

**Australian Curriculum:
Work Studies Years 9-10
Consultation report**



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1 Executive summary

1.1 Introduction

The Australian Curriculum, Assessment and Reporting Authority (ACARA) released the draft Australian Curriculum: Work Studies Years 9–10 for public consultation from 18 September – 8 December 2013.

This report details feedback on this draft curriculum. Feedback was sought in relation to the following areas:

- Rationale
- Aims
- Content structure
- Content descriptions
- Content elaborations
- Achievement standards
- General capabilities
- Cross-curriculum priorities

The purpose of this report is to provide analysis of the qualitative feedback collected through the consultation process, and to support further work on the development of the Work Studies Years 9–10 curriculum.

1.2 Background

The Work Studies Years 9–10 curriculum has been developed as part of the National Trade Cadetship (NTC) initiative. It is designed to provide students with the skills, knowledge and experiences necessary to participate in the contemporary work environment.

The shaping of the Work Studies curriculum was conducted over 2012-13 and involved significant consultation and input from the education sector, industry and the community. In May 2013, the *Shape of the Australian Curriculum: Work Studies Years 9–10* was released outlining the broad direction of the draft curriculum.

Feedback on the *Shape* paper informed the drafting of the Work Studies Years 9–10 curriculum, which was subsequently released for consultation between September and December 2013.

The draft curriculum was developed according to a set of design specifications that were approved by ACARA's Board following consultation with state and territory curriculum, assessment and certification authorities. They are published in ACARA's Curriculum Development Process Version 6 (2012).

The draft curriculum specifies content and achievement standards for Work Studies across Years 9–10. Content refers to the knowledge, understanding and skills to be taught and learned in Work Studies Years 9–10. Achievement standards refer to descriptions of the

quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for Work Studies Years 9–10.

Comment on the draft curriculum collected through this consultation process comprised survey data, feedback from trial school participants and detailed written submissions provided by individuals and organisations.

2 Consultation processes and methodology

2.1 Consultation processes

The two main avenues for formal consultation feedback were through an online survey on the consultation portal of the Australian Curriculum website, and through written submissions sent directly to ACARA.

2.2 Online survey

The online survey comprised a mixture of rating scale questions (four-point Likert scale) and space for comments that focused on suggestions for improvement. Feedback on Work Studies Years 9–10 was sought on the:

- rationale, aims and coherence of the curriculum structure
- coverage and clarity of curriculum content
- clarity and coherence of the achievement standards
- representation of general capabilities and cross-curriculum priorities.

All online survey questions are included in Appendix 1.

2.3 Written submissions

Written submissions were received from state and territory education authorities, professional and industry associations and bodies, and other stakeholders. These typically offered more detailed feedback than was possible via the online survey. Respondents were requested to complete a cover sheet which contained space to record basic demographic information that would assist in collation and analysis of responses.

Opportunities to provide feedback either via an online survey or by written submission were promoted on the ACARA website and through education authorities, professional and industry associations, and academics in the field of education. Reminders were regularly provided to subscribers to ACARA's e-newsletter ACARA Update.

2.4 Intensive engagement activity

As part of the consultation, 43 teachers from 21 schools participated in intensive engagement activities using the draft curriculum. This involved teachers programming aspects of the draft curriculum and developing sample assessment items.

Teachers participating in the intensive engagement activity completed the online survey. A list of participating schools is available in Appendix 2.

2.5 Methodology

The consultation feedback collected from these sources was subjected to a combination of quantitative and qualitative structural and descriptive analysis.

For reporting purposes, the analysed data was organised according to the broad structural organisers for the survey, that is:

- Rationale and aims
- Content structure
- Content descriptions
- Content elaborations
- Achievement standards
- Diversity of learners
- General capabilities
- Cross-curriculum priorities
- Glossary

Qualitative data was outsourced to experts in research and data analysis. The draft Work Studies Years 9–10 curriculum and the ACARA survey tool served as a structural template for the analysis. Consultation feedback was categorised to each section of the curriculum. The qualitative data was subsequently coded and reported as particular strengths, concerns and possible improvements on the relevant section of curriculum.

A form of descriptive coding was then used to further identify key themes and issues.

NVivo 10 was used for the classification, exploration and analysis of the consultation data.

Quantitative data of the online surveys is presented in Section 3.1 of this report. All quantitative data was collated and analysed in spreadsheets from which tables were produced. The quantitative data includes online surveys, while the qualitative data includes both commentary from the online surveys and written submissions.

For questions in the online surveys, the response for each rating ('strongly agree', 'agree', 'disagree' and 'strongly disagree') was assigned a numeric value (for example, 'strongly agree' = 4; 'agree' = 3). Responses were tallied and a percentage calculated for each rating. These are displayed in Section 3.1.

2.6 Consultation demographics

A total of 20 written submissions were developed and submitted in response to the draft curriculum.

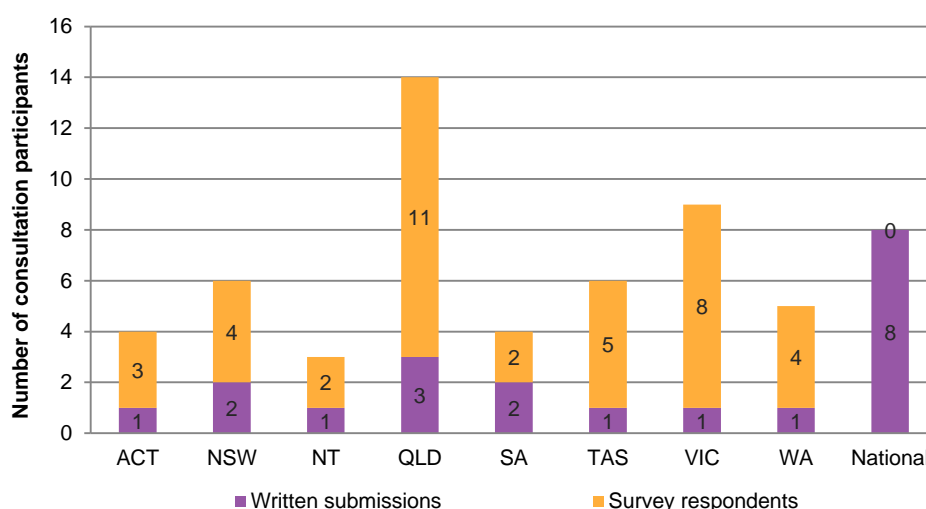
The online survey attracted 39 unique responses.

Written submissions and survey responses were provided by individuals, groups of teachers, education authorities, and organisations. From the data provided by consultation participants, it is estimated that over 260 individuals contributed directly to the consultation process.

It is important to note that not all consultation participants provided comment on each question or aspect of the draft curriculum. Some survey respondents chose not to provide qualitative comment for each question, while written submissions may have concentrated on particular aspects of the curriculum about which the authors felt strongly. Accordingly, conclusions and findings presented here are solely based on the available qualitative comment provided by consultation participants.

Figure 1 provides an overview of the consultation data provided by consultation participants across different jurisdictions.

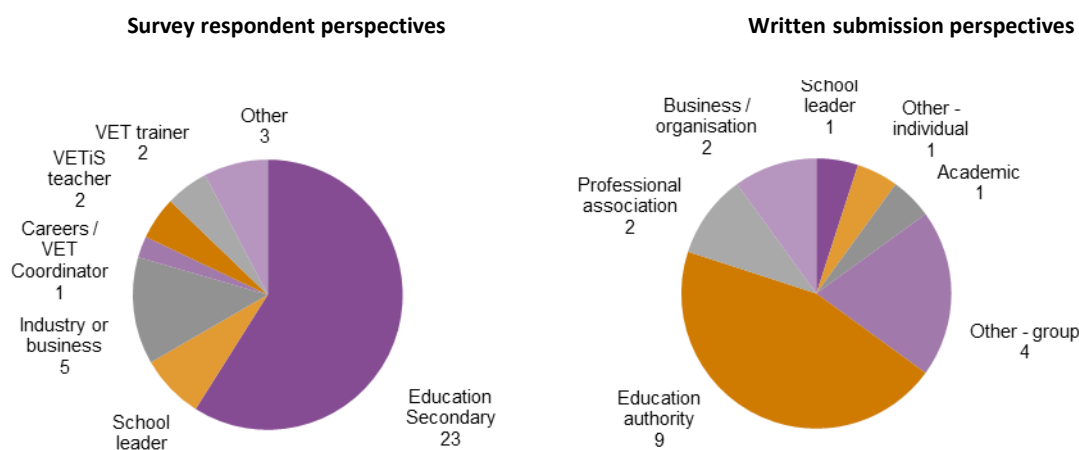
Figure 1 Consultation participants by jurisdiction



Source: Draft Australian Curriculum: Work Studies Years 9-10 – consultation data

Figure 2 provides an overview of the different perspectives of the 20 written submission authors and the 39 survey respondents.

Figure 2 Overview of consultation participant perspectives



Source: Draft Australian Curriculum: Work Studies Years 9-10 – consultation data

2.7 Terminology

Throughout this report, a common set of terminology is used to provide a qualitative indication and approximation of the scope of consultation participants (or subset of consultation participants) who hold particular views. This terminology and the corresponding meaning and use of the terms are outlined in Table 1 below.

Table 1 *Report terminology*

Term	Use
Most	Used when findings can be attributed to around three quarters of the consultation participants who provide qualitative feedback
Many	Used when findings can be attributed to around half of the consultation participants who provide qualitative feedback
Some	Used when findings can be attributed to less than one third of the consultation participants who provide qualitative feedback

Key areas for improvement

With the implementation concerns raised by education stakeholders, it is perhaps unsurprising that there is significant commentary in the feedback from many consultation participants calling for more advice and guidance for teachers and schools on how to deliver the curriculum.

Education authorities and teachers would all support provision of more examples of successful applied learning and work exposure opportunities, and advice on how the course can be tailored or coordinated with existing jurisdictional or non-government programs and initiatives.

Other improvements that surface throughout the consultation feedback include:

- *Making Work Studies mandatory* – four consultation participants see particular merit in making Work Studies a mandatory subject for students. ACARA does not make this recommendation.
- *Work Studies title* – the title of the curriculum continues to generate comment. There is a view among some consultation participants that the title Work Studies is not appealing or exciting to students, and that it should be revisited. This decision can only be made at a ministerial level.

4 Consultation findings

4.1 Responses to survey questions

The table below summarises the percentage of respondents to the online survey who strongly agreed, agreed, disagreed and strongly disagreed with each statement. An analysis of feedback on each section of the survey is presented in the following pages.

Note: All figures have been rounded to the nearest whole number. This may result in some apparent anomalies in the column ‘% Agreement overall’.

