquire, an extensive list is emerging, including:

- Resilience
- Focus
- Tolerance
- Confidence
- Resourcefulness
- Curiosity
- Ethics
- Teamwork
- Collaboration
- Communication
- Leadership
- Empathy
- Influence
- Responsibility
- Critical thinking
- Problem Solving
- Analysing
- Questioning
- Creativity
- Innovation
- Imagination

Term of Reference 3: Redesigning the Curriculum

Guiding Principles

61. As described earlier in this submission, the world is experiencing transformative change. In order to be responsive to this change and meet the needs of a new generation of learners, the school curriculum, and potentially the structure of schooling, will need to be quite different from today's. CSNSW offers the following guiding principles to inform a redesign of the curriculum:

- **Holistic view of the student**

A curriculum that promotes a holistic view of the student attends to the academic, physical, emotional, psychological and spiritual dimensions of the learner. It provides opportunities through the curriculum to give expression to each of these dimensions.

A holistic approach to curriculum recognises that children's learning is integrated and interconnected and promotes social growth and community participation. It identifies ways of knowing and understanding the values and cultures of students' communities and life experiences and creates opportunities for families and communities to participate as partners in children's education.

- **Student Centred**

A student-centred approach to curriculum shifts the focus from the content to the student and provides opportunities for the student to be more invested in the development of the learning experience. Teachers take on the role of a guide or facilitator for students' learning experiences.

A student-centred curriculum is designed to support personalised learning, mapped on a continuum which reflects each student's progress rather than their age. It takes into account the diversity of prior academic achievements and life experiences of students and empowers them to explore their interests and passions, taking ownership of their learning.

- **Inclusive**

An inclusive curriculum promotes 'diversity as the norm'. It acknowledges and respects learners with diverse abilities and interests. It ensures that learning is accessible to all, based on Universal Design for Learning principles.²⁶ An inclusive curriculum reflects the cultural, linguistic and religious diversity in the community and pays particular attention to Australian Indigenous history and culture.

It promotes inclusive teaching and equity to provide learners with meaningful ways to acquire, engage with and demonstrate knowledge and understanding, increasing student engagement and the motivation to learn.

- **Reflects the continuum of learning**

A curriculum that reflects a continuum of learning recognises and leverages the fact that learning occurs both before and after a child's formal years of schooling. It is structured as a continuum across levels of learning achievement not years of schooling and provides for 'seamless' transitions.

It supports and actively encourages lifelong learning across all life-wide contexts (family, school, community and workplaces) and through a variety of modalities (formal and informal).

- **Responsive and adaptable**

A genuinely responsive and adaptable curriculum will look and feel different in each school and community. It responds and adapts to the interests and abilities of students and their context. It addresses students' needs and interests by providing choice and flexible learning and qualification pathways. It provides opportunities to engage with real world problems through enquiry-based learning.

It is also flexible enough to adapt to changing needs, balancing a common curriculum with the continuously changing realities of everyday life and the world of work.

Within a responsive curriculum framework, teachers are able to exercise greater professional judgement in making context-specific, student-centred decisions about what is taught and how it may be taught and the time needed to teach it.

Term of Reference 4: Implications of New Approaches

62. The curriculum does not stand apart from other critical elements of what might be described as an inter-dependent and inter-related 'eco-system'. Pedagogy, assessment, credentialing, regulatory requirements and the structure of schooling more broadly are all components of this eco-system. The Review must consider these interdependencies in the framing of any recommendations for change. The following section highlights some of the areas requiring further examination in the Review.

Curriculum Documents

63. The current approach to syllabus design in NSW is inhibiting the flexibility required to meet student need and is perceived to undermine the professional judgment and expertise of teachers. The current suite of curriculum documents, including syllabuses, needs to be significantly redesigned.
64. A redesigned curriculum also needs to manage the current tension between depth and breadth, with the balance shifting to the former. Currently, there is a risk that content is taught only superficially to the detriment of students and their learning. A redesigned curriculum should also provide greater opportunities for interdisciplinary/multidisciplinary connections.

Assessment and Reporting

65. The work currently being undertaken by ACARA and others on learning progressions, recommended in the Gonski 2.0 report, should be complemented with teacher identified formative assessment tools integrated into teachers' online programs to assist developing an integrated picture of each student's progress.²⁷
66. Current assessment practices are not necessarily accessible to all students. Students should be afforded the opportunity to demonstrate in multiple ways what they have learned and avoid the exclusive reliance placed on traditional approaches to assessment.
67. The review of the curriculum must include an examination of the fitness for purpose of the HSC and the, at times, undue emphasis that is placed on it. Associated with this examination must be the meaningfulness and appropriateness of the current distinction between vocational and other subjects.
68. Similarly, the impact of high stakes standardised testing on the delivery of the curriculum and teaching and learning should be examined.

