

Work Studies Years 9–10
Draft Shape Paper
Consultation Feedback Report

April 2013

www.acara.edu.au

© Australian Curriculum, Assessment and Reporting Authority 2013

This work is copyright. You may download, display, print and reproduce this material in unaltered form only (retaining this notice) for your personal, non-commercial use or use within your organisation.

All other rights are reserved. Requests and inquiries concerning reproduction and rights should be addressed to:

ACARA Copyright Administration, ACARA
Level 10, 255 Pitt Street
Sydney NSW 2000

Table of Contents

Executive Summary	3
Consultation participants	3
Methodology	4
Key Findings.....	4
Analysis of the Draft Shape Paper	7
Curriculum Title	7
Preface and Background	8
Rationale	9
Aims	11
Nature of the Work Studies Years 9-10 Curriculum	12
Applied Learning	13
Organisation of the curriculum	14
Structure of the curriculum.....	16
Curriculum Strand: Skills for Work and Learning	18
Curriculum Strand: The World of Work	21
Work Exposure.....	23
Inclusive Practices.....	25
General Capabilities	26
Cross-Curriculum Priorities.....	28
Links to other areas of the curriculum	30
Senior Secondary Years.....	31
Glossary	32
Overall Comments.....	32
Conclusion: Key Issues and Actions	34
Attachment 1: Online Survey	39
Attachment 2: Breakdown of participants	42
Attachment 3: Online Survey Responses	46

Executive Summary

This report presents the key findings from consultation feedback for the draft *Shape of the Australian Curriculum: Work Studies Years 9–10*. It outlines the methodology used to collect and analyse consultation data, details of quantitative feedback, and a summary of qualitative data. This analysis of consultation data will inform revisions to the draft Shape Paper and provide directions for writing the Australian Curriculum: Work Studies Years 9–10.

The draft *Shape of the Australian Curriculum: Work Studies Years 9–10* was published in December 2012. It was the subject of national consultation from 19 December 2012 to 24 March 2013.

In summary, the draft shape paper proposed that *Australian Curriculum: Work Studies Years 9–10*:

- be an elective subject within the Humanities and Social Sciences learning area
- take an applied learning approach
- have a curriculum structure with two strands:
 - Skills for Work and Learning with the two sub-strands Workplace communications and Entrepreneurial behaviours
 - The World of Work with the two sub-strands Career development, and Gaining and keeping work and the nature of work
- include a work exposure component.

Consultation Participants

There were two sources of consultation feedback:

- an online survey completed by 60 stakeholders who responded to a rating scale for each statement and/or provided additional comments
- written submissions from 20 respondents either emailed or posted to ACARA.

Written feedback was submitted by key stakeholders throughout Australia including:

- state and territory education authorities
- organisations such as professional teacher associations, schools, industry, non-government organisations
- individuals.

Industry representatives attended a symposium at ACARA on 22 February 2013 to review the draft Shape Paper and provide ACARA with an industry perspective on the development of the curriculum. ACARA also held an initial trial schools teachers' workshop on 25-26 March 2013 where teachers were asked to provide feedback on the draft Shape Paper. Records of these meetings have been included as consultation feedback.

Online survey questions are included in Attachment 1. The breakdown of online, written submissions, representatives who participated in the Industry Symposium and Intensive Engagement with Schools workshop is included in Attachment 2. The breakdown for online survey responses is presented in Attachment 3.

Quotes included in this report are representative of the typical comments expressed by a variety of jurisdictions, organisations and individuals Australia-wide.

Methodology

The quantitative online survey data were analysed using the online survey software application, Survey Methods and Microsoft Excel. Quantitative analysis of the online survey data is presented in charts for each section of the survey. The number of respondents measured in each chart is indicated by *n*. The charts used in this report show 10 different perspectives: the overall perspective of all online respondents, each state and territory perspective, and those who indicated a national perspective (identified in the charts as 'other'). Not all of the 60 survey respondents completed the rating scale for every question. In addition, the number of respondents within each state and territory differs significantly. The demographic breakdown of respondents is outlined in Attachment 2.

NVivo 10 software was used for analysis of the optional commentary accompanying the online survey responses and the formal written submissions. For each question in the survey, comments were categorised as concerns, strengths and suggestions as well as against common themes for each specific section of the paper. This analysis of survey respondents' commentary and formal submissions has been used to illustrate the qualitative findings and demonstrates the diversity of views provided by the consultation.

Key Findings

Respondents identified the following as strengths of the draft Shape Paper:

- both the need for such a curriculum and the direction provided for its development were well supported
- the overarching idea that the curriculum will provide an applied learning approach was supported by many respondents including industry and education authorities
- the rationale for inclusion of the curriculum was strongly supported
- entrepreneurial thinking and behaviours is also seen as a positive strength of this curriculum by education authorities.

The following issues were consistently raised by a broad range of stakeholders in the consultation feedback:

Nomenclature

Feedback from respondents indicated the name of this curriculum needs to:

- reflect the broad holistic nature of the curriculum to avoid being restrictive and marginalising
- encompass the career development aspect of the curriculum
- use terms that do not convey a misleading impression, for example, 'trade,' 'cadetship' and 'work'
- reflect the learning aspect of the curriculum
- avoid being bland and uninspiring.

Three curriculum title suggestions identified from feedback that address these concerns were:

- Learning a living
- Learning, earning, living
- Learning and life design.

Intention of the curriculum

Respondents generally indicated that neither the intent nor the specific need for the curriculum is sufficiently clear. Benefits to students also need to be clarified. This will be addressed in the Rationale.

Some respondents also felt that the intended target of the curriculum needed further clarification. This will be addressed in the section Nature of Work Studies.

Emphasis and balance

Feedback indicated that two areas would benefit from greater emphasis:

- The social and economic context in which students are learning, and the work environment. This will be addressed through restructuring the Skills for learning and work strand to include sub-strands
 - Learning to learn
 - Work skills
 - Entrepreneurial behaviours
- Career development and management. This will be addressed by restructuring the strand World of Work with the new title it Career and Life Design and then developing three sub-strands under this strand:
 - Career development and management
 - Nature of work
 - Gaining and keeping work

Positioning

A significant number of respondents felt that Work Studies did not belong under the Humanities and Social Sciences learning area. It is proposed that links to other learning areas be made more explicit and that Work Studies not be positioned under any learning area.

Feedback from all sources has shown a strong preference for making this curriculum compulsory. This is beyond ACARA's remit.

Terminology

Feedback questioned the use of some terminology and the consistency of use across the paper. This includes terms used across schools, VET and jurisdictions. Further clarification of specific terms will be provided through the glossary in the revised Shape Paper.

General capabilities and *Core Skills for Work Framework* and implications

The role of the General capabilities in this curriculum and their relationship with the *Core Skills for Work Framework* was regarded as unclear by some respondents. This will be addressed by including a reference to each and a paragraph on the relationship between the two in the section Nature of Work Studies. It is also proposed that a mapping of the *Core Skills for Work Framework* to General capabilities be included as an appendix in the curriculum

Alignment of rationale, aims nature and organisation and structure, including diagram

Feedback indicated that there is no clear line of sight throughout the draft Shape Paper for some elements of the curriculum. The revised Shape Paper will be reviewed to ensure that alignment is clear.

Clarity of writing

Lack of clarity of expression was identified in some paragraphs of the paper. The targeted paragraphs will be rewritten.

Pitch

Some concern was expressed that the curriculum is pitched at too high a level to be suitable for the ability and maturity levels of Years 9–10 students and is excessive in content. Work Studies is based on the assumption that each student can learn and enables high expectations to be set for all students.

Links to other learning areas and senior secondary

Some feedback indicated that links to other learning areas failed to recognise the opportunity for the Work Studies curriculum to support an interdisciplinary approach to learning and teaching and only made tokenistic links. ACARA will make the links to other learning areas more explicit. Pedagogical approaches to teaching and learning, however, are beyond ACARA's remit.

Connections to the Senior Secondary National Trade Cadetship curriculum were regarded as inadequate and will be strengthened.

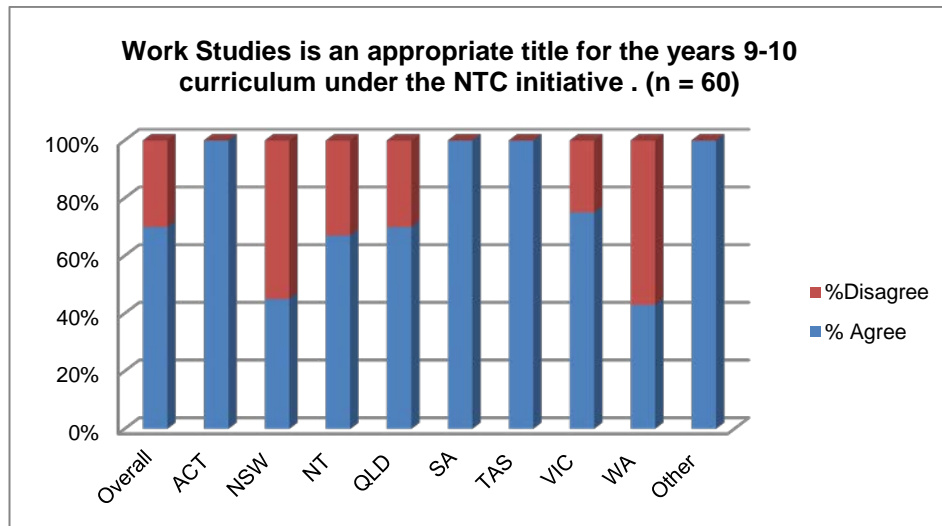
Issues related to implementation

Although a high percentage of respondents accepted both the need for Work Studies and the direction of the development of this curriculum, schools and authorities have indicated a concern about resourcing, school and business partnerships, and the need for teacher professional development. These issues are beyond the scope of the draft Shape Paper.

Analysis of the draft Shape Paper

Curriculum Title

Feedback from survey respondents indicates 70% of total respondents agreed the title Work Studies Years 9-10 is appropriate to describe this curriculum. On closer inspection, respondents from WA, Vic, Qld, NT and NSW showed higher disagreement with the title of this curriculum, than those from the other states and territories.