Question	% Agreement overall	% strongly agree	% agree	% disagree	% strongly disagree
The Background and Introduction clearly outline the context for the development of the draft Australian Curriculum: Work Studies Years 9–10.	100	40	60	0	0
The rationale for the learning area provides clarity about the intent and scope of the draft Australian Curriculum: Work Studies Years 9–10.	93	33	59	7	0
The aims of the learning area are clear and express the overall intention of the draft Australian Curriculum: Work Studies Years 9–10	93	33	59	8	0
The importance of applied learning is made clear in the draft Australian Curriculum: Work Studies Years 9–10	90	34	55	7	3
The opportunities for applied learning are evident in the draft Australian Curriculum: Work Studies Years 9–10	79	38	41	14	7
The importance of work exposure is made clear in the draft Australian Curriculum: Work Studies Years 9–10	93	50	43	7	0
The opportunities for work exposure are evident in the draft Australian Curriculum: Work Studies Years 9–10	86	17	69	10	3
The nature of the two strands is clear in the draft Australian Curriculum: Work Studies Years 9–10	82	39	43	18	0
The two strands Skills for Learning and Work and Career and Life Design reflect the aims of the curriculum	86	25	61	7	7
The sub-strands are clearly described in the draft Australian Curriculum: Work Studies Years 9–10	89	29	61	11	0
The sub-strands are well covered in the curriculum	82	43	39	14	4
The draft Australian Curriculum: Work Studies Years 9–10: takes into account available evidence about the nature of the learner	90	27	63	7	3

Question	% Agreement overall	% strongly agree	% agree	% disagree	% strongly disagree
The draft Australian Curriculum: Work Studies Years 9–10: takes into account the needs of all students	77	16	61	19	3
The draft Australian Curriculum: Work Studies Years 9–10: enables teachers to cater for diversity	83	27	57	13	3
The following general capabilities are clearly evident in the draft content descriptions: Literacy	86	21	66	7	7
Numeracy	79	24	55	14	7
Information and communication technology (ICT) capability	90	34	55	7	3
Critical and creative thinking	97	21	76	0	3
Intercultural understanding	86	18	68	14	0
Personal and social capability	89	29	61	11	0
Ethical understanding	86	28	59	10	3
The following cross-curriculum priorities are clearly evident in the draft content descriptions: Aboriginal and Torres Strait Islander histories and cultures	68	21	46	25	7
Asia and Australia's engagement with Asia	64	18	46	32	4
Sustainability	86	29	57	14	0
The draft Australian Curriculum: Work Studies Years 9–10: is explicit about possible links with other learning areas	79	29	50	18	4
The draft Australian Curriculum: Work Studies Years 9–10: provides clear linkages to the senior secondary years	67	11	56	26	7
The draft content descriptions: are clear and unambiguous, i.e. explaining in clear language what is to be taught	77	10	67	20	3
The draft content descriptions: are coherent, i.e. work well together across strands and year level	80	10	70	20	0
The draft content descriptions: are sequenced appropriately, i.e. in an order consistent with your experience	87	10	77	13	0
The draft content descriptions: are pitched appropriately, i.e. realistic yet sufficiently challenging for students at each year level	73	13	60	23	3
The draft content descriptions: cover the important content for this learning area	80	13	67	13	7
The draft content descriptions: encourage the pursuit of in-depth teaching and learning	82	18	64	14	4

Question	% Agreement overall	% strongly agree	% agree	% disagree	% strongly disagree
The draft content elaborations illustrate the content descriptions effectively	86	14	72	14	0
The draft content elaborations are clear and unambiguous	90	14	76	10	0
The draft content elaborations are relevant and appropriate illustrations of content	74	11	63	22	4
The draft achievement standards: are clear and unambiguous, i.e. explaining in understandable language what students are expected to learn	85	37	48	15	0
The draft achievement standards: are coherent, i.e. clearly articulate across year levels	89	25	64	11	0
The draft achievement standards: are sequenced appropriately, i.e. in an order consistent with your experience	93	21	71	7	0
The draft achievement standards: are pitched appropriately, i.e. realistic yet sufficiently challenging for students at each year level	86	25	61	14	0
The Work Studies Years 9–10 curriculum: provides flexibility and opportunities for teachers and students to explore additional content through the four options	88	38	50	12	0
Option 1: School-industry cooperative project offers opportunities for students, schools and industry to engage with the curriculum	78	22	56	19	4
Option 2: Contemporary workplace challenges and opportunities enables students to consider current workplace issues	89	26	63	11	0
Option 3: Cross-cultural enterprise offers students an opportunity to interact with external peers to collaborate on a common goal	81	15	67	15	4
Option 4: Aboriginal and Torres Strait Islander Peoples and work allows students to explore the contribution, practices and challenges of Aboriginal and Torres Strait Islander Peoples	68	20	48	28	4

4.2 Background and Introduction

The overall intent and purpose of the background and introduction section of the draft curriculum is broadly supported in the consultation feedback. Particular strengths of the section, as well as concerns and suggested improvements, are detailed below.

Strengths

The background and introduction section of the Work Studies curriculum is commended for its clarity. Consultation participants consider it a useful contextual statement for the curriculum, while the explanation of the broadening of the National Trade Cadetship initiative is also valued.

The background and introduction is well thought out and clearly articulated.

Victorian professional association (education), survey respondent

The Background provides a concise explanation of broadening the National Trade Cadetship (NTC) initiative to encompass further study towards a skilled occupation, in addition to occupations that require vocational qualifications.

Business SA, survey respondent

Some teachers comment on how participation in the ACARA engagement trials has contributed to their understanding and appreciation of the curriculum, and the background and introduction section in particular.

Information was clear and concise. Possibly made clearer by having participated and contributed in the ACARA workshop earlier this year

Queensland VETiS teacher, survey respondent

The background and introduction is also lauded for clearly situating the Work Studies curriculum within a contemporary career development context.

The Introduction captures concisely the changing nature of work and skills needed by young people.

South Australian Department for Education and Child Development, written submission

Positions the curriculum in a contemporary career development context

Tasmanian Department of Education, written submission

Concerns

Despite these identified strengths, some consultation participants express concern over a perceived conflict or tension within this section over the purpose and targeting of the curriculum.

ISQ has a remaining concern about the purpose of the Australian Curriculum: Work Studies ... These tensions between a curriculum that is intended to cater for young people ready to enter into vocational education pathways and a curriculum that is academically oriented and intended to be as equally challenging and viable as geography or other options in Years 9 and 10 cause confusion and stress within the document.

Independent Schools Queensland, written submission

There are also some implementation concerns expressed over the potential implications for schools contained within the 'cross-disciplinary mode of delivery' foreshadowed in this section.

Improvements

Notwithstanding the overall support for this section, a range of improvements are suggested by consultation participants.

Some education authorities recommend revisiting some of the language used in the background and introduction section. There is concern that the language is too dry and could be more positive about future work opportunities and likely employment experiences for young people.

The AISSA recommends consideration for the rewording of the phrase 'gap is widening'. This comes across as fairly condemning and judgemental and fails to acknowledge the excellent practices in the area of career development that exist within our schools.

Association of Independent Schools South Australia, written submission

The concept of an uncertain and changing future could be phrased more positively to communicate how students can obtain transferrable work skills that support them through a career path to achieve their preferred future in the 21st century

Queensland Studies Authority, written submission

There is support for broadening the focus of the section to emphasise its importance to overall student development, and providing broader descriptions of the social and structural issues that can impact on employment and work.

We think there is an underlying need to personalise the curriculum for the students in the classroom, and more can be done to change the focus to make this important curriculum a curriculum that is also significant for the student.

ACT career advisers, written submission

There is need in the introduction to identify employer obligations (rights), not just employer demands. The concepts of workplace rights and responsibilities being a two-way relationship should be explicitly stated in the introduction, and throughout the curriculum.

Victorian school leader, survey respondent

There is also support for more explicit connections to be made to existing and relevant frameworks and programs already in place.

Perhaps it is a little too long. Needs to be linked to the ABCD [Australian Blueprint for Career Development] and Employability skills

Victorian secondary school teacher, survey respondent

4.3 Rationale

Strengths

The rationale is supported by many of the consultation participants who provided feedback.

It is seen as a clear and well-written statement. It provides clarity about the intent and purpose of the Work Studies curriculum.

This rationale provides clarity about the intent and scope and can be understood by teachers across the curriculum

Victorian professional association (education), survey respondent

It is also commended for being well grounded in contemporary career development theory, and for acknowledging the challenges associated with the changing nature of contemporary employment.

The Rationale is clearly supported by career development theory.

Queensland Studies Authority, written submission

Highlights the paradigm shift when referring to the nature of work

South Australian school, survey respondent

Inclusion of concepts such as the development of resilience and self-understanding through applied learning practices is also commended.

Concerns

Notwithstanding the support for the rationale, there is concern raised by some consultation participants over the complexity of the language, and the pitching of some elements of the curriculum.

Some consultation participants note the absence of discussion of the structural and social issues that can also impact on an individual's participation in work.

Improvements

There are a number of suggested improvements to language and terminology of the rationale. There is support among some consultation participants for the rephrasing of 'effective participation as a *worker*' to incorporate concepts of career development, lifelong learning, and change over time.

The intent and scope underpinning the rationale for the learning area should focus (and use specific terminology accordingly) on the development of employability skills and learning strategies to prepare youth for future employment and/or further study.

Business SA, survey respondent

Inclusion of issues that can impact an individual's experience of work is also supported – encompassing issues such as employer rights and responsibilities.

There is need in the introduction to identify employer obligations (rights), not just employer demands. The concepts of workplace rights and responsibilities being a two-way relationship should be explicitly stated in the introduction, and throughout the curriculum.

Victorian union, survey respondent

Many of the education authorities support review of the language and terminology used in the rationale, with a view to improving its overall readability and appeal, and better situating Work Studies within the broader Australian Curriculum.

4.4 Aims

Strengths

Feedback on the aims is largely positive.

Teachers and education authorities consider them clear and straightforward, and complementary to the rationale.

The four aims encompass broadly all of the requirements of the unit

ACT secondary teacher, survey respondent

The Aims were generally supported with respondents noting the links to the Rationale.

New South Wales Board of Studies, written submission

ASIC and the AGFLB would like to commend the writers on the Aims in the Curriculum. Strong consumer and financial literacy connections can be seen in all of the Aims in the Curriculum

Australian Securities and Investment Commission, written submission

Concerns

Notwithstanding this support, there is some concern that the intent of the aims is not adequately embedded or evident in the content of the curriculum. Concerns about the pitch of the curriculum are also raised in the context of the aims.

Improvements

As with previous sections, there is a view among some consultation participants that the aims could be broadened or expanded beyond a focus on preparing the *individual* for work, to a more explicit focus on the 'world of work', encompassing knowledge and understanding of workplace rights and responsibilities, the importance of lifelong learning, and the social and economic factors that impact on work.

ACSA generally supports the Aims of the Work Studies curriculum. However, we suggest that the first aim reads "knowledge of the world of work and the importance of lifelong learning". This amendment would make clearer the intention that knowledge of work is not just about a workplace but of the nature of the workforce and all that impinges on it (e.g. legislation, the economy, demographics).

Australian Curriculum Studies Association, written submission

The explicit naming of particular general capabilities within the aims is also queried by some consultation participants. The inclusion of some capabilities but not others is considered 'arbitrary'. There is also a view that those general capabilities identified in the aims are not sufficiently evident throughout the rest of the curriculum.

The appropriateness of the language is also challenged. Some education authorities and teachers question the use of the term 'uncertain' in the fourth aim. They support modifying the language currently used.

While I don't disagree with 4, I don't feel that this is an aim. I work to reassure and settle students, constantly telling them that the world is uncertain and changing as a main focus doesn't sit well with me at grade 9/10. We do teach to manage change etc - but I don't think it has to be a main focus for all.

Tasmanian secondary teacher, survey respondent

4.5 The nature of the Work Studies curriculum

The concepts underpinning applied learning and work exposure are strongly endorsed in the feedback. An overview of the feedback on applied learning and work exposure is provided below.

