

**Curriculum reform
and syllabus
implementation:
strengths,
challenges and
provocations!**



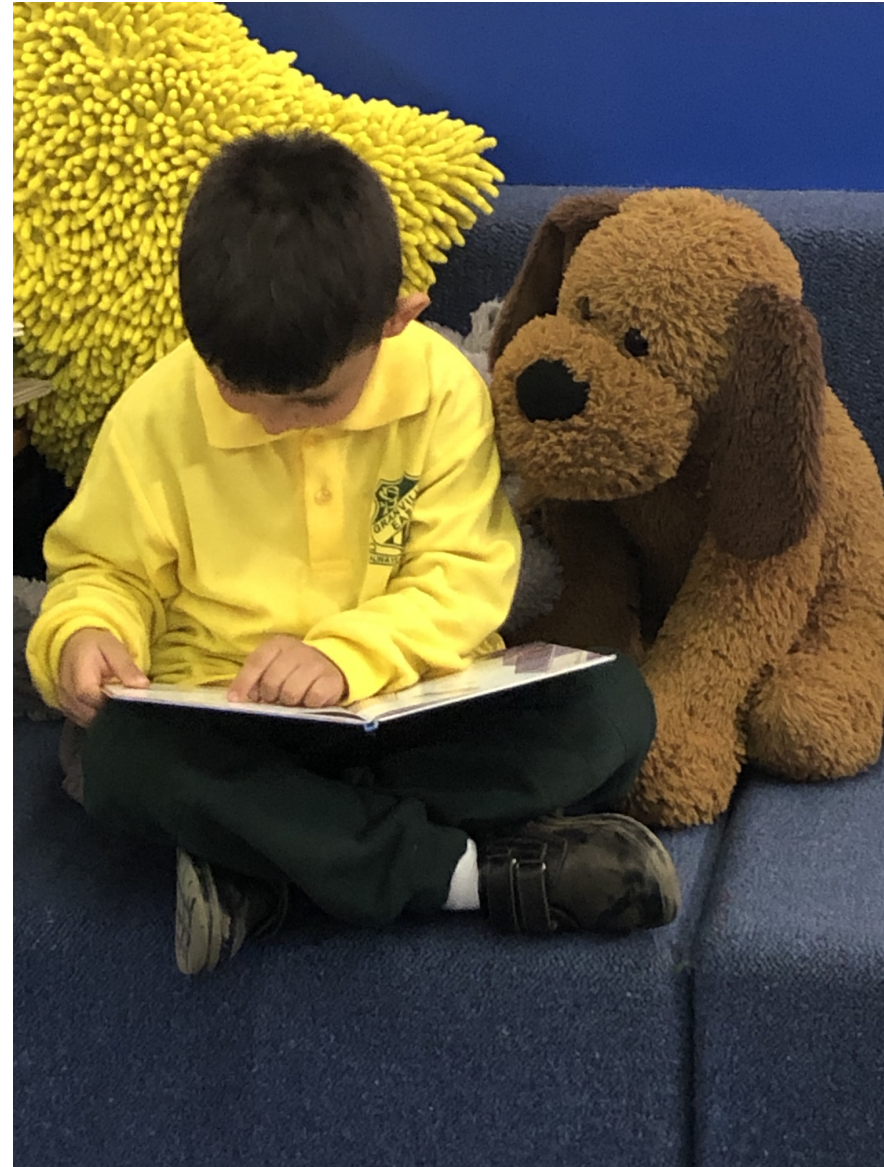


Caveats

- My initial reflections only! I will be learning today too!
- You are free to agree, disagree or challenge (but I'll probably ask why)
- Based on K-2 syllabuses (Maths and English) but with significance for future implementations of other syllabuses.