The relationship of this curriculum to the National Trade Cadetship initiative caused concern and misunderstanding for a large cohort of stakeholders, including industry and teachers.

AWPA supports the renaming of the program to Work Studies Years 9-10 under the National Trade Cadetship Initiative, in contrast to the previous name National Trade Cadetships Year 9-10, as this removes confusion around the intent of the program and what constitutes a cadetship. (Australian Workplace and Productivity Agency)

The title needs to be holistic and encompass the career development aspect of the curriculum. It currently 'undersells' the potential learning opportunities within the course. (School Curriculum and Standards Authority, WA)

A more appealing name would enhance the opportunity to attract and engage a wider range of students to the curriculum which is focussed around career development concepts. The name should reflect this broader intention to develop career pathways and lifelong learning, rather than a narrow focus on work. (Catholic Education Commission, Sydney)

Preface and Background

Generally, there is a positive response from online survey respondents to the preface and background sections of the draft Shape Paper, with 90% of respondents agreeing that it provides an adequate context for the development of the Australian Curriculum for Work Studies in Years 9–10.

Key strengths

Stakeholders noted the broadened scope of the National Trade Cadetships initiative, and agreed with the new direction outlined by the National Trade Cadetship Advisory Panel. Feedback indicated, however, that it is not automatically clear what the changes involve and it has been suggested that a brief description be included in this section.

Many of the written submissions agreed with the direction and intent of this curriculum. Whom this curriculum is targeting was still unclear to some stakeholders. It is recommended that the Shape Paper include a clear statement of intent and indicate that it is not being developed as a retention and engagement strategy.

... the concept of the curriculum being a foundation for both academic and career progression, as identified in Paragraph 19, is welcomed. There is some general concern that the curriculum might be aimed at disengaged, at-risk or lower academic ability students. (Catholic Education Commission, Sydney)

The content of the draft shape paper appears to have been written for a specific and narrow group of students rather than for a full range of students and potential pathways. (Queensland Studies Authority)

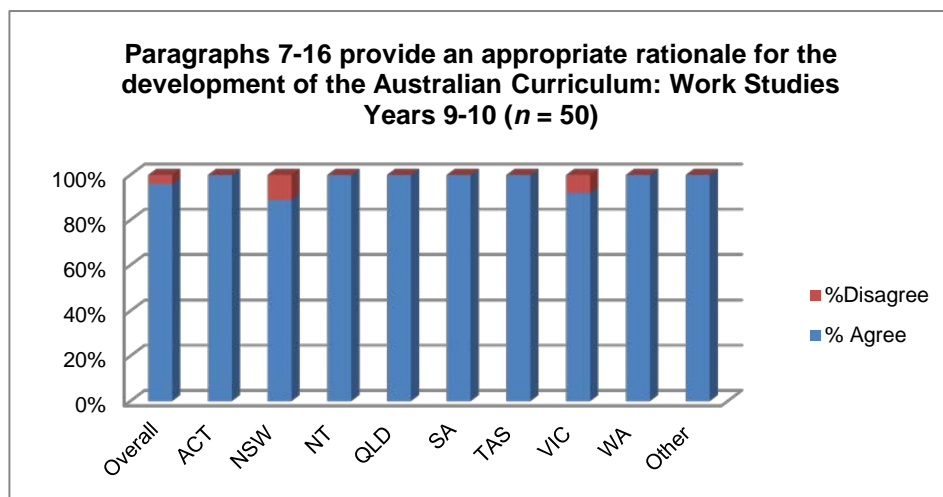
Areas for improvement

Respondents across all stakeholder groups requested further clarification in the preface and background sections of the paper, with particular attention to:

- Terminology: the use of 'generic work readiness skills and knowledge' was seen as confusing. References to industry and stakeholder consultation are brief and a number of stakeholders requested further details of those consulted prior to the development of the draft Shape Paper.
- Linkages to the *Melbourne Declaration on Educational Goals for Young Australians* and other relevant national policy developments, for example the Department of Education, Employment and Workplace Relations *National Career Development Strategy Green Paper*, the *Australian Blueprint for Career Development*, and work being undertaken by Industry Skills Councils such as the *Foundation Skills Training Package*.

Rationale

Online survey respondents were overwhelmingly positive about the rationale, with 96% of total respondents agreeing that it provides an appropriate basis for the development of the curriculum. Written submissions also indicated a high level of support for the rationale.



Key strengths

The rationale's links to the Australian Curriculum General capabilities were seen as a major strength of this curriculum.

...strong because while it acknowledges that the Australian Curriculum will develop skills, Work Studies will enhance their development ...focussing on importance of general capabilities. (Online Survey Response)

Encouraging to see the GCs mentioned explicitly in the rationale, particularly as they link to lifelong learning and workplace related capabilities. (Asia Education Foundation)

The links to lifelong learning and entrepreneurial behaviours were also widely praised by respondents.

The aim to build positive attitudes and develop future enablers for students in relation to the world of work is welcomed. This positive approach will support young people to develop skills and behaviours to manage learning, work, schools and life for positive outcomes. (Queensland Studies Authority)

The holistic nature of the rationale, its recognition of the needs of students, and acknowledgement that the skills needed to participate and thrive in the future differ from those in the past were recognised and identified as strengths.

Feedback from the Queensland Studies Authority indicates that a stronger rationale for their inclusion needs to be made, if the General capabilities are not addressed in existing learning area curricula:

This subject seems to heavily rely on the notion of developing the General Capabilities as rationale for its inclusion in the curriculum. This places the General Capabilities in a different context to other learning areas. Rather than this, the rationale needs to address why developing the General Capabilities through the other learning areas is not enough. (Queensland Studies Authority)

The three broad categories of skills identified in paragraph 13 of the rationale were seen as positive by a few respondents including Catholic Education Commission of Victoria, Independent Schools Queensland and Queensland Studies Authority. However, it was noted that there needs to be closer connections between these three broad skill categories and the aims of this curriculum.

Areas for improvement

Recommendations for strengthening the rationale concentrated principally on the need for a stronger 'mission' statement and emphasis on career development and connections to work, businesses and industry.

Some submissions recommended a greater emphasis on career development and it was recommended that the *Australian Blueprint for Career Development* be referenced in the rationale (Queensland Studies Authority, School Curriculum Standards Authority WA, Department of Education and Child Development SA, and individuals).

There needs to be a stronger statement of intent for the curriculum, with the links between industry, workplaces and schools, the economy and desired outcomes for students made more explicit (National Trade Cadetship Advisory Panel, VETNetwork Australia, Queensland Studies Authority).

...there is a need to be more focussed on Work Studies and the rationale for why the Work Studies subject is part of the Australian Curriculum and should be implemented by schools. (Queensland Studies Authority)

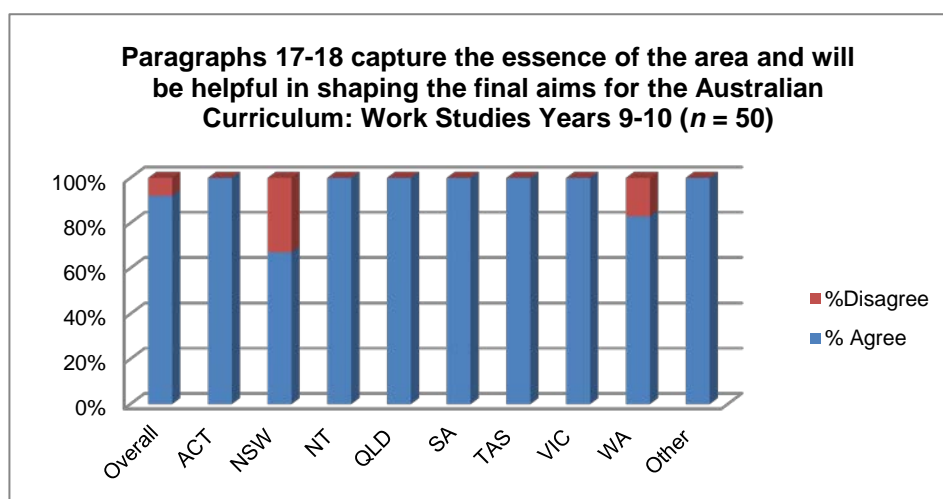
This also includes placing a stronger focus on the context of the work and wider business environment:

One of the consistent themes of much research on students at this age is that they don't see why they are studying what they are studying at school. They don't see the relevance of what they are studying in the core curriculum to their future as independent adults. Building a clearer understanding of what skills, knowledge and understandings they will need to succeed in the twenty first century workplace should engender greater commitment to success in schooling. (National Trade Cadetship Ministerial Advisory Panel)

A small number of respondents commented that the alignment between the rationale and aims is not clear (Queensland Studies Authority, Independent Schools Queensland)

Aims

Online survey responses indicated a high level of support for the aims, with a total of 92% either agreeing or strongly agreeing with their direction.



Key strengths

Many submission respondents agreed with the development of broad, overarching aims that allow for flexibility in the development and delivery of this curriculum.

The aims provides a clear directive that curriculum should have enough flexibility to cater for the needs of all students. (Online Survey Response)

Aims are overarching and not too specific. This allows for a number of different running models. (School Curriculum and Standards Authority WA)

Areas for Improvement

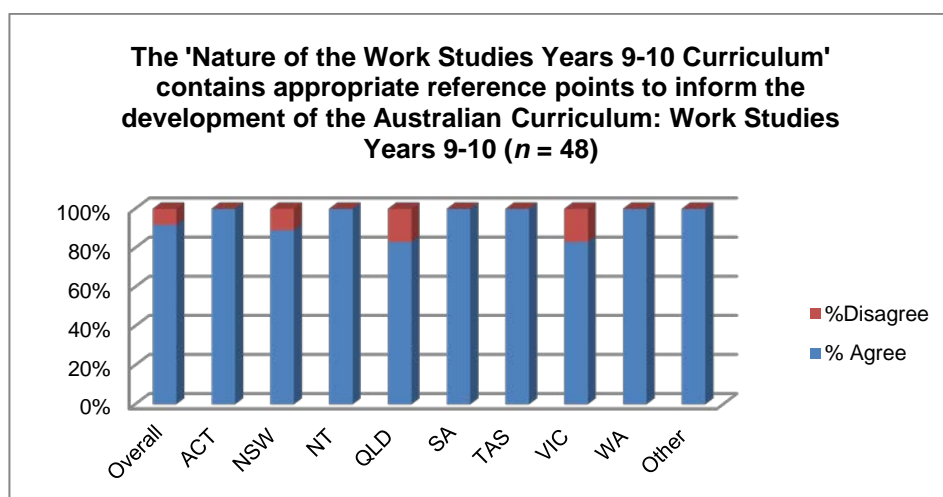
A small cohort of respondents has requested further strengthening and clarity in the revisions of the aims of the Work Studies Years 9-10 curriculum.