4.6 Applied learning

Strengths

Consultation participants support the extent to which the importance of applied learning is made clear in the curriculum, with many of them providing strongly supportive feedback of the concepts articulated in this section of the curriculum.

ISQ is also very supportive of the crucial part that self-knowledge plays in being an underpinning foundation for the learning described in this curriculum.

Independent Schools Queensland

Really clear and relevant. A great precursor to students embarking on senior studies

ACT secondary teacher, survey respondent

The last two paragraphs regarding the role of structured reflection and ways of supporting this are pivotal to learning. In some of the intensive engagement schools, students have told us that they develop self-knowledge in reflective activities.

It is suggested that these paragraphs are a separate, over-arching sub-heading in the Nature of work studies section because it is important in both Applied Learning and also Work Exposure. It could be titled: The role of structured reflection in applied learning and work exposure.

Tasmanian Department of Education, written submission

There is less endorsement of the examples provided of how to pursue applied learning. Nevertheless, some teachers' comments commend the examples and possible situations currently listed in the curriculum. There is comment on how these opportunities could be improved, however, which is discussed in the improvements section below.

Concerns

While there is a strong endorsement of the description and importance of applied learning, some teachers express concern over how consistently evident the opportunities are across the entire curriculum.

They are also concerned about implementation issues schools and teachers may face in enabling 'realistic activities' to which students can apply their knowledge and learning.

Improvements

To improve the articulation of the importance of applied learning, consultation participants suggest a number of minor changes to the statement.

Some education authorities are keen to see a more substantiated definition of applied learning than currently exists in the first two paragraphs. There are other minor language changes suggested to improve the overall description.

There is also support for expanding the list of relevant non-technical skills, and for providing more examples and reflective activities that students can do to further self-awareness and knowledge.

Include the words 'authentic, real life experiences' in the first sentence as teachers would relate to this language.

In the third paragraph, delete the phrase 'mostly learned in a school setting'. It is important for learning to occur in a range of settings. Include cultural understandings in this section as they impact on applied learning situations. Add 'team building' to the list of non-technical skills in paragraph 4.

South Australian Department for Education and Child Development, written submission

There is also comment from some consultation participants on how opportunities for applied learning could be improved.

Some education authorities push for more explicit mapping and reference to other relevant Australian curricula, as well as to existing national frameworks such as the *Australian Blueprint for Career Development (ABCD)* and *Core Skills for Work Developmental Framework*, as a way of maximising relevant opportunities to pursue applied learning for students.

Many teachers flag implementation issues in identifying and pursuing opportunities for applied learning.

...the types of complex realistic situations that students will draw upon to practice these skills need to be defined. In this context, equal emphasis should be placed on the implementation and review of activities.

ACT secondary teacher, survey respondent

There is considerable support for more examples to assist teachers in planning and programming the course.

4.7 Work exposure

Strengths

Consultation participants similarly endorse the articulation of work exposure in the draft curriculum.

The importance of work exposure is made clear in the draft Australian Curriculum: Work Studies Years 9-10 and provides good examples of the many forms work exposure can take from an industry perspective

Business SA, survey respondent

The description is seen as a clear and important one that also provides a range of useful opportunities for schools and teachers to consider.

I see this as very important. I like that there are so many options listed - helps the teachers to think beyond work experience. Also that exposure in a variety of areas will enhance the program.

Queensland teacher, survey respondent

These opportunities are where students can really use higher order thinking skills to put their learning into practice - very aspirational and confidence building

Tasmanian school, survey respondent

Concerns

However, implementation issues continue to underpin concerns about the work exposure component.

Some education authorities would welcome a more explicit acknowledgement within the page 6 and 7 description in the curriculum of the practical implementation issues that schools will face in facilitating different forms of work exposure.

There is also concern over the capacity of some teachers and schools to effectively engage with local business and industry and to enable the level of work exposure required by the Work Studies curriculum.

Work Studies requires schools to develop and expand ties with local industry, business, community agencies and other education and training institutes. Will schools have the capacity for this increased community involvement and will industries, business be overrun? There is already a large demand from VET within VCE and VCAL studies.

Victorian Curriculum and Assessment Authority, written submission

The issue remains that it will be very difficult to source willing employers to participate and engage with this additional cohort.

Western Australian School Curriculum and Standards Authority, written submission

Some teachers also query the work exposure components of the course being pitched at Year 9 students, and the potential crowding of the curriculum at this year level.

Improvements

Given the implementation concerns raised by consultation participants, many of the suggested improvements speak to the need for more examples and improved guidance for schools and teachers.

Provide more suggestions for a range of school and community contexts, environments and locations for 'authentic' work exposure.

Queensland Studies Authority, written submission

There is support for further guidance and support to be provided to schools (particularly regional schools) on how to better harness local business and industry capacity to facilitate appropriate work exposure.

The AISSA recommends that advice for remote schools or those with limited access to resources be provided with explicit examples and suggestions to support the disadvantage of isolation and minimal resourcing.

Association for Independent Schools South Australia, written submission

Some education authorities and teachers also support greater emphasis and information on the potential of good 'simulated' aspects, 'virtual' business experiences and volunteering to further work exposure components of the curriculum.

4.8 Organisation and structure of the curriculum

The organisation and structure of work studies is endorsed by consultation participants, with support in the feedback for the two strands and the flexibility inherent in the course structure.

Improvements

Reference to the *Core Skills for Work Developmental Framework (CSfW)* and the *Australian Blueprint for Career Development* needs to be strengthened.

4.9 Strands

Strengths

The two strand structure is considered clear and well-articulated, and as providing a strong organising framework for the content to be covered.

The nature and intent of the two strands, Skills for learning and work and Career and life design is clear for the purpose of implementation in the secondary education sector

Business SA, survey respondent

Many of the education authorities explicitly endorse the strand structure, and the flexibility the strands allow in the organisation of the subject.

The flexibility of the curriculum structure is supported ...The ability to provide a one year Work Studies course is supported.

New South Wales Board of Studies, written submission

Many of the consultation participants who provided qualitative feedback considered the strands adequately reflected the aims of the subject.

Concerns

Notwithstanding support for the strand structure and organisation, there are concerns raised by some consultation participants over the perceived absence of the explicit development of workplace (and life) skills and behaviours within the strands, and over the pitching of some concepts outlined within the Career and life design strand.

Improvements

A number of improvements to this section are suggested by consultation participants to improve the clarity of the strand structure and ensure the aims are appropriately represented.

Among some education authorities, there is support for inclusion of a visual organising diagram to clarify the organising structure and how the two strands work together. Incorporation of explicit links to the *ABCD* within the organisation and structure section of the curriculum is also supported.

There is also some support for revisiting the intent and title of the second strand, Career and life design. Some consultation participants question how appropriate the term 'life design' is within a contemporary career development context.

There is support among some education authorities for revisiting and strengthening the descriptions of the links between the general capabilities specifically identified in the aims, and their role and place within the strands.

Additional reference to the relevant literacy and numeracy skills needs to be interwoven aspects of the strands to improve coherence with the aims.

Tasmanian Department of Education, written submission

Four consultation participants also took this opportunity to argue that the course should be made mandatory for all students.

ASIC and the AGFLB strongly recommend the Australian Curriculum Work Studies Years 9-10 be a compulsory subject.

Australian Securities and Investment Commission, written submission

4.10 Sub-strands

Strengths

Overall, the sub-strands are considered clear and appropriate. They are clearly described and well covered throughout the curriculum.

...it was great exploring all the possibilities to teach using them.

South Australian secondary teachers, survey respondent

Concerns

The Entrepreneurial behaviours sub-strand is identified by some consultation participants as problematic. The pitch and appropriateness of this sub-strand is queried by a number of education stakeholders. However, it should be noted that a number of other contributions from consultation participants strongly endorsed the incorporation of this sub-strand in the curriculum.

Improvements

There are number of language and editing changes to the sub-strands recommended in the consultation feedback.

Consultation participants contend that simpler language could be used, and formatting and layout changes would make the sub-strands clearer and more reader-friendly.

An overview of suggested improvements to particular sub-strands comprises the following:

- The Nature of work sub-strand should be expanded to cover aspects of workplace rights and responsibilities

It is recommended on page 10 under the heading “the nature of work” that the following words be included at the end of the paragraph: Students should also understand the different work arrangements likely to be available to them, and the entitlements, rights and responsibilities that flow from these arrangements.

Australian Taxation Office, written submission

- The Gaining and keeping work sub-strand should incorporate the importance of resilience in the face of periods of unemployment
- The Learning to learn sub-strand should be renamed as Lifelong learning.

4.11 Student diversity

Strengths

Feedback on the extent to which the Work Studies curriculum caters for student diversity is largely positive.

ASIC and the AGFLB are pleased with the Student Diversity section and believe it incorporates inclusive practices

Australian Securities and Investment Commission, written submission

Consultation participants consider Work Studies a flexible and inclusive curriculum that caters for a broad range of student ability.

The AISSA acknowledges the curriculum is flexible and able to be individualised.

Association of Independent Schools of South Australia, written submission

Concerns

However, some teachers remain concerned about how inclusive the curriculum will be in practice.

Accordingly there is support for further direction and guidance for teachers on how to best cater for student diversity, particularly for students with disability.

Clearly articulate the nature and needs of the learner and catering for learning diversity and consider the variable options and pathways of learners.

Queensland Studies Authority, written submission

The general statements related to the differing needs of student are just that - general. I believe there should be more specific examples of the way in which the curriculum can be flexibly delivered to cater for students with varied backgrounds, needs and abilities.

Tasmanian secondary teacher, survey respondent

There is further commentary about how relevant (and appropriate) the curriculum will prove for gifted and talented students.

Improvements

There is support among some education authorities for greater emphasis and advice in this section on how this subject can be used to target and engage students who have been

identified as at risk of disengaging from education, or who are situated in rural and remote environments.

Many regional and remote schools have a secondary cohort of students. Approximately 40% of the NT cohort of students are considered English as a second language (ESL) learners. These students have English as a second or third language. Teachers would like to see these learners catered for as the course work in Work Studies would be well suited to the remote context. It should also be flexible enough to accommodate cultural requirements.

Northern Territory Department of Education, written submission

4.12 General capabilities

Strengths

Consultation participants are broadly supportive of the description of the general capabilities and the extent to which they are evident in the curriculum. Work Studies is a particularly relevant subject to many of the capabilities.

It is one of the few areas that allows direct assessment of the general capabilities area

Tasmanian school, survey respondent

The examples and opportunities provided throughout the curriculum with which to explore and develop the capabilities are valued by consultation participants (though there are suggestions that these connections are made more explicit, as described below).

The information provided about the general capabilities and cross-curriculum priorities will equip teachers to implement these concepts and skills

New South Wales Board of Studies, written submission

Concerns

There is some concern that the general capabilities are not explicitly mapped in the curriculum. One education authority believes the capabilities are not suitably evident in the content descriptions.

Improvements

Notwithstanding the support for the descriptions of the general capabilities and the extent to which they are evident throughout the curriculum, there is also support for a strengthening of their presence.

The general capabilities and cross-curriculum priorities should be strengthened and made more evident within the core content to assist teachers with their understanding and programming

New South Wales Board of Studies, written submission

There are some very good, specific examples of the connection of the Numeracy and the ICT Capabilities to the Work Studies curriculum. More examples such as these would strengthen the connection of the Work Studies curriculum to the other capabilities. From a teaching and learning perspective, this makes the learning experience deeper and more relevant to the students

Tasmanian secondary teacher, survey respondent

Teachers largely comment favourably on the general capabilities, but some would welcome mapping of the capabilities throughout the curriculum.