Pedagogical Practices and Teacher Workload

69. There are clear implications for teachers and their practice if the curriculum is reorientated to focus more on personalised learning and being responsive to real world issues. A redesigned curriculum should empower teachers to make professional judgements about curriculum (what is taught, how it is taught and when it is taught), pedagogy, and assessment. The Review will need to consider how teachers will be involved in any redesign of the curriculum and how they will be supported to deliver it.
70. Compliance and teacher workload concerns are also issues the Review will need to consider. Feedback from teachers is clear that NESA, school authority and school compliance requirements are getting in the way of teaching and learning, undermining teacher professionalism and inhibiting innovation.²⁸

²⁷ Adams, R.J., Jackson, J., and Turner, R., *Learning Progressions as an Inclusive Solution to Global Education Monitoring* (Melbourne: ACER, 2018).

²⁸ McGrath-Champ, S. et al., "Understanding Work in Schools: 2018 Report to the NSW Teachers Federation" (Foundation for Teaching and Learning, University of Sydney and Curtin University, 2018); Riley, P., "The Australian Principal Occupational Health, Safety and Wellbeing Survey 2017 Data" (Fitzroy, Vic.: Institute for Positive Psychology and Education, Faculty of Education, Australian Catholic University, 2018).

Transitions and Pathways

71. A curriculum which genuinely reflects a continuum of learning from pre-school to post-school, provides an opportunity to address some of the traditional transition issues that occur for students entering kindergarten, Year 7 and Year 11. It also provides an opportunity for schools to think differently about how they structure themselves.
72. CSNSW supports the view that the curriculum should not be conceived as a “single running track but as ‘pathways’, of several alternative routes through a plurality of learning programmes”. The curriculum should be able to be “‘modularised’ for multiple usage, and...be assembled into optional packages”.²⁹ This way of organising the curriculum has implications for more flexible and responsive credentialing, including micro-credentialing and portfolios.
73. There is a clear distinction between academic and vocational courses as part of the HSC. It is observed that academic courses are centred on the development of abstract analytical skills, whilst vocational courses focus on the development of technical mastery related to a job outcome.³⁰ Whilst academic courses need to have broader post-school relevance it should be acknowledged vocational courses develop broad employability skills that are invaluable to students as they transition from school to further study or work. The current distinction between vocational and academic courses in the final years of schooling ought to be reviewed.

Legislation

74. As the enabling instrument for NSW school curriculum, the Education Act of 1990 will need to be reviewed. There needs to be a fresh articulation of the purposes of schooling in NSW, reflecting the changes in the last 20 years and a future orientation.

Measuring the Quality and Impact of Schooling

75. Quality and success may look very different for different cohorts of students in different contexts; there is no one-size-fits-all measure. Success is not just about academic achievement. There are aspects of schooling, including the acquisition of certain skills or attributes, that may be difficult to assess and measure. This should not be taken to mean they are not valuable or worth pursuing.
76. Furthermore, schooling should not be measured against other nations as an “educational arms race”.³¹ It is helpful to note what other nations are doing with their school systems but the purpose of the comparisons should not be ranking.
77. The issue identified earlier in this submission, of the need to articulate a contemporary and shared understanding of the purposes of schooling, is an important one if we wish to measure quality and impact.

²⁹ Beare, H., *Creating the Future School* (London: Routledge Falmer, n.d.), 152.

³⁰ Buchanan, J. et al., “Preparing for the Best and Worst of Times” (Sydney: University of Sydney Policy Lab, 2018), 44.

³¹ Viz: “Asia’s Educational Arms Race,” accessed December 12, 2018, <https://www.lowyinstitute.org/the-interpreter/asias-educational-arms-race>.

Parent and Community Engagement

78. Fundamentally, any curriculum that seeks to educate students for the 'common good', must recognise learning as a shared responsibility. When schools meaningfully engage families and the broader community in the curriculum there are clear benefits for students and their learning and wellbeing. The curriculum must acknowledge, value and respect the role of parents and families as the first and continuing educators of their children, and the value of collaborative partnerships with the wider community. This needs to be underscored in the curriculum by explicit and ongoing points of connection with students' family and community contexts.