The language used is quite generic and appears to emphasise general understandings rather than development of the skills required to make a successful transition to the workforce and to further education. The aims could be linked more strongly to the original intention of the National Trade Cadetship to provide clear pathways into training. (Catholic Education Office, Sydney)

Nature of the Work Studies Years 9–10 Curriculum

A high percentage (92%) of online respondents agreed that this section contains appropriate reference points to inform the development of the Work Studies Years 9–10 curriculum.

There was strong support from representatives at the Industry Symposium and general but measured support from written feedback to this section of the draft Shape Paper.



Key strengths

The fact that this curriculum is intended to be inclusive was commended, as was the statement that it is not intended as a retention and engagement strategy.

The concept of the curriculum as supporting both academic and career progression was positively received. Respondents were pleased that the curriculum was not directed solely at low achieving or at-risk students.

Areas for improvement

VETnetwork Australia felt that the role of businesses and industry needed strengthening in this section of the draft Shape Paper, as it is fundamental to the success of this curriculum.

This would have been a prime opportunity for the introduction of school / business / community relationships and in particular, the role on business and industry in shaping curriculum relevant to the work sites of the modern century. The role of business and industry is fundamental to the success of 'work' studies curriculum and they seem to be very much, a forgotten partner. (VETnetwork Australia)

Respondents expressed concern about clarity in this section, particularly in relation to the targeted students and how the curriculum can increase student course options.

Feedback from a range of respondents including schools, education and school authorities raised concerns regarding implementation of the curriculum, including the time allocation to this elective subject across the two years.

A challenge for the curriculum and its implementation will be to avoid any artificial separation of conceptual learning in the classroom and applied learning experiences. E.g. when will these applied learning

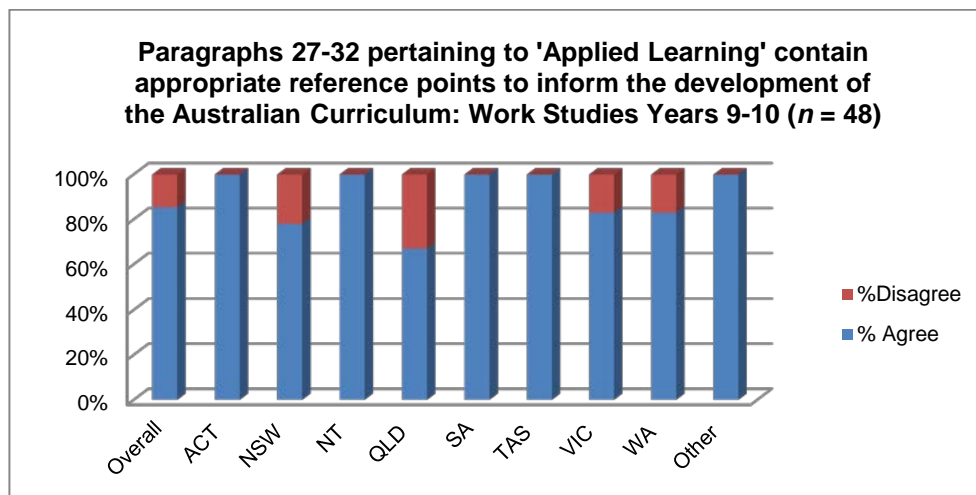
opportunities occur? Ideally, these would be dispersed throughout the year in order to promote theorised practice. (Asia Education Foundation)

Schools may not have the staff, the willingness, the expertise or resources to offer this subject. (Independent Schools, Queensland)

Concerns are expressed about the need for engagement with and commitment from industry and employers, but of critical importance, the capacity of the local community to absorb the additional demands outlined. Concerns are also expressed if the expectation of extending the learning beyond the classroom were to place any undue financial pressure on schools. (Catholic Education Commission, Victoria)

Applied Learning

Eighty-five per cent of online respondents either agreed or strongly agreed that the applied learning section provided a sound basis for the development of this curriculum. Written submissions were supportive of applied learning but some were critical of elements of this section.



Key strengths

Participants at the Industry Symposium saw one of the strengths of this curriculum as going 'beyond assessments' and focusing on relevant, hands-on learning and applied learning in context.

Current academic subjects tend to focus on whether content will be tested in the end. Would like to see this go beyond that – enabling teachers and students to look at curriculum content and its application to life and work. (Industry Symposium participant)

An applied learning approach also resonated with many respondents who saw this as an important element of the Work Studies curriculum.

We commend the writers of the National Trade Cadetship Initiative: Australian Curriculum Work Studies Years 9-10 Draft Shape Paper

(Shape Paper) for their applied learning approach. (Australian Securities and Investments Commission)

The notion of applied learning is supported... This subject has the potential to support all learning areas and to facilitate applied learning and practical learning within the whole curriculum. (Queensland Studies Authority)

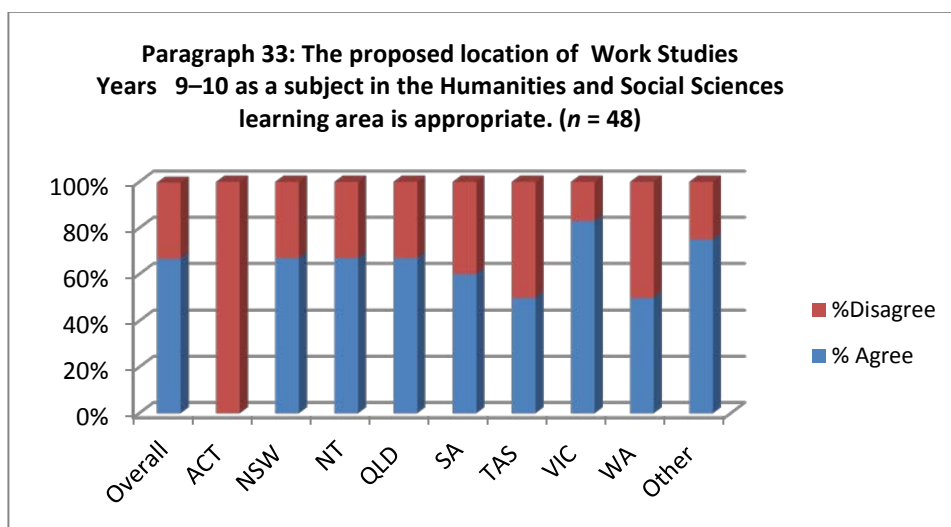
Areas for improvement

Although a high percentage of respondents supported the applied learning approach, schools and industry indicated a concern that students might not be able to access ‘authentic learning experiences’. Feedback also suggested that the curriculum recognise work experience that young people undertake.

Work Studies misses the opportunity to look for connections with existing workplace and community experience and to recognise the actual training that occurs there. The reality is that most young people in year 9 and 10 will have experienced part-time employment, volunteer community activity through supporting aged care (Meals on Wheels, visits to aged residents), charitable organisations (fund raising), organising local events (like fairs and fun days), work experience programs of 1-2 weeks involving placements in local industry settings, work and career education programs like Try A Trade, career expo, industry-based ‘adopt a class’ programs. (Online Survey Response)

Organisation of the Curriculum

There was mixed feedback on the location of this curriculum in the Humanities and Social Sciences learning area. Sixty-seven per cent of all survey respondents agreed with its placement.



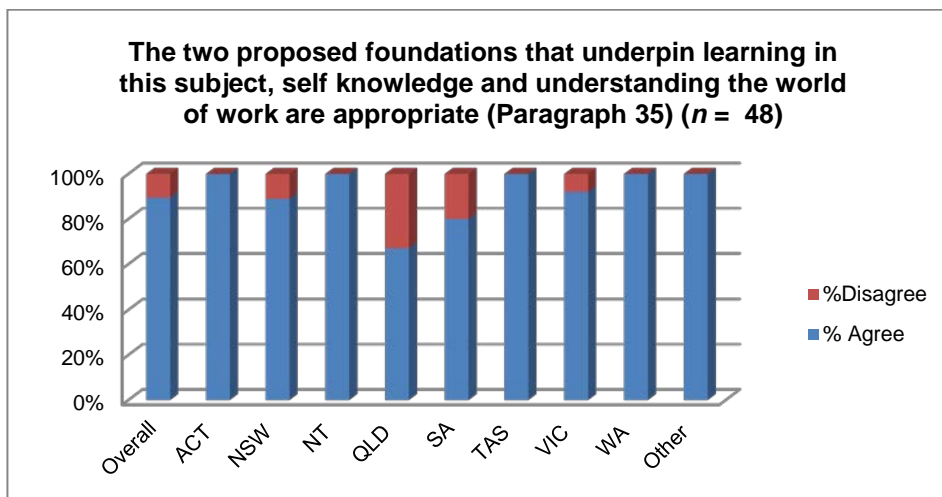
Education authorities across Australia had similar reservations about the inclusion of this curriculum within the Humanities and Social Sciences learning area, as well as its optional nature. The quotes below sum up the general feedback from respondents on the organisation of the Work Studies Years 9–10 curriculum

A number of the respondents recommended that it was a separate area considering the importance of student transition and future impact on relevant pathways if the career development aspects of this course are not available. There is a perception that the Humanities and Social Sciences learning area is as catch all for everything that does not fit anywhere else. (Department of Education, Tasmania)

It was also felt that the placement of this subject into the Humanities and Social Sciences learning area was inappropriate and may detract from its significance. This subject should be separated from the existing learning areas. (School Curriculum and Standards Authority, WA)

There was stronger support for the two proposed foundations, with some respondents requesting they be strengthened further. Ninety per cent of all survey respondents agreed with the two proposed foundations, and this was confirmed with feedback from written respondents.