Further analysis of comment and feedback specific to each of the general capabilities is outlined below.

Literacy

Within the consultation feedback there is a view that the literacy capability could be emphasised further throughout the curriculum.

...the aim regarding literacy and numeracy (along with interpersonal skills) does not seem to flow through the curriculum. They are not explicitly referred to in the strands, sub-strands and achievement standards

Tasmanian Department of Education, written submission

Some consultation participants with a business and industry perspective contend that the description of the statement could be further developed, and more examples provided throughout the curriculum with which to develop the capability.

There should be reference to literacy as a cultural phenomenon that can't be developed in isolation, and the means by which workplace literacy will be developed.

Australian Capital Territory & Region Chamber of Commerce and Industry, survey respondent

Numeracy

There is some concern in the qualitative feedback about the extent to which the numeracy capability is evident in the curriculum.

Financial literacy is not named in the curriculum itself or in the numeracy continuum

Queensland Studies Authority, written submission

There is support among education authorities for further emphasis of concepts and opportunities to enable development of this capability.

Suggest that students learn about the literacy and numeracy requirements in a range of occupations and roles to reflect on and inform their own learning goals

Tasmanian Department of Education, written submission

Information and communication technology (ICT) capability

There is limited consultation feedback on this capability.

In the feedback provided, there is support for the capability statement within the curriculum. Among survey respondents there is some agreement that the capability is evident throughout the curriculum.

Critical and creative thinking (CCT)

The particular relevance of this capability to Work Studies is highlighted in a number of written submissions. The Australian Securities and Investments Commission (ASIC) submission underscores the importance of this capability in developing consumer and financial literacy among students.

Among education authorities there is support for further emphasis of this capability throughout the curriculum. Outlining examples of project-based learning activities are cited as an appropriate concept in which to develop CCT.

Personal and social capability (PSC)

The description of the PSC capability is supported in the consultation feedback. It is seen as a particularly relevant general capability to develop within the Work Studies context.

There is support from many education authorities for a greater focus on PSC throughout the curriculum. Teamwork, leadership, developing the resilience required to work independently, and successfully navigating work relationships are all cited as concepts with which to develop this capability further throughout the curriculum.

In the Personal and Social Capability add resilience and being able to work independently. Students also need to understand the context of different relationships, including understanding the differences between social and work relationships

South Australian Department for Education and Child Development, written submission

Ethical understanding (EU)

EU is another capability considered particularly relevant within a Work Studies context. It is seen as particularly relevant to future work and business opportunities that students will encounter in later life. There is support for making the EU capability more evident throughout the curriculum.

The AISSA notes that this area was briefly mentioned within entrepreneurship. AISSA recognises that this can be challenging in a multicultural society and recommends a stronger emphasis.

Association of Independent Schools SA, written submission

Intercultural understanding (ICU)

The description of this particular capability is broadly endorsed by the consultation participants who provided feedback on it. However, the Asia Education Foundation (AEF) queries particular aspects and language of the ICU statement.

The statement also mentions the 'great value' cultural diversity provides to the workplace without specifying what this value is, qualitatively and/or quantitatively. It is also a simplistic way to approach the impact of cultural diversity on the workforce. Rather, the focus should be on negotiating and managing intercultural relations in the workplace in order to produce positive and shared outcomes.

Asia Education Foundation, written submission

There is also some concern from the AEF that the presence of this capability in the curriculum is too concentrated within one curriculum option.

Consultation participants also noted the absence of ICU from the list of general capabilities on page 13 of the draft curriculum.

4.13 Cross-curriculum priorities

Strengths

Feedback from consultation participants on the cross-curriculum priorities (CCPs) is broadly supportive. The descriptions of the CCPs are largely endorsed, and they are considered relevant to the Work Studies curriculum and useful for teachers.

The writers have ensured the cross-curriculum priorities have additional contextual comments related to Work Studies

South Australian Department for Education and Child Development, written submission

Concerns

However, there is concern among some consultation participants that while the CCPs are evident in the curriculum options, they are not consistently evident in the core content of the curriculum.

The Cross Curriculum Priorities are evident in the options but not in the content descriptions.

Queensland Studies Authority, written submission

Improvements

Similar to suggested improvements for the general capabilities, some teachers and education authorities would support more examples of the CCPs within the core content, and mapping of the CCPs throughout the curriculum to assist programming and teaching of the subject.

Further analysis of comment and feedback specific to each of the CCPs is outlined below.

Aboriginal and Torres Strait Islander histories and cultures

This CCP attracts a degree of criticism from consultation participants. There are concerns expressed by a range of consultation participants over the description of the Aboriginal and Torres Strait Islander histories and cultures CCP, the extent to which the CCP is evident in the content descriptions and throughout the curriculum, and the appropriateness of some of the examples and opportunities outlined with which to pursue this CCP.

We are concerned about the manner in which certain elaborations relating to Aboriginal and Torres Strait Islander people are referenced, and whether those references are helpful or will do justice in recognising the significance of Aboriginal and Torres Strait Islander perspectives as a Cross Curriculum Priority of the curriculum

ACT Career Advisors, written submission

There is support for making evidence of this CCP more explicit throughout the content descriptions and core content of the curriculum.

Asia and Australia's engagement with Asia (AAEA)

The current description of the AAEA CCP in the curriculum is endorsed, though there is support from the AEF for some minor changes in the AAEA statement to further expand on the nature and impact of Asia's growth on future business and employment opportunities.

Despite commending evidence of the AAEA CCP in various parts of the curriculum, there is concern from the AEF and some education authorities that the AAEA CCP is not adequately covered in the content descriptions of the core content.

There are strong mentions of AAEA in the strand descriptions, option descriptions and elaborations. However, the largely optional nature of these inclusions is concerning as it implies that Asia capability is an option for the Australian workforce in the Asian century.

Asia Education Foundation, written submission

Sustainability

Comment specific to this CCP is scarce.

In the feedback provided, the link between consumer financial literacy and sustainability is recognised. However, there is also concern that this CCP is only adequately evident in one of the curriculum options. There is support for making it more explicit in the core content of the subject.

4.14 Further considerations

Links to other learning areas

Strengths

The description of the links to the other learning areas of the curriculum receives some support in the feedback provided by some consultation participants.

Adopting an interdisciplinary approach to the draft of the Australian Curriculum: Work Studies, will ensure students possess the necessary skills required for work or further study. Business SA supports the practical application of tasks to further embed the curriculum. The synergies described provide clear linkages to other learning areas, with the exception of the link between Work Studies and the Arts, which is ambiguous.

Business SA, survey respondent

Work Studies is considered a particularly important subject with which to link across learning areas.

Career development needs to be seen as everyone's business and should be integrated into all curriculum areas.

South Australian Department for Education and Child Development, written submission

Concerns

Despite this importance, some teachers and education authorities comment on the inconsistency of the links, with some links to other learning areas considered particularly strong, but others weak or poorly evidenced.

Links to other curriculum areas are not accurate or realistic. For example, the Economics and Business subject focuses on economics and does not refer to work skills; History is historically focussed and Work Studies is future focussed.

Queensland Studies Authority, written submission

Improvements

Given these concerns, consultation participants argue that there is scope for more explicit descriptions and links to be made between Work Studies and some particular learning areas.

While cross curricular delivery is desirable it is difficult to implement. If links are to be made then the curriculum should describe how the Work Studies curriculum can be linked with other curriculum to create a two-year course of study.

More examples would strengthen the document.

Queensland Studies Authority, written submission

Further analysis of comment and feedback specific to each of the learning areas is outlined below.

English

The description of the link to English is supported. There are opportunities to develop consumer and financial literacy throughout the curriculum.

Mathematics

The description of the link to mathematics is supported. The possibilities for the development of consumer and financial literacy are evident and commended by ASIC and the Australian Taxation Office (ATO).

There is support for the listing of other examples further demonstrating the link, such as personal financing, budgeting, superannuation and taxation issues.

Economics and business

The links between Work Studies and economics and business are considered particularly strong by a number of consultation participants.

There are clear links to the Economics and Business Draft Curriculum (Yr7 and Yr8 – ‘nature of work’ and the ‘changing nature of work’).

Queensland school leader, written submission

Science

Evidence of the relevance and strength of links between Work Studies and the learning area of science is noted by some consultation participants.

History

Evidence of the links between Work Studies and learning area of history is both commended and criticised.

Geography

Evidence of the relevance and strength of links between Work Studies and the learning area of geography is noted by some consultation participants.

Languages

Evidence of the relevance and strength of links between Work Studies and the learning area of languages is noted by some consultation participants.

Health and physical education (HPE)

There is a suggestion that the link to the HPE curriculum could be strengthened by incorporation of concepts such as the importance of mental health and wellbeing within the workplace.

Arts

The description of the link to this learning area – and the extent to which it is evident in the Work Studies curriculum – is singled out for particular criticism by a number of consultation participants.

The proposed link to the Arts is unlikely and does not provide clear linkages to the NTC: ‘ Students investigate what it means to be an artist and the nature of work in each of the domains of the Arts including the various forms of work that support the Arts’.

Western Australian School Curriculum and Standards Authority, written submission

The link is considered unclear, weak and in need of further work. The use of the term ‘creative arts industries’ was recommended by a consultation participant for use in this learning area

Technologies

Evidence of the relevance and strength of the links between Work Studies and the technologies learning area is noted by some consultation participants.

Civics and citizenship

Evidence of the relevance and strength of links between Work Studies and civics and citizenship is noted by some consultation participants.

There is support for expanding further on the notion of citizenship within the Work Studies curriculum.

Linkages to the senior secondary years

In contrast to the feedback on the links to other learning areas, comment provided by consultation participants on the linkages between the Work Studies curriculum and the senior secondary years was more critical.

Concerns

While one education authority noted the importance of Work Studies to a number of their other senior secondary subjects, other education authorities and some teachers expressed

concern over the absence of clear and explicit links to other senior secondary areas beyond the National Trade Cadetship Years 11-12.

There are some links made to the National Trade Cadetships Years 11 - 12 but not to any other senior curriculum documents.

Queensland Studies Authority, written submission

The main focus is on links with The National Trade Cadetship and yet we are talking about links to senior secondary years which is not limited to this focus. Students will study in subject areas that don't have a trade focus.

Queensland secondary teacher, survey respondent

Improvements

Given these concerns, many of the education authorities support a broadening of this section to make clear the links to other parts of the senior curriculum.

The AISSA supports the notion that work studies has a critical link to senior secondary years as it underpins decisions about career development pathways. AISSA recommends that this section be expanded and not to be limited only to the Year 11-12 trade cadetships

Association of Independent Schools South Australia, written submission

There is also an appetite for further information and clarity around the National Trade Cadetship, as well exploring the potential alignment between Work Studiers and VET in school options.

4.15 Implications for teaching and assessment

Strengths

Some teachers and other consultation participants note and comment favourably on the alignment of Work Studies with existing programs and initiatives in which they are already involved, and believe the curriculum will build on what they have already implemented and achieved.

Concerns

However, it is evident from the feedback that that many consultation participants envisage significant implementation issues unpacking and delivering Work Studies.

Schools in the SA Independent sector have identified significant implications for implementation of the program including the additional demands that the work exposure component might have upon already over-stretched industries. There are further implications for schools in the consideration of resourcing this subject in terms of staff and quality assurance. These are particular implications for schools in rural and remote areas.