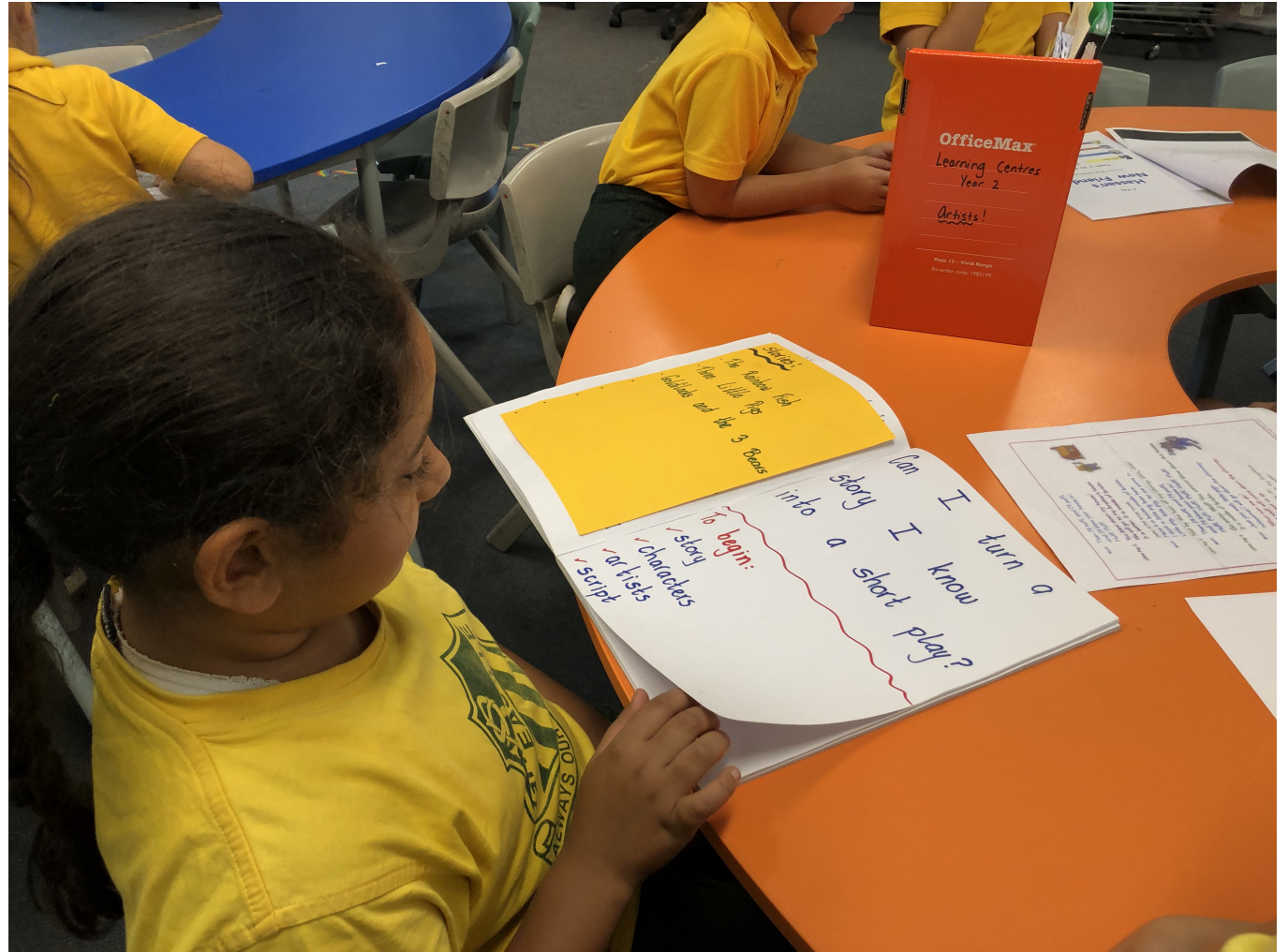
English K-2: Strengths

- Emphasis on appreciation of literature and language and use of 'observable verbs' ie 'Creating written texts'.
- English textual concepts to facilitate study of texts (understanding and responding to literature). See textual concepts project: <http://englishtextualconcepts.nsw.edu.au/content/argument>
- Teaching advice and suggested sequences (for coherence) in online version.



