This workshop is in three parts:

1. I will explain some of the approaches and strategies that I have used to support curriculum leaders across independent schools in Queensland as they implement the Australian Curriculum
2. Two of those curriculum leaders will provide responses on how they used those approaches and strategies within the context of their schools
3. Workshop participants will then have a chance to ‘play with’ and consider some of the strategies and approaches within their own context

Part 1.

Independent Schools Queensland has 195 member schools with approximately 9,500 staff educating more than 115,000 students.

Independent schools are a diverse group of schools and include:

- Non-denominational schools
- Schools with church or ethnic affiliations. For example, Lutheran, Anglican, Baptist, Jewish and Islamic schools
- Montessori schools
- Steiner schools
- Schools that specialise in serving students with learning difficulties
- Special Assistance Schools
- Schools for Indigenous students
- Schools with programs for gifted and talented students
- Schools that offer the International Baccalaureate Diploma
- Schools that cater for international students
Queensland’s independent schools include primary schools, secondary schools and schools providing education from kindergarten to Year 12. They vary from single-sex and co-educational schools to day schools, schools with boarding facilities and schools that provide distance education.

All independent schools must comply with government regulations and standards. However, most are established and operated independently of government and can develop their own educational programs, policies and procedures.

All independent schools in Queensland are expected to have implemented the Australian Curriculum from Prep to Year 10 in English, mathematics, science, history and geography. The Minister, Kate Jones, has delayed decisions about further implementation requirements until the end of the year.

My role is to support our member schools across the state with implementation of the Australian Curriculum. Because of the significant numbers of staff involved, I decided that the best way to work was through the curriculum leaders in each school. For some independent schools this has meant working with one person however in other schools – depending on their organisational structure – this has meant working with a team. Twice a year I provide a breakfast briefing for school leaders, followed by a curriculum leaders’ workshop to share the latest developments on Australian Curriculum. During the remainder of the year I provide regular communications to schools through emails, memorandums, our online learning management system, workshops and seminars and publications.

Today I will share with you several of the resources and the sorts of support provided to curriculum leaders before we hear from two who have used some of those resources within the particular contexts of their school.

1. Posters showing achievement standards → provides teachers with an overview of the development from one year to the next
2. Progression Points → assist teachers to unpack the achievement standards, to see a developmental sequence across a year level, understand the teaching implications in order to move a student forward in their development and links to the relevant content descriptions
3. Reporting Information booklet → one easy to read guide to the requirements for reporting to parents
4. Curriculum Leaders workshop participant’s booklet Semester 2, 2015 → an example of the sort of document we work through in the workshops twice a year.
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