Association of Independent Schools South Australia, written submission

Teachers and education authorities are concerned about the skills and resources required to facilitate work exposure and implement the subject as envisaged. This is seen as a particular issue for schools in rural and remote areas of Australia.

There is a consistent view that significant support and professional development for teachers to deliver the subject will be required.

The school will need to have strong partnerships with their community. The teachers will need to keep up to date with labour supply and demand, career pathways and industry standards

Queensland secondary teacher, survey respondent

Teachers who are experts in career education are best suited to deliver the Work Studies curriculum. There is a concern that unless there is a dedicated focussed approach, the level of understanding is lost and it becomes an ineffective work preparation course.

Queensland Studies Authority, written submission

While the flexibility inherent in the curriculum is appreciated by some consultation participants, there is also concern over the lack of explicit guidance and direction for schools on how to foster and develop the required connections with the local community and industry to deliver the subject.

Improvements

To assist teachers, there is significant support for further guidance within the curriculum regarding the work exposure component. There is also support for schools and teachers to be provided with information and resources on the range of programs and non-government organisations that operate in the space of youth transitions.

Similar and successful programs cited by consultation participants that may assist or complement the implementation of Work Studies include:

- The Beacon Foundation's Real Futures Generation, and Polish programs
- The South Australian Personal Learning Plan (PLP)
- Foundation Skills training package
- Northern Territory 'Try a Trade' and 'World of Work' initiatives
- Are you making a difference program
- The Work Inspiration program

ACARA is not in a position to cite either programs or non-government organisations that may assist in the implementation of the curriculum.

Despite the significant implementation concerns identified by education stakeholders, it is important to recognise the stated willingness of industry and other community organisations already operating in a career development context to assist and support schools in the delivery of the Work Studies curriculum.

There is also a massive opportunity to improve school to work transitions and more understanding and engagement of employers is critical (including access to Beacon's What Employers Want National Survey and the findings from Beacon's new pilot project funded by the Federal Government Dept of Education called Real Futures Generation.) We would love to partner with you in any way to support this project – if there was an opportunity to connect Beacon's RFG project to any trial schools.

Beacon Foundation, written submission

The Smith Family's feedback on the Draft Work Studies Year 9-10 Curriculum is to present the case for a new model of work experience known as Work Inspiration, to underpin the work exposure component of the new curriculum. Work Inspiration is a campaign to encourage employers and their industry associations or networks to be proactive and creative in re-imagining work experience for Years 9 and 10 students.

The Smith Family, written submission

4.16 Content descriptions

Strengths

There is support for the content descriptions among consultation participants. They are seen as comprehensive and allowing considerable flexibility in the teaching and programming of the subject.

Great curriculum with lots of flexibility to suit a wide range of contexts and students. Inspired our current teaching of career education programs. We think that all students in Australian schools should do this course at some point - preferably Yr 10

South Australian secondary teacher, survey respondent

The content descriptors are well pitched and appropriate to the developmental level of the students in most cases. The learning from Year 9 is a strong foundation for the Year 10 content descriptors.

Tasmanian Department of Education, written submission

Concerns

However, there is concern among consultation participants over the pitch of particular aspects of the curriculum. The pitch of content under the Entrepreneurial behaviours sub-strand is identified by a number of consultation participants as potentially too high for students undertaking the subject.

The entrepreneurial behaviours sub-strand is very challenging given students' age and maturity

New South Wales Board of Studies, written submission

Entrepreneurial behaviours – these are at a high level, are the global needs and opportunities economic or employment related? The elaborations provided for a project are quite complex, the depth of investigation required is unclear.

Victorian Curriculum and Assessment Authority, written submission

We think that there are some elements of 'content' and 'elaborations' that go beyond some of the learning needs of students, and are more suited to students in the later years of schooling.

ACT career advisers, written submission

While the flexibility of the curriculum is generally endorsed by consultation participants, some education authorities worry that, in practice, the implementation of the subject in some schools may impact on the academic rigour of the subject.

Advice under organisation and structure section (final 2 paragraphs) that the program can start anywhere and in any order does not support or reflect the intended academic rigour of the curriculum content.

Association of Independent Schools South Australia, written submission

Some guidance should be provided to teachers about the implications for students entering at Year 10 without having done the Year 9 curriculum components.

Western Australian School Curriculum and Standards Authority, written submission

There is also concern among some education authorities that the language of the content descriptions is not precise enough, and that, if read without the accompanying elaborations, they do not stand alone as clear and concise descriptions of the content to be addressed. The breadth of content to be covered is another concern raised by some education authorities.

Improvements

Given these concerns, there is considerable comment on how the content descriptions can be improved.

A number of the written submissions recommend: editing or language improvements to the existing content descriptions to ensure they are more engaging; placing greater emphasis on particular aspects such as personal or community wellbeing; potential rationalisation of some of the content descriptions; and making more explicit reference to existing frameworks such as the *ABCD* and *Core Skills for Work Developmental Framework*.

To overcome issues of misinterpretation, there is support for a revision of some of the language used in the content descriptions to make them more concise and specific. Additional elaborations are also recommended.

The diverse nature of the content descriptors may be open to a range of interpretations as teachers will draw on their prior knowledge and employment experience. For some teachers that may be only teaching. To overcome this, feedback from teachers suggested that examples of what the elaboration would look like for a work environment in a variety of employment areas, ensuring that remote and regional jobs are incorporated.

Northern Territory Department of Education, written submission

There is a need to include emphasis on the importance of productivity or on 'being productive' in relevant the sub-strands covering skills and attributes.

Extra content to be included

Consultation participants were also asked to nominate extra content to be included in the curriculum.

By and large, the current range of content is endorsed. Other possibilities for inclusion include further content to assist young people navigate the world of work, to be better informed to avoid exploitation or to understand about obligations arising from paid work, through to a greater emphasis on the development of workforce (and life) skills and characteristics like resilience and curiosity. One consultation participant suggests that a new sub-strand on workplace contexts within the numeracy sub-strand would be beneficial to

students. Rather than doing this, ACARA will strengthen references to numeracy throughout content.

Content to be removed

Consultation participants were also asked to nominate content that should not be included in the Work Studies curriculum.

Some teachers indicate they are uncomfortable with some of the content in the entrepreneurial behaviours sub-strand.

4.17 Content elaborations

Strengths

The content elaborations attract a variety of comment.

There is support among a number of teachers for the elaborations. They are considered useful illustrations of the content that will support planning and teaching of the course.

I could easily plan lessons using the elaborations.

Queensland secondary teacher, survey respondent

Some education authorities also indicate their endorsement of the content elaborations.

On the whole most Elaborations illustrate the Content Descriptions effectively.

Queensland Studies Authority, written submission

The content elaborations provide clear, comprehensive guidelines for teachers

South Australian Department for Education and Childhood Development

Teachers will be able to draw effective strategies from these

Wollongong Catholic Education Office, survey respondent

Concerns

However, some teachers and education authorities criticise the content elaborations as too broad, and in some instances as pitched too high.

At year 9 level, the students I teach range from 13-15 years old. Some are able to understand the importance of working and careers and wanting to get a job, others are just happy being a child. They are not interested in Career and Life design at present. How does one teach and do justice to each topic if there is so much to cover?

Northern Territory secondary teacher, survey respondent

Many of the elaborations are written in a context that may prove difficult to collect evidence that the student has met the elaboration. Use of such word as developing responsibility, appreciate the values of, develop an awareness, building capacity, adapting learning behaviours are hard to assess when using these words as a descriptor.

Victorian Curriculum and Assessment Authority, written submission

Elaborations are ambitious and pitched too high for year 9 and 10 students.

Western Australian School Curriculum and Standards Authority, written submission

The elaboration detailing the development of a 'brand' is also challenged by one consultation participant. He contends that the concept of self-branding is inconsistent with contemporary career development practice and theory.

Improvements

There is considerable comment provided by many consultation participants on how the elaborations can be improved.

Some education authorities indicate a number of elaborations where more detail and a greater number of specific examples would help illuminate the content. There is also support for increased reference within the elaboration to existing frameworks like the *ABCD* and *Core Work for Skills Developmental Framework*.

There is also support for a review of the language and, where required, simplification of some of the terminology and expressions used.

We think some of the language used in the curriculum is rather alienating for some groups in society. And more focus should be provided to being inclusive in the language used, and less focused on deficit models for student learning. Furthermore, elaborations need to be simplified into clearer and more achievable actions for students.

ACT career advisors, written submission

There is support from some teachers for greater emphasis on references to the CCPs within many of the elaborations, as well as discussion of some of the social and structural factors that can impact on the experience of employment and work.

It is in this section that explicit reference to the cross-curriculum priorities such as Aboriginal & Torres Strait Islander, low socioeconomic and multicultural considerations should be clearly addressed in more areas than currently included

Queensland secondary teacher, survey respondent

The ASIC and ATO submissions also provide significant comment on how the elaborations can be used to better incorporate elements of financial management and understanding of the rights and responsibilities of workers.

4.18 Achievement standards

Strengths

A number of teachers who participated in the intensive engagement trial, and who contributed to the survey, consider the achievement standards clear and useful.

I like this section. I was able to highlight the areas of this statement that apply to the task/assessment I gave the students. From this statement I was able to create a criteria sheet to give students feedback on their work

Queensland VET trainer, survey respondent

Concerns

However, the achievement standards also attract considerable criticism from education authorities and a number of other teachers and consultation participants.

The Achievement Standards lack rigour and clear progression of learning. It is difficult to determine what the assessment and evidence of achievement might be.

Queensland Studies Authority, written submission

The achievement standards do not directly relate to the course descriptors. Students source and analyse a range of employment data - YEAR 10. To do what with? What are they looking for? How will that help them? How is one to create an assessment task based on this achievement standard?

Northern Territory secondary teacher, survey respondent

Concerns centre on the adequacy of the information and guidance provided within the achievement standards. Some education authorities contend that the standards read more like value statements than measurable standards to assist in the assessment of students.

The pitching of the standards is another aspect which draws critical commentary from consultation participants, with concern that the pitching of the standards is too high – particularly the Year 9 achievement standard. Concern over the pitch of the standards is often associated with the expectations accompanying entrepreneurial skills.

The Year 9 standards are more appropriately pitched for the Year 10 course. Year 10 standards align with what can be expected by a Year 11 or Year 12 student. If the pitch is too high it is likely that some students will be unable to access the content or meet the prescribed standards.

Western Australian School Curriculum and Standards Authority, written submission

Improvements

Given these issues, there is support among many of the education authorities for review of the achievement standards.

There is support for a revision of the standards to ensure they better align with the content descriptions; are more clearly connected with the content within the four curriculum options; and are age-appropriate measurements of progress and achievement.

The achievement standards would be better served sitting alongside the content descriptors and adapted to the year level in which the curriculum is being taught. What students will understand needs to be prefaced by more specific language for example, compare, predict, evaluate.

Northern Territory Department of Education, written submission

Achievement standards do not provide detailed or clear enough information about what minimum standard is required to be deemed satisfactory. Much greater specificity is required.

...the achievement standards read more like a statement of intent rather than specific standards...

...the standards related to entrepreneurial behaviour is pitched too high...

Western Australian School Curriculum and Standards Authority, written submission

4.19 Curriculum options

Strengths

Consultation participants value the curriculum options as articulated in the curriculum. They enable considerable flexibility in how the subject can be planned and delivered.