Both self-knowledge and understanding the world of work are appropriate foundations for the curriculum. (Online Survey Response)



Key strengths

Many respondents through the online survey, written submissions as well as those at the Industry Symposium and the schools workshop believed this curriculum should be made mandatory for all students. Feedback from respondents indicates the outcomes of this curriculum as stated in the draft Shape Paper are outcomes from which all students would benefit.

Mandatory for all in Years 9 and 10 (Industry Symposium participant)

Many respondents still felt that Work Studies should be a compulsory subject rather than an elective as all students would benefit from exposure to work whether from a career or work readiness focus. (Department of Education and Children’s Services, NT)

ASIC and the AGFLB strongly recommend the Australian Curriculum Work Studies Years 9-10 be a compulsory subject as the skills and knowledge developed in this learning area are essential for all students to effectively engage in the workforce and society. In addition, if Work Studies was compulsory, any perceived stigma associated with this learning area would be diminished as all students would be required to participate. (Australian Securities and Investments Commission and Australian Government Financial Literacy Board)

Teachers felt that this subject should be mandatory for all students. (Association of Independent Schools WA)

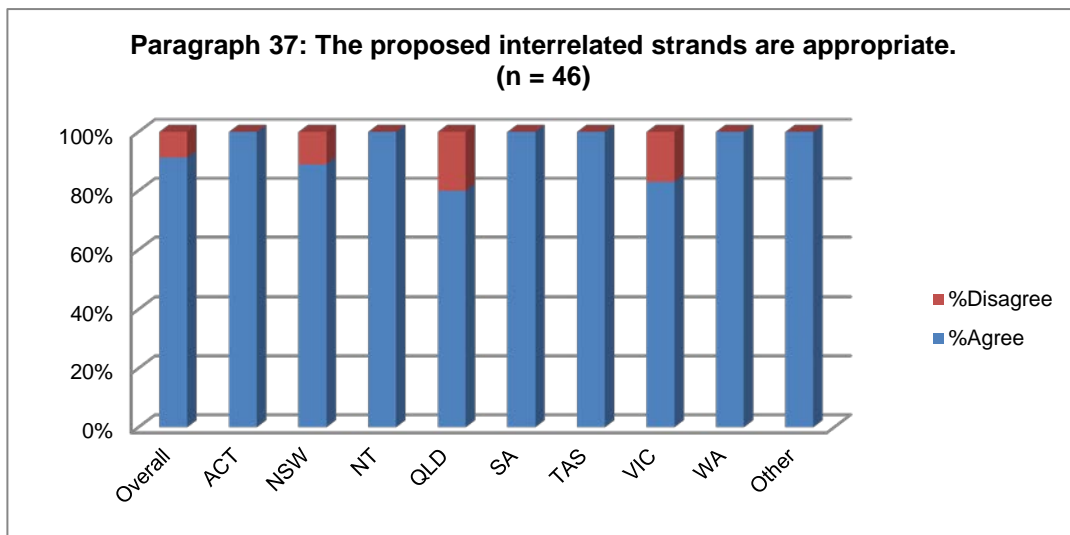
Areas for improvement

There was some debate about the location of this elective subject amongst the Humanities and Social Sciences learning area. Respondents both through the online survey and written submissions identified this curriculum as having a closer relationship to the Technological and Applied Studies (TAS or Technologies) Key Learning Area, whilst others would like to see this curriculum as a cross-disciplinary or as a standalone subject. It is interesting to note that online respondents in NSW did not show any more inclination to have this curriculum in the Humanities and Social Sciences learning area, despite the current offering, Work Education being placed in the Human Society and its Environment (HSIE) key learning area.

Humanities area already very dense (Trial School Workshop participant)

Structure of the curriculum

Over 91% of all online survey respondents agreed with the two proposed interrelated strands.



Key strengths

There was general agreement from the written respondents on the two proposed strands, with some feedback indicating a possible update to the title of the strands.

There is a question about the order of the words learning and work. (Career Industry Council of Australia)

Would like a slight word change to one – “Skills for work, life and learning” This sits more in line with the direction of the rationale at the beginning of the paper and contemporary career practices. (Australian Independent Schools, SA)

Many respondents supported a diagrammatic representation of the structure and organisation of the curriculum to assist in visualising how the strands related to one another. Most survey respondents (88%) agreed the diagram clearly represented the relationships between the underpinning foundations, the strands and the contextual elements of the curriculum.

VCTA supports the inclusion of this diagram. It helps the reader (ultimately the teacher) to understand the relationship between different elements... (Victorian Commercial Teachers Association)

The diagram is useful and adds clarity but there needs to be consistency of terminology used in the diagram and in the text i.e. Skills for Work and Learning. The diagram is very effective in positioning this subject to be more than just career education. (Queensland Studies Authority)

However, written feedback suggested further revisions to the diagram to assist in a clearer representation of the strands and sub-strands and the interrelationships between the foundational and contextual elements of the curriculum.

The diagram was very hard to conceptualise. Stakeholders were not able to immediately decipher meaning and had to refer to the text. (School Curriculum and Standards Authority, WA)

Areas for improvement

There was a consistent message through the online responses and written submissions that there is a lack of focus on career development, including linkages to the *Australian Blueprint for Career Development*.

In terms of terminology, the curriculum needs to choose between 'career development' and 'learning'. 'Career development' is preferred as it implies learning and is more specific to Work Studies. (Asia Education Foundation)

Despite agreement it was noted that the focus on work and work readiness does not reflect broader context of the rationale. There is not

enough emphasis on career development. (School Curriculum and Standards Authority, WA)

... the paper is missing career management. The Australian Blueprint for Career Development (a highly respected international document that was used in the literature review) has three strands. (Online Survey Response)

Feedback from a couple of Education Authorities indicated a need to further strengthen the relationship between this curriculum and the General capabilities.

...the curriculum aspirations for this subject seem to replicate the General Capabilities rather than have a subject or discipline specific focus that is evident in other shape papers. (Queensland Studies Authority)

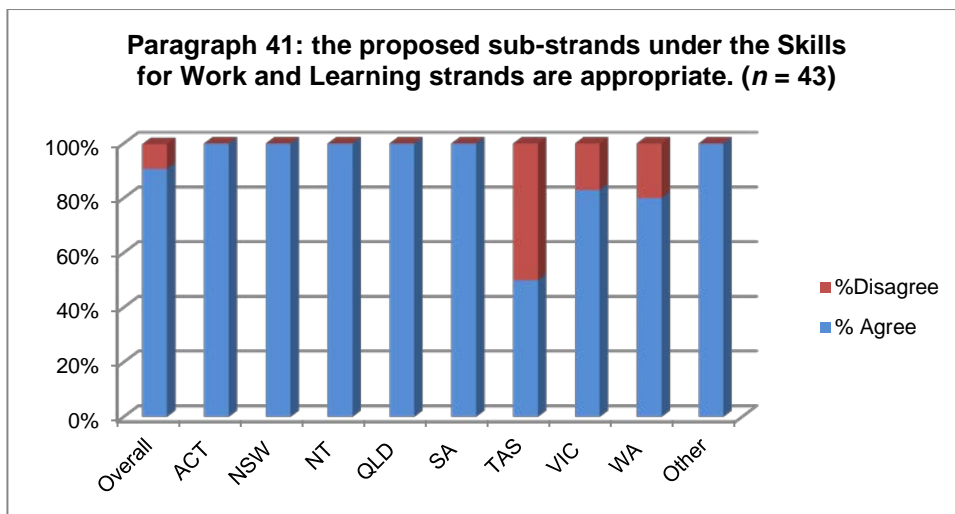
Further clarification as to whether there will be a set of core and elective choices was also raised, as well as the role and place of achievement standards in this curriculum.

As part of the structure we wondered whether there could be some CORE elements and some ELECTIVES. (Australian Independent Schools, SA)

Further clarification is sought on the achievement standards mentioned, and how assessment would be measured against outcomes (i.e. how would achievement of the capabilities and skills be measured?). (Catholic Education Commission, Victoria)

Curriculum Strand: Skills for Work and Learning

Overall there was strong support for the two proposed sub-strands under the curriculum strand Skills for Work and Learning, with 91% of total online respondents agreeing with the appropriateness of the proposed sub-strands.



Feedback from written submissions predominantly focused on this strand proposed in the draft Shape Paper.

Entrepreneurial Behaviours – fantastic. Hasn't really been addressed in the past and is important for students in this society. (Australian Independent Schools South Australia)

The CECV supports student exposure to the concepts of running and managing a business, including problem solving and entrepreneurial and ethical behaviours. (Catholic Education Commission Victoria)

Entrepreneurial behaviours are an integral part of consumer and financial literacy and we are very pleased to see they have been addressed in the Skills for Work and Learning and in the Shape Paper in general. (Australian Securities and Investments Commission)

Key strengths

Feedback in relation to entrepreneurial behaviours, an element of the sub-strand which encourages students to take calculated, safe risks, was identified by some respondents as a major strength of this curriculum, especially amongst participants at the Industry Symposium.