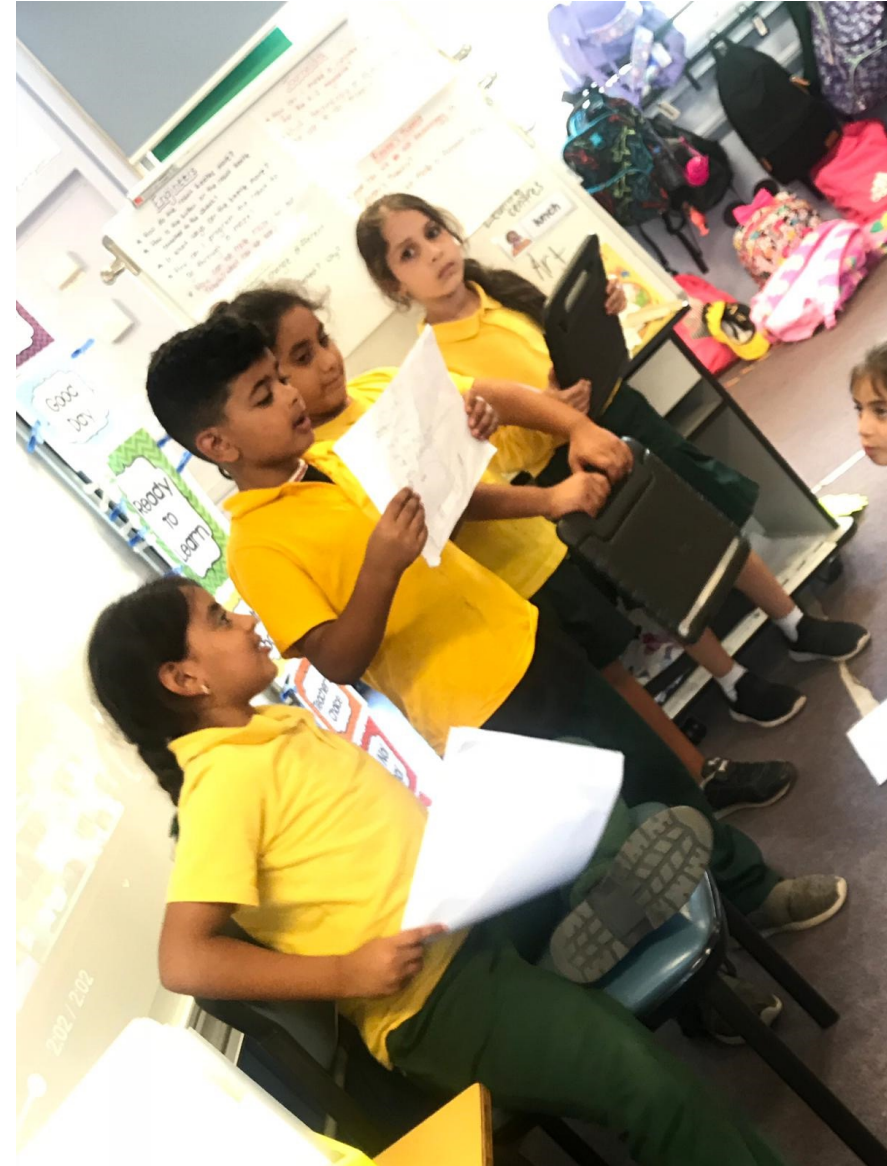
English K-2: Challenges

- Learning is undermined when scaffolds are left in place too long.
- Balancing the needs of the child against the requirements of the syllabus.
- Separate outcomes that are 'best addressed in parallel'... (see 'Making connections in English K-2')
- Each outcome appears equally weighted.



Things to note

- Online version links to extended range of resources and supports (but teachers may need considerable support to navigate).
- Online learning is being prepared to orient to new syllabus, however only one module currently available, and content appears basic.
- No stage statements.
- Access content points to support students with significant intellectual disability.