The four optional units are useful in representing 'applied learning'. They provide flexibility and opportunities for teachers and students to explore additional content.

Queensland Studies Authority, written submission

The Options are well presented and quite detailed and provide a sound segue into senior secondary studies.

Victorian Curriculum and Assessment Authority, written submission

The options are considered inclusive and allow for tailoring of course content to student interest and capacity.

As an Additional Needs Teacher I appreciate all options that I can offer to students, & their concerned parents, that are practical and achievable.

Individual teacher, written submission

Concerns

Some teachers and some other consultation participants raise concerns over the ability of schools and teachers to deliver the different options and those areas of interest that have not been explicitly identified in the four options, for example disability and work in the community.

Improvements

To address some of the concerns listed above, there is support for further guidance, information and examples to be provided on how schools and teachers can implement each of the options.

Although ISQ strongly supports the opportunities for flexibility built into the Work Studies curriculum, we do see some need for clearer guidelines about what is required in a course of study

Independent Schools Queensland, written submission

There is also support for a greater emphasis on work safety and other related issues throughout each of the options.

Further analysis of comment and feedback specific to each of the curriculum options is outlined below.

Option 1 – School-industry cooperative project

This option is considered the most attractive and flexible of the different curriculum options available.

Education authorities report that teachers and other stakeholders engaged through their own jurisdictional consultation processes indicate this would be the most useful and popular option taken up by schools and students.

Option 1 - has received the most support in the state-wide consultation. It is suggested that there be equal balance between industry partnerships and community partnerships – e.g. volunteer work.

Tasmanian Department of Education, written submission

There is support for further information and examples of successful school-industry programs already in place, and for guidance on how this option can be coordinated with existing VET in school initiatives.

Option 2 – Contemporary work challenges and opportunities

Some education authorities express concern over some of the implementation implications foreseen by this option, namely to do with the need for established connections and partnerships necessary to facilitate the option.

Option 3 – Cross-cultural enterprise

There is concern from some consultation participants about the extent to which schools would be able to implement this option. It is noted that schools will need adequate resources and established links with cultural communities to be able to teach this option successfully.

Option 3 was deemed to be difficult for schools that are not well resourced with technology or do not have overseas school contacts.

New South Wales Board of Studies, written submission

However, this option is also commended for the way it develops the AAEA CCP and ICU general capabilities.

Option 4 – Aboriginal and Torres Strait Islander Peoples and work

There is concern that this option may not be considered relevant by many schools, thereby limiting the extent to which it is taken up by schools and students.

This is a particular concern because, as discussed in the section on the CCPs, there is a view that this option provides the only real opportunity for teachers and students to explore and develop the Aboriginal and Torres Strait Islander histories and cultures CCP.

Some teachers worry about the extent of skill and expertise required to teach this option in an appropriate and meaningful way.

[The] depth of understanding of teachers would be an issue for Option 4 Does it address cross cultural considerations when working with or working as an Indigenous Australian. This one reads more like a history lesson than practical work related skills and knowledge.

Queensland VET in schools teacher, survey respondent

Other options for inclusion

While consultation participants value the flexibility offered by the current four options, they also nominate a range of concepts and ideas for possible inclusion within the curriculum options, either as additional content descriptions, elaborations, or as stand-alone options.

A greater range of options should be provided, with the possible consideration of: women and work; people with disabilities and work; migrants and work; financial

Concepts and ideas which are consistently identified include:

- Volunteering and unpaid work
- Gender and work
- Greater emphasis on financial planning and budgeting
- More focus on the impact of disability in the workplace
- Workplace communication and leadership skills, as well as other foundational work skills.

4.20 Glossary of terms

Strengths

The inclusion of the glossary is supported by consultation participants.

Teachers view it as an important point of reference to assist them in the implementation of the curriculum.

Simple and clear

Queensland secondary teacher, survey respondent

I think the glossary is important for users of this document

Queensland VET trainer, survey respondent

Other consultation participants consider it an important resource, particularly given the new content and approach of the Work Studies curriculum.

ASIC and the AGFLB are pleased to see the inclusion of a Glossary of terms in the Curriculum, especially as this will be a new subject for some teachers

Australian Securities and Investment Commission & Australian Government Financial Literacy Board,
written submission

Concerns

There is concern expressed by some consultation participants that the language is too complex and pitched too high for students.

Consistent with concerns expressed earlier regarding the strand structure, the term and definition of Life design is singled out by one education authority as problematic.

Improvements

In response to some of the concerns regarding the clarity of some definitions within the glossary, there is support for revisiting the definitions of several terms to ensure consistency and clarification of meaning.

Important and necessary inclusion as many terms within the curriculum require clarification; however, meanings are very wordy and often not clear.

Western Australian School Curriculum and Standards Authority, written submission

In addition, a number of new terms and definitions are nominated by consultation participants for inclusion in the glossary. These include the following new terms (with supporting definitions):

- *Entrepreneur*
- *Social entrepreneur*
- *Not-working*
- *Work readiness*
- *Non-technical work readiness skills*
- *Globalisation*

There is also support for a distinct definition or comprehensive statement on work skills and all that this encapsulates, including *core skills for work; non-technical skills; soft skills, etc.*

5 Jurisdictional perspectives on the draft curriculum

The table below provides a high level overview of the key perspectives emerging from the different jurisdictions.

The table outlines the key perspectives of the state and territory education authorities (noting that one jurisdiction is yet to provide a formal written submission); other education authorities (comprising Catholic and Independent education authorities, where provided); and teachers from each of the jurisdictions who provided qualitative comment on the draft curriculum.

Respondent	Comment
Australian Capital Territory	
State/territory education authority	<p>Strength</p> <p>The intent, aims, structure, flexibility, the focus on developing work readiness in students and provision of opportunities to engage in authentic workplace learning are endorsed.</p> <p>Concerns/improvements</p> <p>The curriculum adds to the overcrowding of the Australian Curriculum as a whole. Writers could consider how the curriculum could be incorporated in other learning areas through use of the general capabilities.</p> <p>There should be greater emphasis on the structural and social factors that impact on work.</p> <p>Some content, such as gaining and keeping work, is pitched at too high a level. Language needs to be simplified to make it more accessible and engaging.</p> <p>Create stronger alignment of content descriptions and achievement standards, and base achievement standards on <i>Australian Blueprint for Career Development</i>.</p> <p>Identify target audience and tailor curriculum to suit their needs, if the curriculum is to be elective.</p> <p>Strengthen links to cross-curriculum priorities and the National Trade Cadetship Years 11-12 curriculum.</p>
Teachers	<p>Strength</p> <p>Structure and intent of the Work Studies curriculum is endorsed.</p> <p>Improvement</p> <p>Links to senior secondary years can be improved.</p>
New South Wales	
State/territory education authority	<p>Strengths</p> <p>The intent and organisation of the Work Studies curriculum is endorsed.</p> <p>Concerns/improvements</p> <p>The content descriptions and achievement standards are too broad, lack clarity and are not aligned. Support review of content descriptions and achievement standards to provide greater clarity and coherence to the teaching and learning of the subject.</p> <p>Curriculum options should be reviewed and expanded to improve the flexibility of the curriculum.</p> <p>Evidence of the cross-curriculum priorities and general capabilities throughout the Work Studies curriculum should be improved.</p>
Wollongong Catholic Education Office	<p>Strengths</p> <p>Structure and intent of the curriculum is endorsed.</p> <p>Improvement</p>

	Support for further clarification of the links to senior secondary years and the National Trade Cadetship.
Teachers	No individual qualitative feedback received.
Northern Territory	
State/territory education authority	<p>Strength</p> <p>The overall intent and potential of the curriculum is endorsed.</p> <p>Concerns</p> <p>Given the separation of some middle and senior schools, the added complexity of the regional and remote context of many schools, and high levels of student disadvantage, there is concern over the implementation of the curriculum in the NT schooling environment.</p> <p>Improvements</p> <p>Greater alignment between the content descriptions and achievement standards.</p> <p>Support for making the subject compulsory.</p>
Teachers	<p>Concerns</p> <p>Significant implementation concerns are raised by teachers in the NT. They contend the curriculum doesn't provide enough guidance and direction to teach and assess the subject.</p>
Queensland	
State/territory education authority	<p>Strengths</p> <p>Support for the Work Studies curriculum as a foundation for the development of work readiness and career development programs in schools.</p> <p>Concerns</p> <p>Concern over the intended users of the curriculum and the balance between students on a vocational pathway or an academic one.</p> <p>Improvements</p> <p>Support for a targeting of the Work Studies curriculum at disengaged students.</p> <p>Clearer guidance required to better outline subject expectations and requirements.</p>
Other education authorities	<p>Strengths</p> <p>Support for the intent of the Work Studies curriculum, and the flexibility it offers.</p> <p>Concerns</p> <p>Considerable implementation concerns with the work-related learning component of the curriculum.</p> <p>Improvements</p> <p>Clarification of the purpose of the curriculum required, with a clearer targeting of the curriculum at disengaged students.</p>
Teachers	<p>Strengths</p> <p>The curriculum is clear and the intent, structure, nature, and flexibility of the subject endorsed.</p> <p>Concerns</p> <p>Concerns over the implementation of the curriculum, particularly regarding the development of the required relationships between the school, business and community.</p> <p>Improvements</p> <p>Opportunities to explore the cross-curriculum priorities could be better embedded in the curriculum.</p> <p>Links to other senior secondary pathways could be improved.</p>

	The curriculum could also examine broader structural issues that impact on employment.
South Australia	
State/territory education authority	<p>Strength</p> <p>The Work Studies curriculum is endorsed. It is relevant and broadly aligns with the SA schooling environment.</p> <p>Concerns</p> <p>The subject may be crowded out by some subjects and not offered in some schools.</p> <p>There is too much content to be covered.</p> <p>There will be significant implementation issues in enabling the work exposure component of the subject, particularly for rural and remote schools.</p> <p>Improvement</p> <p>More guidance on how the subject can be integrated with existing jurisdictional and school initiatives.</p> <p>Greater acknowledgement of the issues that rural and remote schools may face in delivering the subject.</p>
Other education authority	<p>Strength</p> <p>Endorses the scope and intent of the Work Studies curriculum and notes the alignment with existing SA schooling environment.</p> <p>Concerns</p> <p>Significant implementation concerns, particularly around delivery of the work exposure component of the curriculum, and in ensuring the right teacher skillsets and resources are in place.</p> <p>Improvements</p> <p>Support for the curriculum to not focus solely on a VET pathway, but rather an option suitable for all students.</p> <p>Recommends the subject is made a compulsory one.</p>
Teachers	<p>Strengths</p> <p>The Work Studies curriculum is endorsed. The flexibility of the curriculum is particularly valued.</p> <p>Improvements</p> <p>Support for better links to other senior secondary pathways.</p>
Tasmania	
State/territory education authority	<p>Strengths</p> <p>Endorsement for the overall intent, organisation and structure of the Work Studies curriculum.</p> <p>Concerns</p> <p>The volume of content to be covered in the curriculum is a concern.</p> <p>The flexibility of the subject is supported but there are implementation concerns over how schools will deliver the subject, particularly when delivering the subject within one year, and within the indicative hours.</p> <p>Improvements</p> <p>Further guidance on how to engage with NGOs who are already operating related programs, and how the teaching of the subject can be better integrated or mapped with other Australian Curriculum subjects.</p> <p>Support for revisiting the name of the curriculum to ensure it is suitably appealing to students.</p>
Teachers	<p>Strengths</p> <p>Endorsement for the overall intent, purpose and relevance of the Work Studies curriculum.</p>