Create an environment where it is safe to make mistakes - and learn from them and to not be regarded as failures. (Online Survey Response)

Risk taking is a really important area, innovation is critical to the future. (Industry Symposium participant)

Teachers need to give students encouragement to take risks. Teachers need to advise students that failure is okay, there is a real need to learn and understand this. (Industry Symposium participant)

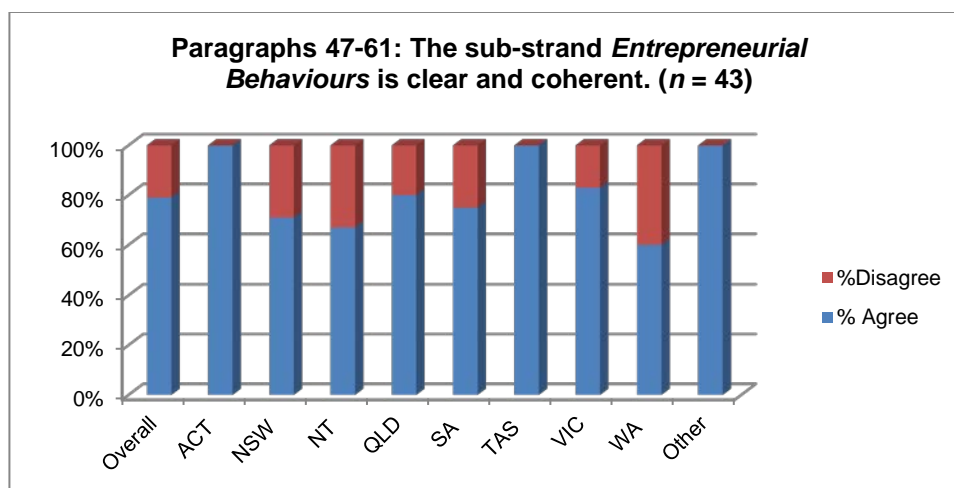
It was also suggested by the School Curriculum and Standards Authority WA that risk taking be further clarified as 'structured risk taking'.

Feedback from across all respondents suggested that workplace communications is a key area and the recognition of the various types of workplace communications was considered as a key strength of this sub-strand.

The Workplace communication sub-strand describes skills that are relevant and can be applied to the workplace. Relating communication to the workplace is a valuable strategy to engage students. It is hoped that the curriculum will provide students with the opportunity to select resources specific to their interest area thus increasing their commitment. (Queensland Studies Authority)

Areas for improvement

Feedback showed in-principle support for the development of the sub-strand Entrepreneurial behaviour, with 79% of all online respondents agreeing that it is appropriate. However, some of the feedback indicated a concern around the pitch of the sub-strand to Year 9–10 students.



Respondent comments also indicated the sub-strand required further clarity around its intent. Feedback from education authorities suggested that the terms ‘initiative and enterprise’ were more appropriate and that clearer linkages to the General capability, Critical and creative thinking could help to increase understanding amongst stakeholders.

The entrepreneurial behaviours are not at an appropriate level for many Year 9 students. (Online Survey Response)

Should focus more on encouraging innovation and initiative, rather than focusing on entrepreneurial behaviours. Not all students wish to be entrepreneurs. (Online Survey Response)

We question the need to emphasise entrepreneurial behaviours. The intention is not clear. Looking at setting up own business, etc. is too specific and not applicable for many Year 9-10 students. Some of these behaviours are great and would be valued in any worker, but doesn't need to be called entrepreneurship. Perhaps the focus should be on “innovation and initiative”. This also needs to be addressed in the glossary. (School Curriculum and Standards Authority WA)

Whilst feedback acknowledged the role of digital technologies, including the role of digital communication, a number of respondents indicated the need for more balance with oral and written workplace communication.

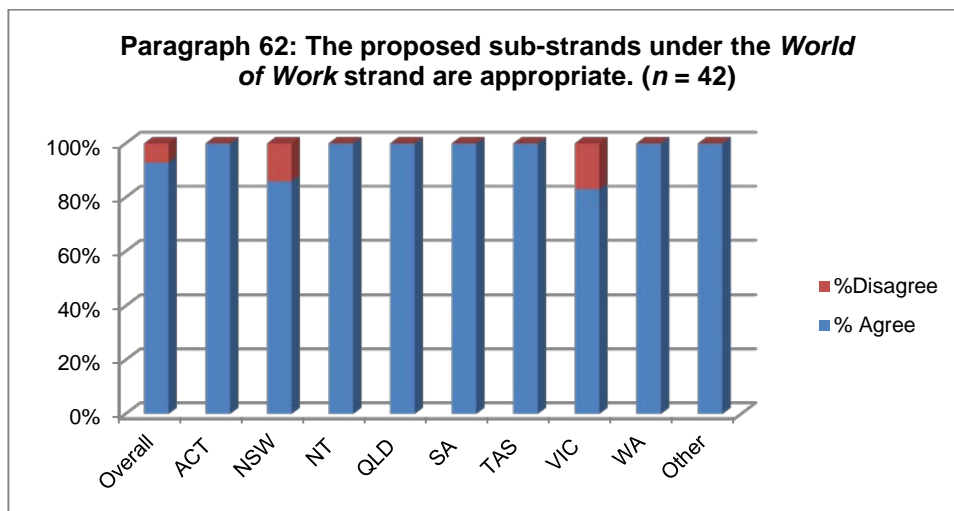
Support though believe there is perhaps an over-emphasis on digital and other forms of communication rather than some further balance toward oral and written communication. (Online Survey Response)

Not enough about non-tech communication, form filling, talking to people in the workplace, body language, non-verbal (Trial School feedback)

Workplace communication appears passive in these paragraphs, focusing on written work and online communication rather than, for instance, speaking assertively about difficult issues in the workplace. (Career Industry Council of Australia)

Curriculum Strand: The World of Work

A high percentage of online respondents (93%) agreed the proposed sub-strands under the World of Work are appropriate.



Respondents also advised that a number of existing resources be considered in the revision of this Shape Paper.

Key strengths

The conceptual intent of this curriculum strand and sub-strands was generally supported by respondents to the online survey and through written submissions.

The conceptual intent of Gaining and keeping work and the nature of work is strongly supported. (Queensland Studies Authority)

Students must develop an understanding of the impact of the fast rate of change in Australian workplaces and the corresponding need for employees to be agile and flexible. That need should be connected to the knowledge, skills and understandings employees will require to manage in such a turbulent environment with its relentless and inevitable demands for productivity. (National Trade Cadetship Ministerial Advisory Panel)

Specifically, respondents strongly supported the links to lifelong learning under the Career development strand, with the possibility of stronger links to the nature of employment.

Students need to look beyond the end job – rather look at the skills for career development and to be ready for any/most jobs. (Industry Symposium)

This sub-strand is a good basis although it would be worth mentioning that students will acquire career development skills – the skills that enable them to manage their own careers proactively. (Career Industry Council of Australia)

This section provides the opportunity to focus strongly on skills young people need to manage their career journey over time, including through a lifelong learning process. (Department of Education and Child Development SA)

Appropriate references to lifelong learning. This focus is immediately relevant to 13-15 year old students. (School and Curriculum Standards Authority, WA)

Areas for improvement

The need for further clarity in the structure of this strand, including the place of Career development, was raised. Respondents from Victoria across all submissions recommended a review of the *Victorian Careers Curriculum Framework* and closer linkages to the *Blueprint* as a reference point to revise the sub-strand under Career development.

The section on career development is most welcome although, recognising that there are many ways to order material, it is unclear why it is under this strand. (Career Industry Council of Australia)

*This section is already available in Victorian schools through the delivery of the *Careers Curriculum Framework for Years 7-12*. This is a duplication for students of a program that already exists and is delivered over a much greater time period so providing students with a deeper understanding. (Catholic Education Commission Victoria)*

A number of education and school authorities (Independent Schools WA and SA and Curriculum Standards Authority, WA) recommended a review of the structure and the terms used to describe the sub-strands in this section. It was suggested that the World of Work strand be further broken into three sub-strands.

Second sub strand should be split into 2 1. Career Development 2. The Nature of Work 3. Gaining and keeping work (Australian Independent Schools, SA)

Gaining and keeping work and the nature of work should be split up into three different dot points. Titles should be: 1. Nature of Work. 2. Securing work. 3. Engagement of Work. (Australian Independent Schools, WA)

'Gaining and keeping work' and the 'nature of work' are not the same and should not be linked together. This section may need three strands... may be grouped according to the sub headings: Nature of careers, Gaining a career, Keeping a career. (School and Curriculum Standards Authority, WA)

A small number of school and curriculum authorities were concerned there was too much content within the strand Gaining and keeping work and the nature of work. Clarity in the structure of the curriculum (related to core and elective content) could help alleviate some of these concerns.

Currently the amount of content to be covered is unachievable. The scope of potential content is extensive and it is not clear how much is necessary to be covered. Will all content be required, or will there be negotiable content? (School and Curriculum Standards Authority, WA)

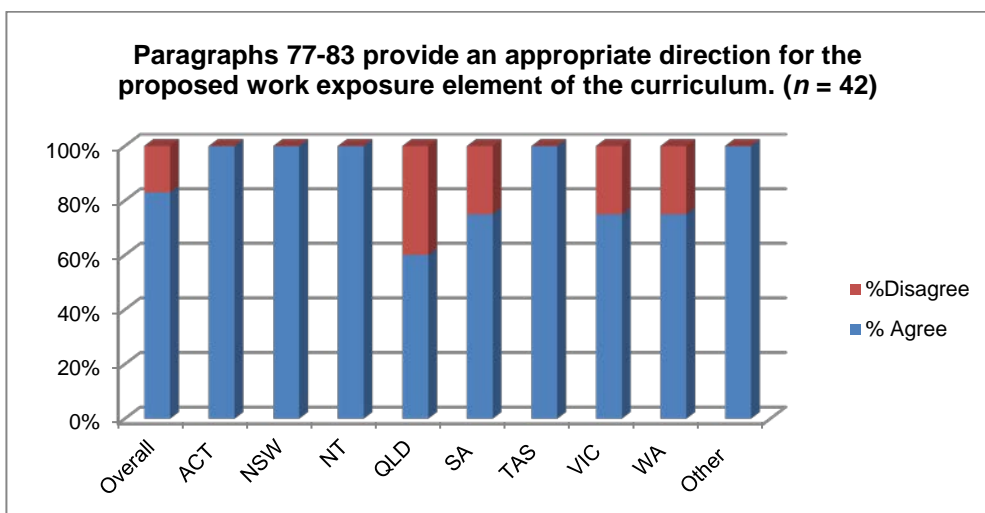
It would be important to avoid unnecessary duplication within the context of the perceived "crowded curriculum". (Catholic Education Commission, Victoria)

The National Trade Cadetship Ministerial Advisory Panel also recommended more focus on the employee and employer rights and responsibilities:

The World of Work section should be expanded to provide greater clarity and further details on the rights and responsibilities of both employers and employees. (National Trade Cadetship Ministerial Advisory Panel)

Work Exposure

In the online survey, 83% of respondents agreed with the proposed direction of the work exposure element of the curriculum.



