A COMPARISON OF THE CHANGE PROCESS IN STATES’ AND TERRITORIES’ IMPLEMENTATION OF THE AUSTRALIAN CURRICULUM

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Overview

1. Introduction.
2. Purpose of the study.
3. Methodology.
4. Results: ACT, NSW, NT, QLD, SA, TAS, VIC, WA.
5. Discussion
6. Questions addressed at the end of each slide presentation.
Introduction


4. Studies on the implementation of the Australian Curriculum.
Purpose of the Study

1. Analyse decision-making involved in developing, reviewing and implementing the Australian Curriculum.

2. Analyse the implementation process used in each Australian state and territory in the context of state-level educational reform.

3. Apply a diagnostic tool to rate the capacity of each Australian state and territory to implement the Australian Curriculum.
Methodology

1. Original diagnostic tool: Rubric developed by Achieve and the U.S. Education Delivery Institute to assess states’ capacity to implement the Common Core State Standards; consists of a preliminary phase (Organise to implement), six implementation actions (I Align instructional materials; II Train educators; III Transition technology and assessment system; IV Transition accountability and data reporting system; V Align teacher preparation, evaluation and licensing; and VI Inform student transitions to higher education); and a supplementary phase (Establish routines to monitor performance and solve problems).

2. Adapted diagnostic tool: Consists of a preliminary phase (Organise to implement), and two implementation actions (I Align instructional practices; and II Train educators).

3. Components of the diagnostic tool: The preliminary phase (Organise to implement) consists of seven building blocks: aspiration; internal leadership team: timeline; budget; gap analysis; guiding coalition; and communications; each implementation action involves three critical actions: strategies to achieve success; understanding how the strategies will be implemented through the field to the classroom; and connecting strategies to expected outcomes.

4. Method of data collection and analysis: Websites of relevant national, state and territory organisations and agencies accessed; policy documents, annual reports, guides, reports on studies, videos, webinars and news articles identified; content analysis method used to describe the subject matter of documents; summaries organised into the report; and descriptors contained in the components of the diagnostic tool applied to rate the capacity of each state and territory to organise to implement and undertake the implementation actions.
Results: ACT

1. Administrative and supervisory structure: Directorate of Education formed in 2011, when ACT departments were reorganised into directorates; Directorate of Education develops resources and trains teachers for implementing the Australian Curriculum.


Results: NSW


5. Implementation Action II: Department of Education Syllabus Plus webinars (2013-2014); online professional learning courses (2014); professional learning resources for local use.
Results: NT


3. Implementation action I: Phase One pilot studies (2011-2012); Teaching for Learning with the Australian Curriculum resources (2011); Learning Links website (2011).

4. Implementation action II: information unavailable.
Results: QLD


2. Administrative and supervisory structure: Queensland Curriculum and Assessment Authority develops resources and trains teachers for implementing the Australian Curriculum; Department of Education and Training implements the Australian Curriculum; Policies, standards and guidelines: Learning and Wellbeing Framework; P-12 Curriculum, Assessment and Reporting Framework including the Pedagogical Framework; and Parent and Community Engagement Framework.

3. Implementation action I: Advice, guidelines and resources (2010-2013); Curriculum into the Classroom unit plans (2011-2016); Core P-10 Australian Curriculum (2016).

Results: SA


4. Implementation action II: Department of Education and Child Development mathematician and scientist in residence programs (2011-2012); Literacy for Learning online course (2013); TfEL Compass (2014); Leading Numeracy Improvement program (2014); Numeracy and Literacy Results Plus for Site Leaders (2015).
Results: TAS


Results: VIC


2. Administrative and supervisory structure: Victorian Curriculum and Assessment Authority develops resources and trains teachers for implementing the Victorian Curriculum; Department of Education and Training implements the Victorian Curriculum; central office restructure to align with the Education State (2016); Learning Places regional model consisting of 13 areas (2016).


Results: WA


2. Administrative and supervisory structure: School Curriculum and Standards Authority develops the Western Australian Curriculum and provides resources for implementing the Western Australian Curriculum; Department of Education implements the Western Australian Curriculum and trains teachers.

3. Implementation action I: Australian Curriculum Working Group’s Australian Curriculum Western Australia website (2012-2013); Australian Curriculum Connect project for aligning instructional materials (2012-2017); Western Australian Curriculum and Assessment Outline (2013); Western Australian Curriculum (2015); STEM Learning project (2017).

Discussion

1. Application of the diagnostic tool to analyse the results: to be reported late in 2017.
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