	<p>Concerns</p> <p>Some concern over implementation issues and the ability of schools to develop the required relationships with business to enable work exposure.</p> <p>Pitch and the volume of content to be covered also feature as a concern for some teachers.</p> <p>Improvements</p> <p>An even greater emphasis on the development of practical skills and work-related understanding is supported.</p>
Victoria	
State/territory education authority	<p>Strength</p> <p>Considered a good foundation for future secondary studies in the Victorian curriculum.</p> <p>Concerns</p> <p>Doubts over the capacity of some schools to adequately engage with business and industry.</p> <p>The pitching of some content – particularly in the Gaining and keeping work and Entrepreneurial behaviours strands – is too high.</p> <p>Improvements</p> <p>Revision of the language across the content elaborations to ensure they can better inform assessment of student achievement.</p> <p>Greater acknowledgement and linkages to existing Victorian curriculum and approach to career development.</p>
Teachers	<p>Concerns</p> <p>Considerable resources and teacher skills will be necessary to cover the breadth of content, and implement both the applied learning and work exposure components of the curriculum.</p> <p>Language used throughout the curriculum is too complex.</p> <p>Schools may struggle promoting Work Studies where it will be competing with other subjects in a crowded curriculum.</p> <p>Improvements</p> <p>More explicit links to existing frameworks and programs like the Australian Blueprint for Career Development are required.</p> <p>There is support for examining structural factors that can impact on work and employment.</p>
Western Australia	
State/territory education authority	<p>Strength</p> <p>Endorsed as a good option for students to develop work skills within a school environment.</p> <p>Concerns</p> <p>The pitch of the subject is too high.</p> <p>Considerable implementation implications are foreshadowed, particularly in enabling of work exposure opportunities for Year 9 students.</p> <p>Improvements</p> <p>A stronger alignment between content descriptions and achievement standards is required.</p> <p>Clearer articulation of the pathways between Work Studies and the National Trade Cadetship and other senior secondary years is supported.</p>
Teachers	<p>Strength</p> <p>The flexibility of the Work Studies curriculum to tailor and implement the subject is valued.</p>

6 Appendix 1: Online Survey

Draft Australian Curriculum: Work Studies Years 9–10

CONSULTATION SURVEY

Introduction

The purpose of this survey is to enable individuals and groups to provide feedback on the draft Years 9–10 Australian Curriculum: Work Studies.

Feedback is sought on the details of the draft curriculum in relation to the following:

- The structure, coverage, clarity, placement and sequence of curriculum content Years 9–10
- Representation of key concepts, general capabilities and cross-curriculum priorities in the Years 9–10 content
- The pitch, sequence, clarity, usability and coherence of the Years 9–10 achievement standards
- The manageability of the curriculum for teachers at each year level and stage of schooling
- The rationale and coherence of the unit structure

Each section of the survey requires responses on a rating scale to statements about components of the draft Australian Curriculum: Work Studies Years 9–10. There is an opportunity to include comments which preferably would include suggestions for improvement. If you wish to provide more detailed feedback, notes that are additional to the survey can be forwarded to workstudies@acara.edu.au with the essential cover sheet.

The consultation website officially closes on 8 December 2013.

THANK YOU FOR YOUR FEEDBACK.

***Note:** This site and the relevant surveys are intended to gather feedback on the draft Years 9–10 Australian Curriculum: Work Studies. It can be completed by an individual or by a group of people, e.g. an association or a school authority. Please note that ACARA may make any feedback provided during the consultation process publicly available. Please visit the terms and conditions of the website at*

<http://www.australiancurriculum.edu.au/Home/Copyright>.

6.1 Background Information

1. Are you responding as an individual or organisation?

<input type="checkbox"/>	Individual
<input type="checkbox"/>	Organisation/Group response

2. In which state or territory are you based: _____

Individual feedback

3. If you are submitting feedback as an individual, which category of respondent best describes your perspective:

<input type="checkbox"/>	Education Secondary (generalist)
<input type="checkbox"/>	Education VETiS teacher
<input type="checkbox"/>	Education VET trainer
<input type="checkbox"/>	School leader
<input type="checkbox"/>	Academic
<input type="checkbox"/>	Employer
<input type="checkbox"/>	Industry or business member
<input type="checkbox"/>	Parent
<input type="checkbox"/>	Student
<input type="checkbox"/>	Other (please specify) _____

4. I have participated in consultation as part of the intensive engagement program during Terms 3-4, 2013

Group feedback

5. If you are providing a group or institutional response (for example, school, industry association, university faculty, education authority) which category of respondent best describes your perspective:

<input type="checkbox"/>	School
<input type="checkbox"/>	Education authority
<input type="checkbox"/>	Training organisation
<input type="checkbox"/>	Business/organisation
<input type="checkbox"/>	Professional association (education)
<input type="checkbox"/>	Professional association (business/Industry)
<input type="checkbox"/>	University faculty
<input type="checkbox"/>	Other (please specify) _____

6. What is the name of your group/institution? _____

7. How many people have contributed directly to this response? _____

8. If your submission is from an individual teacher or represents a school, select the relevant sector:

<input type="checkbox"/>	Government	<input type="checkbox"/>	Independent
<input type="checkbox"/>	Catholic	<input type="checkbox"/>	Other (please specify) _____

6.2 Background and Introduction

9. The Background and Introduction clearly outline the context for the development of the draft Australian Curriculum: Work Studies Years 9–10.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Comment			

6.3 Rationale and Aims of the curriculum

Rationale

10. The rationale for the learning area provides clarity about the intent and scope of the draft Australian Curriculum: Work Studies Years 9–10.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Comment			

Aims

11. The aims of the learning area are clear and express the overall intention of the draft Australian Curriculum: Work Studies Years 9–10.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Comment			

6.4 The Nature of the Work Studies Years 9–10 curriculum

Applied Learning

12. The importance of applied learning is made clear in the draft Australian Curriculum: Work Studies Years 9–10.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Comment			

13. The opportunities for applied learning are evident in the draft Australian Curriculum: Work Studies Years 9–10.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Comment			

Work Exposure

14. The importance of work exposure is made clear in the draft Australian Curriculum: Work Studies Years 9–10.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Comment			

15. The opportunities for work exposure are evident in the draft Australian Curriculum: Work Studies Years 9–10.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Comment			

6.5 Organisation and structure of the Work Studies Years 9–10 curriculum

Strands

16. The nature of the two strands is clear in the draft Australian Curriculum: Work Studies Years 9–10.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Comment			

17. The two strands Skills for learning and work and Career and life design reflect the aims of the curriculum.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Comment			

Sub-strands

18. The sub-strands are clearly described in the draft Australian Curriculum: Work Studies Years 9–10.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Comment			

19. The sub-strands are well covered in the curriculum.

<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Comment			

6.6 Student Diversity

The draft Australian Curriculum: Work Studies Years 9–10:	Strongly Disagree	Disagree	Agree	Strongly Agree
20. takes into account available evidence about the nature of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. takes into account the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. enables teachers to cater for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Comments				

6.7 General Capabilities

The following general capabilities are clearly evident in the draft content descriptions:	Strongly Disagree	Disagree	Agree	Strongly Agree
24. Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Information and communication technology (ICT) capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Please provide any further comments and advice on the incorporation of general capabilities in the draft Australian Curriculum: Work Studies Years 9–10				

6.8 Cross-curriculum Priorities

The following cross-curriculum priorities are clearly evident in the draft content descriptions:	Strongly Disagree	Disagree	Agree	Strongly Agree
32. Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Please provide any further comments and advice on the representation of the cross-curriculum priorities in the draft Australian Curriculum: Work Studies Years 9–10				

6.9 Further considerations

The draft Australian Curriculum: Work Studies Years 9–10:	Strongly Disagree	Disagree	Agree	Strongly Agree
36. is explicit about possible links with other learning areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. provides clear linkages to the senior secondary years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Comments				

Implications for Teaching and Assessment

39. Please provide any comments you have on the implications for teaching and assessment, including details of similar, successful programs.

Comments

6.10 Content Descriptions

The draft content descriptions:	Strongly Disagree	Disagree	Agree	Strongly Agree
40. are clear and unambiguous, i.e. explaining in clear language what is to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. are coherent, i.e. work well together across strands and year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. are sequenced appropriately, i.e. in an order consistent with your experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. are pitched appropriately, i.e. realistic yet sufficiently challenging for students at each year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. cover the important content for this learning area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. encourage the pursuit of in-depth teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Please identify any extra content that you believe should be included in the draft curriculum and give reasons for your selection.				
47. Please identify any current content that you believe should not be included in the draft curriculum and give reasons for your selection.				
48. Other comments				

6.11 Content Elaborations

The draft content descriptions:	Strongly Disagree	Disagree	Agree	Strongly Agree
49. illustrate the content descriptions effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. are clear and unambiguous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. are relevant and appropriate illustrations of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Comments (please indicate specific strengths and/or areas for improvement with particular reference to specific year levels)				

6.12 Achievement Standards

The draft achievement standards:	Strongly Disagree	Disagree	Agree	Strongly Agree
53. are clear and unambiguous, i.e. explaining in understandable language what students are expected to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. are coherent, i.e. clearly articulate across year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. are sequenced appropriately, i.e. in an order consistent with your experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. are pitched appropriately, i.e. realistic yet sufficiently challenging for students at each year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Comments (please indicate specific strengths and/or areas for improvement with particular reference to specific year levels)				

6.13 Options

The Work Studies Years 9–10 curriculum:	Strongly Disagree	Disagree	Agree	Strongly Agree
58. provides flexibility and opportunities for teachers and students to explore additional content through the four options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. option 1: <i>School-industry cooperative project</i> offers opportunities for students, schools and industry to engage with the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. option 2: <i>Contemporary workplace challenges and opportunities</i> enables students to consider current workplace issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. option 3: <i>Cross-cultural enterprise</i> offers students an opportunity to interact with external peers to collaborate on a common goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. option 4: <i>Aboriginal and Torres Strait Islander Peoples and work</i> allows students to explore the contribution, practices and challenges of Aboriginal and Torres Strait Islander Peoples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Please suggest any other options that may be suitable for inclusion and give reasons for your suggestion.				
64. Please provide any further comments and advice on the incorporation of the four curriculum options in the draft Australian Curriculum: Work Studies Years 9–10				

6.14 Glossary of Terms and Final Comments

Glossary of Terms

Please provide any comments you have on the glossary of terms in the draft Australian Curriculum: Work Studies Years 9–10.

Comments

Please provide any further comments you have on the draft Australian Curriculum: Work Studies Years 9–10.

Comments

7 Appendix 2: Intensive engagement with the draft curriculum – participating schools

State/Territory	School
Australian Capital Territory	Campbell High School St Clare's College Wanniassa School P-10
New South Wales	Armidale High School St John's Park High School
Northern Territory	O'Loughlin Catholic College West Arnhem College, Gunbalanya Campus
Queensland	Mabel Park State High School St Laurence's College Woree State High School
South Australia	Christies Beach High School Pembroke School
Tasmania	City Campus Inveresk Huonville High School Ogilvie Girls High School
Victoria	Ballarat High School Gisborne Secondary College
Western Australia	Broome Senior High School Halls Head Community College Swan Christian College Yule Brook College

8 Appendix 3: Written submissions

The providers of written submissions are listed below. Names of individuals are not listed in line with privacy laws.