Feedback from industry and schools generally supported school and industry partnerships as a positive way to engage students with the world of work.

To ensure that partnerships are fruitful, meaningful and sustainable, the CECV's experience has proven that there is a huge and significant commitment required to achieve positive outcomes, together with a need for ongoing nurturing of the relationships involved... The multiplicity of demands on available resources (both at a school and a business, industry and community level) would need careful consideration, management and coordination. (Catholic Education Commission, Victoria)

The notion of schools developing strong connections and partnerships with employers and community organisations is strongly supported as an essential element for the successful delivery of an effective course based on this subject. (Queensland Studies Authority)

Industry Symposium participants discussed ways in which they can form partnerships with schools in their local area. It was suggested that some businesses access existing resources such as partnership brokers and mentoring programs to engage with schools and students.

Key strengths

Generally, feedback from all respondents indicated the strength of the work exposure element is the flexibility of work exposure opportunities which do not rely on direct contact with workplaces.

I like the variety and flexibility of the types of work exposure, this will allow schools to tailor experiences to suit the needs of individual students and classes. (Online Survey Respondent)

All school communities are different and in particular urban and regional schools face different challenges. The wide range of work exposure experiences provides a very broad and varied range of opportunities. There is strong support that work exposure should not rely on direct contact to the workplace. (Online Survey Respondent)

Areas for improvement

There were clear concerns from a range of respondents that Year 9 students should not include work experience due to age-related legal issues.

Industry Symposium participants and other respondents expressed concern over the struggle to accommodate student work placements and the effectiveness of these work placements. However, there was equal concern that simulations should not be substituted for real hands on work.

Simulation doesn't replace real hands on work.

There is a need for workplace visits but for them to be successful they need ... to be structured, negotiated with industry, designated learning outcomes, reflection and discussion required post visit.

There should be a range of workplace visits to expose students to a range of workplaces. Students should be to spend time in industry to understand the realities and environment.

Work experience is not very effective Students would respond in work experience by having a structured program provided and not just getting coffees or emptying the bins.

On the other hand, the National Trade Cadetship Ministerial Advisory Panel suggested the work exposure component could be further strengthened.

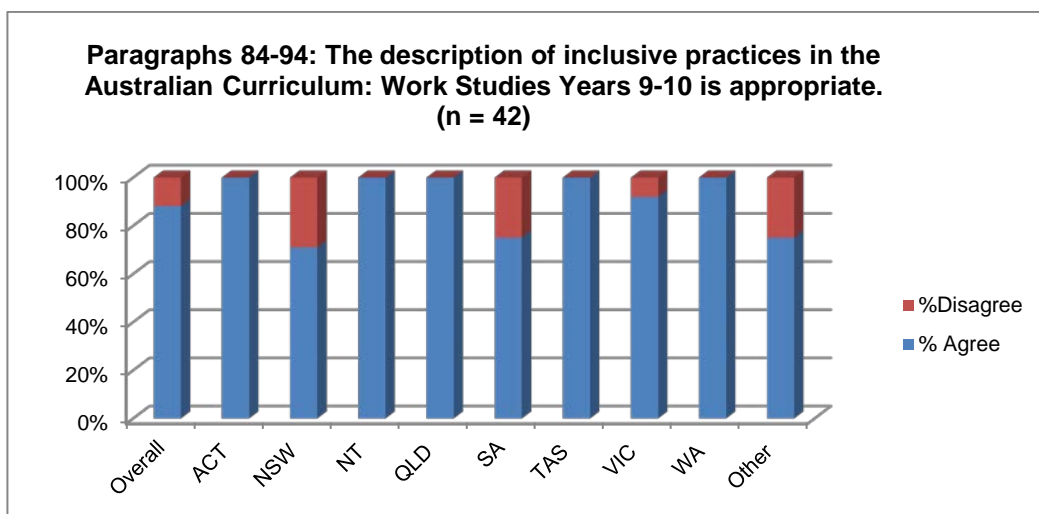
The Panel is concerned that the bar may have been set too low for the work exposure component ... there must a minimum requirement for some exposure to real workplaces. For example, getting students to watch a DVD about a real workplace cannot be a substitute for real exposure to a workplace. The Panel notes that, even in some very remote schools in the Northern Territory, special arrangements have been made to move students to workplaces outside the community for work exposure. (National Trade Cadetship Ministerial Advisory Panel)

It is interesting to note that the School and Curriculum Standards Authority WA and the Department of Education and Child Development SA suggested 'Work Exploration' replace the term 'Work Exposure'.

The term 'work exposure' (passive) should be 'work exploration' (active). (School and Curriculum Standards Authority, WA)

Inclusive Practices

Feedback from all respondents was generally supportive of the description of inclusive practices, with 88% of online respondents agreeing that its inclusion was appropriate.



Respondents also saw opportunities and flexibility in the draft Shape Paper for students with disabilities to access this curriculum.

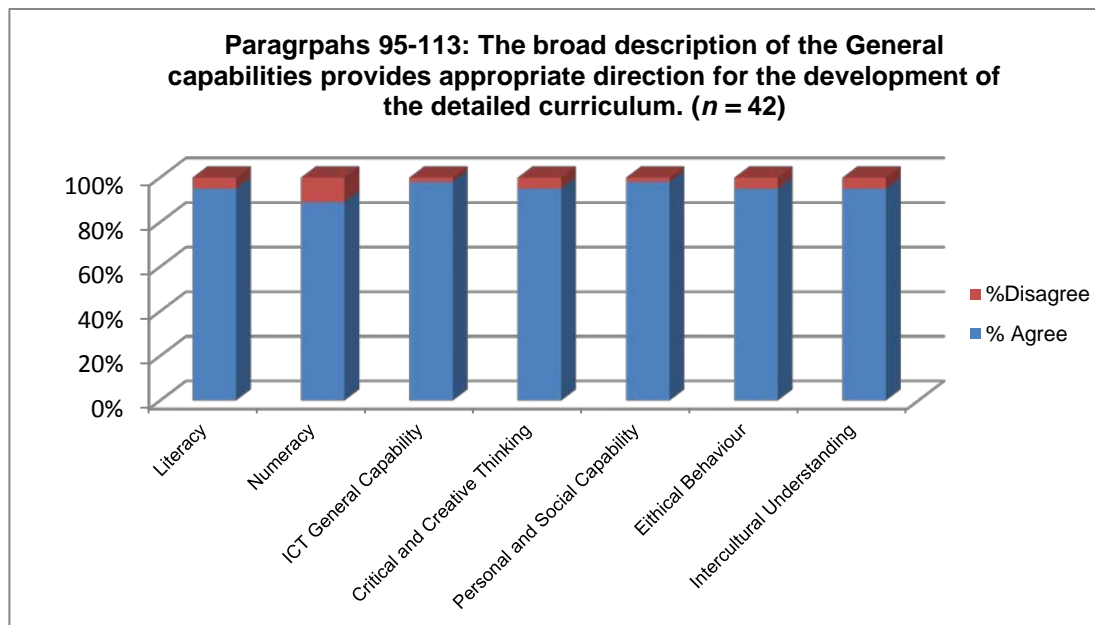
Minor concerns raised from respondents included:

- resourcing to ensure that all students have access to this curriculum
- how gifted and talented students will benefit from and be sufficiently challenged by this curriculum
- references to English as an Additional Language or Dialect (EAL/D) need further consideration.

It is unclear how teachers could use this curriculum flexibly to enrich and/or accelerate learning for gifted and talented students to meet their individual learning needs. (Department of Education, TAS)

General Capabilities

Over 90% of the online survey respondents agreed with the broad descriptions of the General capabilities.



Key strengths

Most respondents felt that the Shape Paper supports the general capabilities in the context of work and that there are strong references to the general capabilities throughout the paper. Many respondents felt it was encouraging to see the general capabilities cited explicitly in the rationale, particularly their link to lifelong learning and workplace-related capabilities.

Overall, the general capabilities have been referenced quite strongly, which is logical given that these are the knowledge, skills, behaviours and dispositions that young Australians are expected to have developed by the time they exit school and enter the workforce. (Asia Education Foundation)

The literacy capability was well received.

Some respondents strongly supported the statement on numeracy.

...strong synergy with consumer and financial literacy, particularly in the Numeracy section, point 101 which recognises , that financial literacy is a requirement across enterprises and that numeracy will help them manage salaries and personal and workplace budgets, and calculate personal and enterprise tax liabilities’ (Australian Securities and Investments Commission and the Australian Government Financial Literacy Board)

Critical and creative thinking skills were seen as key attributes for Work Studies students, and most respondents believed they were logically represented.