Concluding remarks

79. Catholic schools make a significant contribution to the education of children and young people in NSW with one in five children attending a Catholic school. Catholic schools have a particular understanding of curriculum which is more than the sum of the courses or syllabuses. The curriculum is the totality of the students' experience of schooling. The 'total' curriculum encompasses the developmental needs of the whole child, including their intellectual, physical, spiritual and emotional needs. A future curriculum should afford the flexibility to accommodate these diverse aims.
80. CSNSW encourages the Reviewer to take a bold and expansive approach to the review of the NSW curriculum. Feedback from Catholic educators and parents suggests that there is a desire for a new vision for curriculum in NSW.
81. CSNSW believes the Review represents an important opportunity to deliver greater flexibility and autonomy for schools as they seek to explore and implement innovative, evidence-based approaches to teaching and learning (and indeed new models of schooling) to meet the needs of current and future generations of students.
82. CSNSW, and the Catholic sector more broadly, looks forward to working with the NSW Curriculum Review taskforce and the other school sectors as the Review progresses. In particular, CSNSW looks forward to detailed consultation on the draft report, prior to submission to the Minister for Education.

Bibliography

- Adams, R.J., Jackson, J., and Turner, R. *Learning Progressions as an Inclusive Solution to Global Education Monitoring*. Melbourne: ACER, 2018.
- Arnold, Ross D., and Jon P. Wade. "A Definition of Systems Thinking: A Systems Approach." *2015 Conference on Systems Engineering Research* 44 (January 1, 2015): 669–78.
<https://doi.org/10.1016/j.procs.2015.03.050>.
- "Asia's Educational Arms Race." Accessed December 12, 2018. <https://www.lowyinstitute.org/the-interpreter/asias-educational-arms-race>.
- Ball, S., Sir John Carrick, R. H. Cavenagh, T. Chapman, W. R. Clark, B. Gregory, J. L. Lambert, et al. "Report of the Committee of Review of New South Wales Schools." Sydney, 1989.
- Beare, H. *Creating the Future School*. London: Routledge Falmer, 2001.
- Buchanan, J., R. Ryan, Anderson, J., Calvo, R.A., Glozier, N., and Peter, S. "Preparing for the Best and Worst of Times." Sydney: University of Sydney Policy Lab, 2018.
- D'Orsa, J., and T. D'Orsa. *A Mission to the Heart of Young People: Catholic Curriculum*. Mulgrave: Vaughan Publishing, 2012.
- Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love*. Vatican City: Congregation for Christian Education, 2013.
- Education Act (1990).
- Fadel, C. "Redesigning the Curriculum for a 21st Century Education." Center for Curriculum Redesign, 2015. http://www.curriculumredesign.org/wp-content/uploads/CCR-FoundationalPaper_FINAL.pdf.
- Gonski AC, D., Arcus AM, T., Boston AO, K., Gould, V., Johnson, W., O'Brien, L., Perry, L.-A., and Roberts, M. "Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools." Canberra: Department of Education and Training, 2018.
- "Joy and Data: The Inaugural Australian Learning Lecture, Delivered by Sir Michael Barber." In *Joy and Data: Creating Success for Every Student*. Melbourne: State Library of Victoria, 2018.
- Loble, L., Creenaune, T., and Hayes, J. *Future Frontiers Education for an AI World*. Melbourne: Melbourne University Press in association with the NSW Department of Education, 2017.
- McGrath-Champ, S., Stacey, M., Wilson, R., and Fitzgerald, S. "Understanding Work in Schools: 2018 Report to the NSW Teachers Federation." Foundation for Teaching and Learning, University of Sydney and Curtin University, 2018.
- "Melbourne Declaration on Educational Goals for Young Australians." Canberra: Ministerial Council on Education, Employment, Training and Youth Affairs, 2008.
- Metherell, T. *Excellence and Equity: New South Wales Curriculum Reform, a White Paper on Curriculum Reform in New South Wales Schools* (1989).

Moroney, K. "The Importance of Early Childhood and the Academia of Play." Catholic School NSW, 2018. <http://www.csnsw.catholic.edu.au/wp-content/uploads/2018/04/Fellowship-Report-by-Brother-John-Taylor-Fellow-2017-Kim-Moroney-2017-FINAL-1.pdf>.

"National School Reform Agreement." Council of Australian Governments, 2018.

Reimers, F.M., and Chung, C. K., eds. *Teaching and Learning for the Twenty-First Century: Educational Goals, Policies, and Curricula from Six Nations*. Harvard Education Press, 2016.

Riley, P. "The Australian Principal Occupational Health, Safety and Wellbeing Survey 2017 Data." Fitzroy, Vic.: Institute for Positive Psychology and Education, Faculty of Education, Australian Catholic University, 2018.

Senge, Peter M. "The Fifth Discipline, the Art and Practice of the Learning Organization." *Performance+ Instruction* 30, no. 5 (1991): 37–37.

"Becoming and Belonging: The Early Years Learning Framework for Australia." Council of Australian Governments, 2015. https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf.

"The Future of Education and Skills: Education 2030." Paris: OECD, 2018.

"The Global Risks Report 2018, 13th Edition." Geneva: World Economic Forum, 2018. <https://www.weforum.org/reports/the-global-risks-report-2018/>.