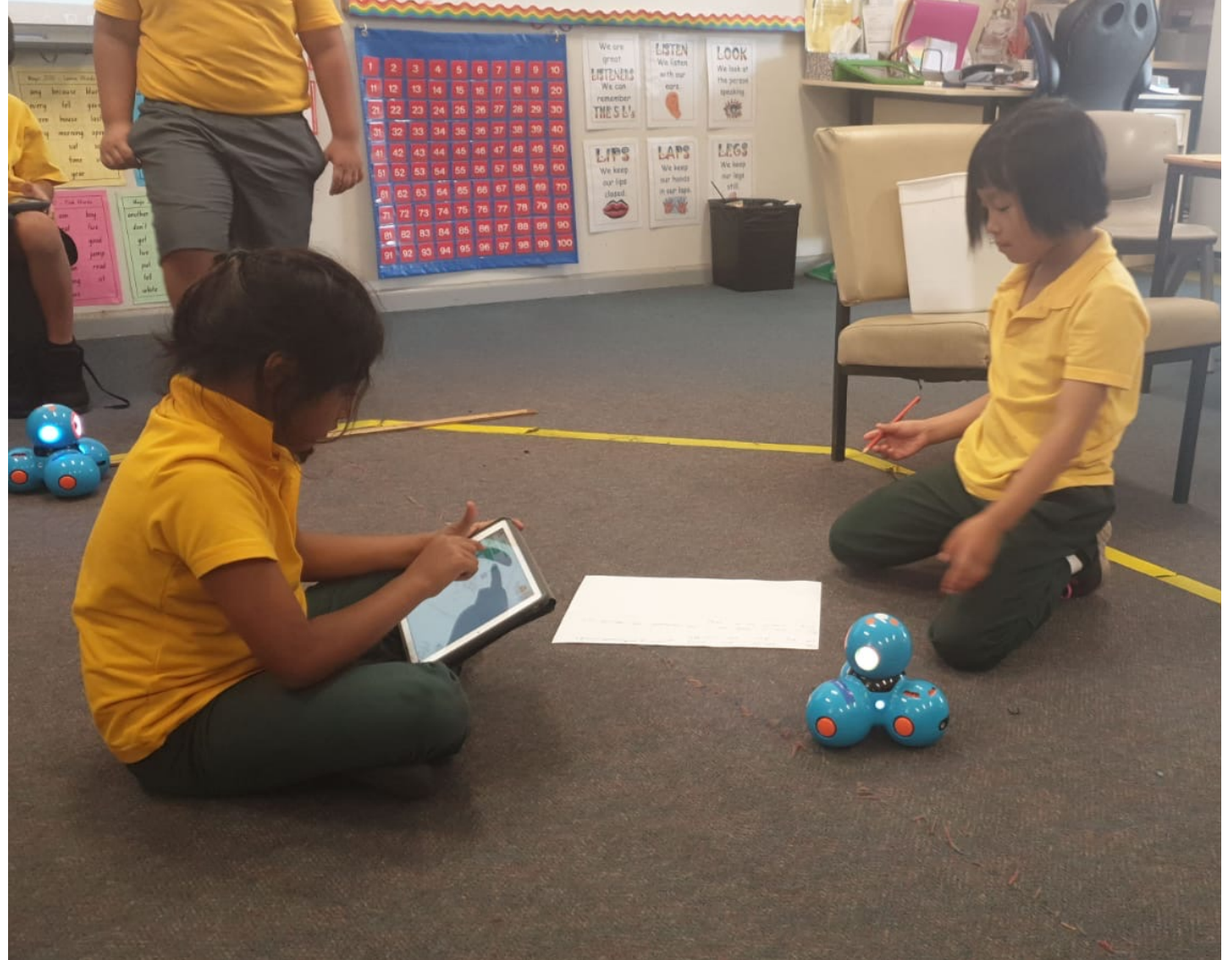
Maths K-2: Strengths

- Presence of big ideas – outcomes based on conceptual mathematical understandings
- Reasoning present in some content outcomes (not just WM) – ie p. 28
- Pared down content descriptors
- Reference to content that can be addressed in parallel (ie 2-d spacial structure and area etc).



Maths K-2: Challenges

- Focus on 'doing' (verbs) - not always illustrative of a performance of understanding.
- Big ideas are present but not always highlighted (see outcomes).
- Difficulties with providing examples (illustrative but not sufficient – may limit)
- Teacher's role to observe/ assess working mathematically outcomes (ie p. 15) and links with IfSR/ PLAN2.



Things to note

- Online learning is being prepared to orient to new syllabus, however only one module available, and content is quite basic.
- No stage statements.
- Access content points to support students with significant intellectual disability.



Provocations!

- When 'what works best' doesn't work (evidence-based research underpinning syllabus).
- Theories of action are real (and vary).
- When the syllabus doesn't live up to its promise.
- Focus on 'what to do' rather than 'how to do' risks undermining the development of excellent pedagogical practice.