The focus on collaborative team work in the Personal and social capability was well received by respondents.

the focus on collaborative work, paired with personal development can provide students with the opportunity to gain a sense of who they are, what career direction they would like to take and the pathways available to them.’ (School Curriculum and Standards Authority WA)

The inclusion of the general capabilities Intercultural understanding and Ethical understanding was strongly supported.

that students should have the opportunity to compare and contrast how culture may influence work ethic, employment opportunities, career choices and career management.’ (School Curriculum and Standards Authority WA)

...it is important that in the Intercultural Understanding students learn about other cultures from real interchanges and experiences with people. (NTC Industry Symposium participant)

Areas for improvement

Many respondents argued that explicit examples would provide more clarity about how the general capabilities could be embedded in Work Studies. The WA School Curriculum and Standards Authority stated, for example:

This section would benefit from more explicit examples particularly in relation to workplace literacy, such as understanding visual cues, reading signs, reading body language. (School Curriculum and Standards Authority WA)

The revision of the draft paper should make it clear that the general Capabilities are ‘set’ and that Work studies will provide students the opportunity to develop these capabilities in specific contexts. (Queensland Studies Authority)

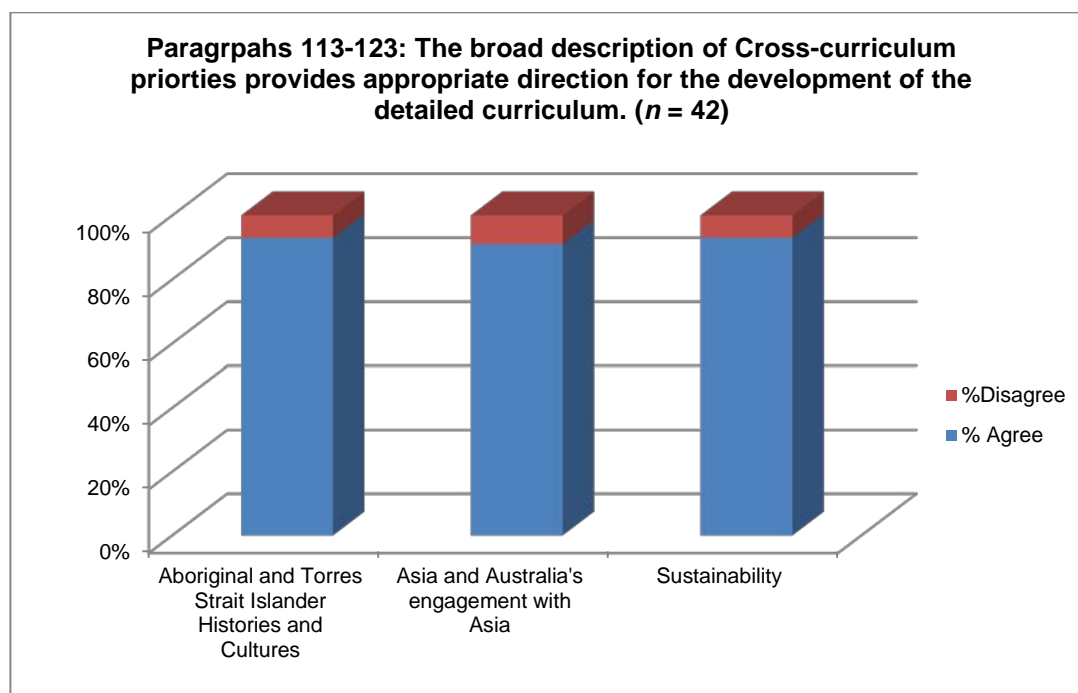
A small number of respondents expressed concern over the breadth of scope of ICT capability while at the same time recommending the introduction of the concept of digital citizenship.

Australia Education Foundation suggested that the Shape Paper should explore the implications and challenges arising from similarities and differences in cultural values. It also

recommended that the Shape Paper should include how cultural diversity in the workplace can affect how people work, interact, make decisions and develop trust.

Cross-Curriculum Priorities

There was strong support for the Cross-curriculum priorities from online survey respondents, with over 90% agreeing that the broad descriptions provide an appropriate direction to inform the development of the curriculum



Key strengths

Most respondents were able to see clear links between the Cross-curriculum priorities and the draft Shape Paper. The cross-curriculum priorities were seen as complementing the global nature of work. In particular, the Work Studies curriculum was seen as laying some of the basic foundations for the Asia and Australia's engagement with Asia priority.

Supports the cross-curriculum priorities in the context of work...Complements the global nature of work (online survey respondent).

The Aboriginal and Torres Strait Islander histories and cultures priority was seen as having a strong place in the curriculum. It was acknowledged that Work Studies could actively empower Aboriginal and Torres Strait Islander young people to better engage in their communities and contribute to the development of enterprise and employment-based opportunities.

successful remote indigenous communities have practical education and training at their core. (online survey respondent)

The links to Sustainability were seen as clearly established.

Areas for improvement

There were conflicting views as to the depth of the focus on the Asia and Australia's engagement with Asia priority. Some respondents would prefer to see a more global focus rather than a narrower emphasis on Asia.

to a more global economy ...to reflect the multiculturalism of Australia, rather than have a narrow emphasis on Asia. (Australian Independent Schools, WA)

The context should expand beyond the Asian economy to the global economy. (School Curriculum and Standards Authority WA)

However, other feedback suggested that the focus on Asia be broadened. The Asia Education Foundation (AEF) believed the draft Shape Paper should provide greater depth and broader studies of Asia.

The extent to which work studies is able to contribute to the policy commitments towards developing Asia relevant capabilities in schools and the Australian workforce needs to be emphasised, (Asia Education Foundation)

... a greater emphasis on the importance of Asian business connections to the Australian industry. (Queensland Studies Authority)

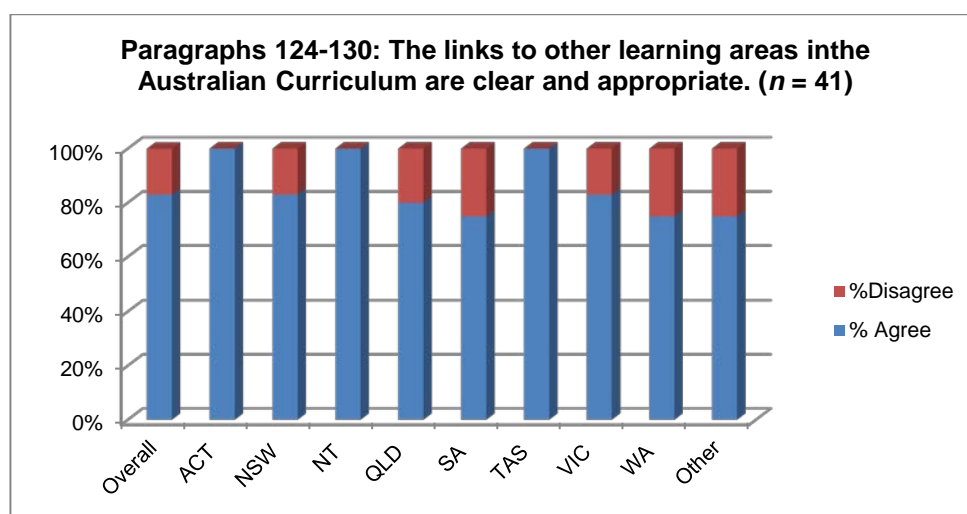
Some respondents would like to see the concept of sustainability in this curriculum broadened to include personal, workplace and employment sustainability.

The Shape Paper Could make the link with the personal development aspect of the curriculum by defining sustainability in the broader context (not just environmental), such as the ability to sustain employment, sustainability as it relates to the individual, sustainability of workplace practices etc. (School Curriculum and Standards Authority WA)

...should acknowledge that students should have an understanding of the complexities of sustainability in the workplace itself. (Department of Education and Childhood Development SA)

Links to Other Areas of the Curriculum

Of the survey respondents, 83% agreed the links to other learning areas within the Australian Curriculum are clear and appropriate.



Key strengths

The possibility of incorporating a multi-disciplinary approach was seen as the principal strength of this section.

Scope to broaden and encompass and connect to other Learning Areas is ideal (Trial School Teacher Workshop)

Areas for improvement

Feedback across the range of written responses indicated the links to other curriculum areas appeared weak. Specific references include:

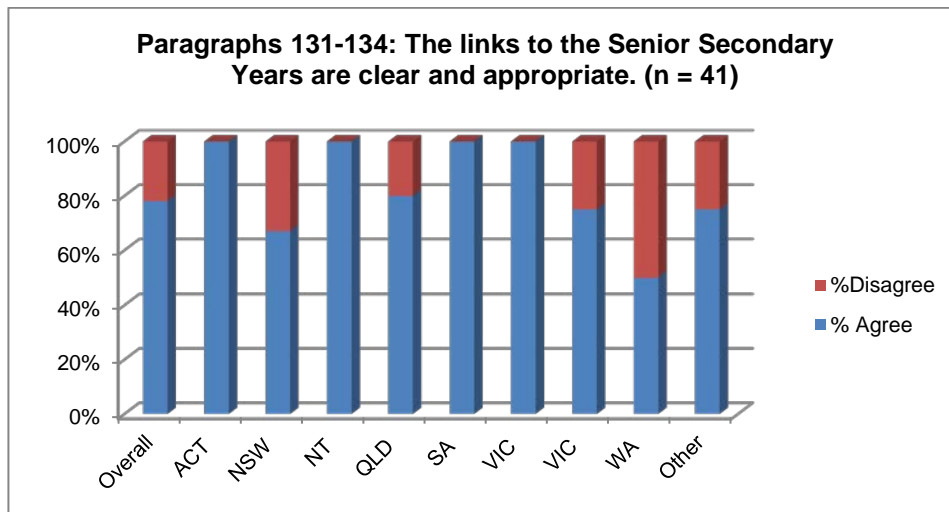
- links to Economics and Business and the wider Humanities and Social Sciences learning area
- links to Health and Physical Education – through the exploration of personal development or the sub-strand managing self
- explicit links/connections within each of these curriculum areas to Work Studies
- links to existing work experience programs in each state and territory
- explicit recognition of the opportunity for the Work Studies curriculum to support an interdisciplinary approach to learning and teaching and teacher modelling of the skills outlined in the curriculum.

Work-related programs already demonstrate a powerful capacity to inform and influence other parts of the curriculum. Work Studies should continue to do this, particularly in areas like workplace literacy and numeracy, and use of digital technology and ICT, where applied learning can apply in classroom settings. For many students workplace experience clarifies the place for reading, writing and communication

skills development, numeracy skills including mental arithmetic and estimation skills, all the way through to being better informed about future education and training and real career options. (Individual Respondent)

Senior Secondary Years

Of the survey respondents, 78% agreed the linkages to the senior secondary years are clear and appropriate.



Many respondents across the range of written responses requested further clarity on articulation arrangements to the National Trade Cadetships Years 11–12 subject offerings.