State and Territory Education authorities (8)

- Australian Capital Territory
- New South Wales Board of Studies
- Northern Territory Department of Education
- Queensland Studies Authority
- Tasmanian Department of Education
- South Australian Department of Education and Child Development
- Victorian Curriculum, Assessment Authority
- Western Australian School Curriculum and Standards Authority

School Authorities (2)

- Independent Schools Queensland
- Association of Independent Schools SA

Teacher professional associations (2)

- Asia Education Foundation
- Australian Curriculum Studies Association

Professional Associations (other than education) (1)

- Institute of Certified Bookkeepers

Government departments (other than education) (2)

- Australian Securities and Investments Commission and Australian Government Financial Literacy Board
- Australian Taxation Office

Schools (1)

- Cooloola Christian College

Organisations (2)

- Beacon Foundation
- The Smith Family

Individuals (3)

9 Appendix 4 Proposed directions for revision

Written submissions were received from 20 respondents, 18 providing directions for possible revisions of the draft curriculum.

Name of organisation for individual	Abbreviation
ACT Careers Advisors	ACT CA
ACT Education and Training Directorate	ACT
Asia Education Foundation	AEF
Association of Independent School South Australia	AISSA
Australian Curriculum Studies Association	ACSA
Australian Securities and Investment Commission combined with Australian Government Financial Literacy Board	ASIC, AGFLB
Australian Taxation Office	ATO
Cooloola Christian College	CCC
Independent Schools Queensland	ISQ
Institute of Certified Book Keepers	ICB
NSW Board of Studies, Teaching and Educational Standards	NSW
Northern Territory Department of Education	NT
Combined Queensland jurisdictional feedback	QLD
Smith Family	TSF
South Australian Department of Education and Child Development	SA
Tasmanian Department of Education	TAS
Victorian Curriculum and Assessment Authority	VIC
Western Australia School Curriculum and Standards Authority	WA
3 individuals	Individual

Draft Australian Curriculum Work Studies Years 9-10 written submission feedback

	Issue	States/Territories/PTAs/Other Agencies	Specific matters needing attention	Proposed actions
1.	Introduction	NSW	Language used projects a negativity regarding the future of work for young people	Maintain the language used as other feedback was very positive about the introduction
		QLD, AISSA	Expression 'concern that the gap between education and the work readiness of young people is widening' is critical of career development programs in schools	Revise statement to remove perceived judgemental connotation but maintain emphasis on the need for work readiness
		ISQ	Clarify purpose/target audience of this curriculum	Revise to emphasise the curriculum is for all students and is socially inclusive
2.	Rationale	TAS, ACSA	Limiting nature of the word 'workers' and need include broader perspectives for life, learning and careers	Revise terminology to broaden the perspective to include 'participation for life, learning and work'
		WA	Lack of specificity and inadequate reference to students 'gaining an understanding of themselves'	Revise to condense text and increase specificity
		AISSA	Include a relationship diagram showing the strands and sub-strands	Do not include in rationale but in organisation and structure
3.	Aims	SA,	Order needs revisiting and language refined	Revise and adjust aims to provide a better sequence
			Strengthen connections to <i>Core Skills for Work Developmental Framework</i>	Connections are apparent
		SA, WA	Include reference to entrepreneurial skills in aims	No change - entrepreneurial skills are implicit in aims
		QLD, NSW	Remove word 'uncertain' from aims – it has negative connotations	Maintain language to provide realistic environment students will face in their working futures
		TAS, ACSA	Revise aims to better reflect rationale in terms of skills and resilience	Revise to reflect reality some students will have up to three years of schooling ahead of them
		TAS, ACSA	Strengthen numeracy throughout the content	Revise to strengthen numeracy throughout content

	Issue	States/Territories/PTAs/Other Agencies	Specific matters needing attention	Proposed actions
4.	The nature of Work Studies: applied learning and work exposure	SA	Revise statement on AP by including 'authentic, real life experiences'; delete 'mostly learned in a school setting'	Do not make additions – previous feedback advised against these words
		TAS	Strengthen emphasis on structured reflection	Revise to strengthen the visibility of structured reflection throughout
		NT, SA, QLD, AISSA DoE	More advice required for jurisdictions/schools and teachers on opportunities for and examples of work exposure	Implementation and resourcing are beyond ACARA's remit Recommend that ACARA prepare an advice document to support schools and teachers as they implement the curriculum
		WA, TAS	Clarify what media files are and provide example	Substitute media sources
		QLD,TAS, TSF, AISSA, ISQ	Clarify final paragraph to remove confusion regarding what is required for course completion	Revise text to clarify course requirements
5.	Organisation and structure	WA, AISSA	Include a relationship diagram to visibly represent the strands and sub-strands. This will assist with clarity of content organisation	Include diagram from the Shape Paper in the organisation and structure section
		AISSA	Diagram to provide formats/examples of how to integrate into school curriculum	This is beyond ACARA's remit
6.	Strands and sub-strands descriptions	QLD	Strand descriptions need to be more explicit	Revise to make descriptions more explicit, particularly Entrepreneurial behaviours
		Individual	Career and life design needs more emphasis on change, creative and critical thinking	Revise in light of feedback that also commends this section
		ATO	Clarify implications of various working arrangements to ensure understanding and thereby reduce exploitation of young people	Revise description to include differences between various emerging work arrangements
		TAS, TSF	Strengthen relevant literacy and numeracy skills throughout the strands to improve coherence	Revise and strengthen throughout the content
		NSW	Rename Career and life design to Career Design	Review strand name

	Issue	States/Territories/PTAs/Other Agencies	Specific matters needing attention	Proposed actions
			Clarification required around Entrepreneurial behaviours	Revise statement description to clarify the sub-strand
7.	Inclusivity	NT, SA	Disability and ESL statement must include students can achieve not just be engaged	Revise the statement
		NT, SA	The specific needs of students with disabilities and in remote and rural locations must be accounted for	Revise to provide greater clarity and direction
		QLD	Include examples of how to cater for diversity	This is beyond ACARA's remit
8.	General capabilities	NSW, QLD, ACT Careers Advisors, NT	General capabilities require better alignment in content descriptions and in elaborations	Review content and align more effectively and as appropriate
		AEF	Intercultural understanding description requires strengthening	Revise in line with AEF suggestion
		NSW	Review to ensure consistency, relevance and currency	Review quality and representation of general capabilities
9.	Cross-curriculum priorities	AEF	Insufficient explicit reference to the importance of Asia	Look for further opportunities to make explicit reference to Asia, as appropriate
		AEF	Asia and Australia's engagement with Asia statement requires strengthening	Consult AEF when strengthening the statement
		ACT Careers Advisors, NSW	Strengthen cross-curriculum priorities throughout the core content	Look for further opportunities to include priorities in content, as appropriate
10.	Links to other areas of the curriculum	ICB	Lack of links to VETiS to ensure that students understand the full range of option	Revise the links to other areas of the curriculum text Include diagram to highlight the relationship of Work Studies Years 9-10 to senior secondary pathways
11.	Senior secondary years	QLD, ACSA, ACT Careers Advisors, NSW	Expectations of the curriculum require ACARA to consider the practical implications for implementation of the curriculum and provide advice	Review ACARA's position and provide guidance and advice for jurisdictions, sectors, professional organisations and teachers on possible implementation approaches re staffing, integration of content, structure of course

	Issue	States/Territories/PTAs/Other Agencies	Specific matters needing attention	Proposed actions
12.	Content	ISQ NSW, NT, QLD, SA, , WA	Incorporate clearer/stronger instructional verbs in the content descriptions stem so what needs to be taught is clearer	Revise content descriptions to provide greater clarity regarding what students need to learn
		NSW	Content descriptions are too broad and lack clarity regarding what needs to be taught	Revise and strengthen content descriptions
		NSW	Need to raise the expectations for student learning in Year 9, increase the rigour	Review Year 9 content and revise to raise expectations and enhance opportunities for student engagement
		SA, ISQ	Too much content	Review
		ATO, ASIC, AGFLB	Amendments required to a range of CDs to strengthen specific areas of content, for example, business and personal financial literacy, WHS, and obligations/responsibilities and rights of workers	Review content descriptions and incorporate suggestions where appropriate; some of suggested content is covered in economics and business
		Individual, NSW	Remove the term life design: implies controlled, predictable approach to career planning	Maintain the term, as it received favourable comment from other respondents Review content descriptions to ensure that the approach is flexible
		NSW	Gifted and talented students are not catered for in content	There is sufficient scope for teachers to develop units of work in both core and options to cater for student diversity
		WA	Include information on skilled workforce drive	This is covered in existing content
		WA	Entrepreneurial behaviours is pitched too high order for both Year 9 and 10	No change to pitch as only one respondent had concerns for pitch in the content of both Years 9 and 10. Overall trial schools were positive regarding pitch
13.	Elaborations	ATO, ASIC, AGFLB	Additional elaborations required specifically on financial management; obligations and rights of workers	Revise elaborations and adjust where appropriate, being mindful that some of the suggested content may be covered in economics and business

	Issue	States/Territories/PTAs/Other Agencies	Specific matters needing attention	Proposed actions
		VIC	Context of some elaborations will make it difficult to collect evidence of student achievement	Elaborations are not mandatory and so it is not necessary that student achievement be measured against them; they can be rewritten by teachers if required
14.	Options	Individuals, NSW	The options are narrow in nature and limit choices for teachers	Expand the provision by including further options. Suggestions include: <i>Gender and work</i> <i>Community work and volunteering</i> <i>Diverse Work Places and Ways of Working</i> <i>School-developed option</i> – this could include targeted literacy and numeracy programs, enrichment options
15.	Achievement standards	WA, NSW	Pitch is too high for Years 9 and 10 students	Overall feedback agrees with pitch of achievement standards Review language used in achievement standards
		WA,	Lack of clarity regarding the minimum standard required	Revise to provide greater specificity
		NSW	They do not adequately reflect the content descriptions and align more with elaborations	Revise achievement standards to remove value-based statements and to better align with the content descriptions
		AEF	No specific mention of Asia in achievement standards	Cross-curriculum priorities are not specifically targeted in achievement standards in the Australian Curriculum
		AEF, NSW	Achievement standards do not relate to the options	Review achievement standards to ensure they cover options as well as core
		NSW, QLD	Achievement standards do not adequately align with the content descriptions	Revise to provide better alignment with content descriptions
16.	Glossary	NSW	Explanations of terms are pitched too high for Years 9 and 10 students	The glossary is intended as a teacher resource and so not targeted at students
		NSW	Add terms to clarify meanings for teachers	Add targeted terms as required

	Issue	States/Territories/PTAs/Other Agencies	Specific matters needing attention	Proposed actions
			Clarification on meaning of work skills	Add a comprehensive statement on work skills to the glossary which covers all aspects of this term used in the curriculum
17.	Links to related documents, packages and programs	QLD, WA	Lack of links to relevant work education programs and packages such as Foundation Skills for Work Package	This package is designed for adults in the workplace and not suitable for students in Years 9 and 10 Include a general statement on links to other programs
		ICB	Exclusion of bookkeeping	No specific occupation has been targeted in the curriculum
		QLD, WA	Lack of explicit links to <i>Core Skills for Work Developmental Framework</i> and the <i>Australian Blueprint for Career Development</i>	Both documents have informed the development of the curriculum but it is not appropriate to incorporate in the curriculum itself. Consideration will be given to incorporating reference to them in any supporting documentation