I am unsure from this paper what the senior curriculum will look like and reflect, and how the two will be linked and built on each other. (Survey respondent)

As written there is no linkage to the academic curriculum and at best limited linkage to vocational studies. (Survey respondent)

...it is unclear whether students will be undertaking AQF VET qualifications as part of the National Trade Cadetship senior curriculum. When further work is undertaken on the curriculum this will need to be clarified. The relationship between these new programs and existing VET in Schools programs leading to AQF qualifications will need careful consideration as it is important that industry has confidence in VET programs delivered by schools. We would also be concerned if this new program was adding an additional layer of complexity or duplicating existing programs. (Australian Workplace Productivity Agency)

Some of the concerns raised by respondents included:

- the narrow focus in senior secondary (three industry areas, vocational focus)

- clarity in certification options for students undertaking the senior secondary subject (including vocational certification outcomes), and
- difficulty in achieving mandated work placements

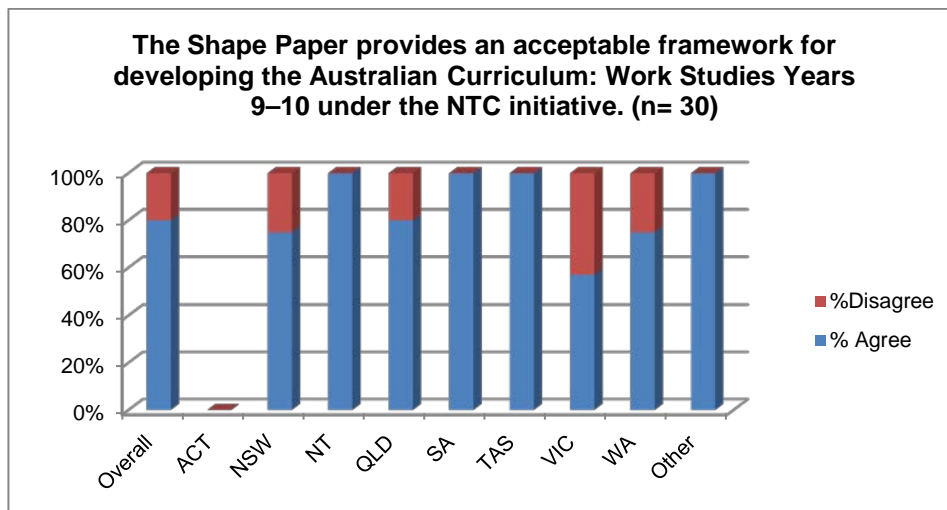
Glossary

Respondents requested the inclusion in the glossary of a number of terms used in the draft shape paper. A concern raised was the need to also ensure consistent understanding of the use of the terms in the curriculum amongst the various stakeholders across industry, VET and education. Terms for inclusion in the glossary included:

- Product-orientated learning
- Project-based learning
- Community learning
- Mentors
- Authentic (work experiences).

Overall Comments

Across all respondents, feedback indicated strong support for the development of this curriculum. Of the online survey respondents, 80% agreed the draft shape paper provides an acceptable framework for developing the Work Studies Years 9–10 Curriculum.



The following comments summarise the general feedback for the development of this curriculum across all stakeholders who have responded to the draft Shape Paper:

Overall this is a well shaped paper, with minor alterations and consideration for a more holistic view of career and work this will lead to an effective curriculum with the aim to catering to the diversity of students within the Australian school system. (Online Survey Respondent)

General feedback was positive and teachers and consultants agreed that this type of curriculum would be beneficial in Territory schools, both urban and remote. (Department of Education and Children's Services NT)

The Queensland consultation raised a number of issues and concerns related to improving the clarity and quality of the draft shape paper. On the whole, there were many positive responses to the ideas about work studies described in the draft shape paper. (Queensland Studies Authority)

The Shape Paper is very comprehensive and well put together. The challenge is to develop a curriculum that meets the purpose for the student cohort without trying to cram too much in and defeating its stated purpose. (Victorian Curriculum and Assessment Authority)

Stakeholders stated overall that the curriculum is an acceptable framework for an overarching set of principles for work studies but not for the National Trade Cadetship Initiative (School Curriculum and Standards Authority WA)

Conclusion: Key Issues and Actions

The following issues were consistently and clearly raised in the consultation feedback by a broad range of stakeholders. Each issue and ACARA's response to it are summarised in the table below.

Authority submissions

Northern Territory: Department of Education and Children's Services (NT)

Queensland: Queensland Studies Authority (QLD)

South Australia: Department for Education and Child Development (SA)

Tasmania: Department of Education Tasmania (TAS)

Victoria: Victorian Curriculum and Assessment Authority and Department of Education and Early Childhood joint submission (VIC)

Western Australia: School Curriculum and Standards Authority Western Australia (WA)

Other school authorities

Association of Independent Schools of South Australia (AISSA)

Association of Independent Schools of Western Australia (AISWA)

Independent Schools of Queensland (ISQ)

Catholic Education Office Sydney (CEO)

Catholic Education Commission of Victoria (CECV)

Professional associations and industry

Asia Education Foundation (AEF)

Australian Securities and Investments Commission and Australian Government Financial Literacy Board (ASICFLB)

Australian Workforce and Productivity Commission (AWPA)

Career Industry Council of Australia (CICA)

National Trade Cadetship Ministerial Advisory Panel (NTCAP)

VETnetwork Australia (VNA)

Industry Symposium (IS)

	Issue	State/ Territories/ Professional Associations	Specific matters needing attention	Suggestions offered for the name :	Proposed actions
1.	Title of the curriculum is inappropriate	AISSA AISWA CECV, CEO, SA, WA, Individuals	<p>The title needs to:</p> <ul style="list-style-type: none"> • reflect the broad holistic nature of the curriculum to avoid being restrictive and marginalising • encompass the career development aspect of the curriculum • use terms that do not convey a misleading impression such as 'trade,' 'cadetship', 'work' • reflect the learning aspect of the curriculum • avoid being bland and uninspiring 	<p>21st century learning and futures Career Connect/ Start Studies Career development/ and work preparation/education/program/studies Career Exploration/Foundations/Studies Career Planning Works Education the Employment Program Employability foundation Employment Studies/Strategies/futures Employment to work Future ready/connect Integrated career education Learning a living Learning for Life/Learning Futures Learning, Earning, Living Life and Career Design My future program National Learning Pathway Pathways Preparation for work/further training Skills for contemporary career and work Skills for the future Skills for work and learning Vocations for All Work 4 Your Future Work Education/experience/readiness Work Education/preparation/Ready Work Experience Work Steps Program Working Out – Career Possibilities</p>	<p>The following alternative titles address these concerns:</p> <ul style="list-style-type: none"> • Learning a living • Learning and life design • Learning, earning, living

	Issue	State/ Territories/	Specific matters needing attention	Proposed actions
2.	Statement of intent is not sufficiently clear	CEO, CECV, IS, ISQLD, NTCAP, QSA, VNA Individuals	<ul style="list-style-type: none"> Alignment of industry, work, school needs and expectations and desired outcomes for students Is this course targeting disengaged or struggling students? 	<ul style="list-style-type: none"> Include reference to McKinsey report and relevant NCVER research Add final dot point that pulls together economic and industry needs, student needs, global awareness Add paragraph clarifying the student cohort this curriculum is targeting to section Nature of Work Studies Check alignment to ensure consistent messaging
3.	Emphasis and balance	CICA, NTCAP, SA, WA Individuals	<p>Document requires greater emphasis on:</p> <ul style="list-style-type: none"> The social and economic context in which students are learning and the work environment Career development/management 	<ul style="list-style-type: none"> Restructure the Skills for Learning and Work strand to include sub-strands <ul style="list-style-type: none"> Learning to learn Work skills Entrepreneurial behaviours Strengthen career development, nature of work, and gaining and keeping work in line with suggestions Make links to <i>Core Skills for Work Framework</i> more specific Reinforce the relevance of learning at school to students' future career pathways Restructure strand World of Work and title it Career and Life Design Develop three sub-strands under this strand: <ul style="list-style-type: none"> Career development and management Nature of work Gaining and keeping work
4.	Positioning	AISSA, CECV, IS, ISQ, NT, VCTA, VNA,	<ul style="list-style-type: none"> Work Studies does not sit in Humanities and Social Sciences but lies across learning areas 	<ul style="list-style-type: none"> Make more explicit links to other learning areas Flexibility will be apparent through the writing of content descriptions and elaborations

	Issue	State/ Territories/ individuals	Specific matters needing attention	Proposed actions
			<ul style="list-style-type: none"> All students should be exposed to this course 	<ul style="list-style-type: none"> This decision is beyond ACARA's remit
5.	Terminology	AEF, AISSA, CICA, ISQ, QSA, Individuals	<p>The following terms were identified:</p> <ul style="list-style-type: none"> Generic skills Entrepreneurial behaviours – negative connotation of term 'entrepreneur' Region/regional Consistency of use Product-oriented learning 	<ul style="list-style-type: none"> Use non-technical workplace skills as it reinforces the link to <i>Core Skills for Work Framework</i> Use enterprise learning or enterprising behaviours Use local, national, regional, global Use countries of the Asia region <p>Review final document before editing to ensure consistency</p> <p>Define</p>
6.	The complementary role of GCs and core skills for work and implications		<ul style="list-style-type: none"> Role of the <i>Core Skills for Work Framework</i> and the relationship between <i>Core Skills for Work Framework</i> and General capabilities 	<ul style="list-style-type: none"> Include reference to each and a paragraph on the relationship between the two in the section Nature of Work Studies Include mapping of <i>Core Skills for Work Framework</i> to General capabilities as an appendix in the curriculum
7.	Alignment of rationale, aims, nature and organisation and structure, including diagram	CEO, CICA, IS, ISQLD, NT, QSA, WA	<ul style="list-style-type: none"> There is no clear line of sight throughout the draft Shape Paper for some aspects of the curriculum. <p>Specific examples:</p> <ul style="list-style-type: none"> Global awareness Self-knowledge 	<ul style="list-style-type: none"> Review final document before editing to ensure alignment is clearly visible
8.	Clarity of writing	AISSA, CECV, CICA, QLD, ISQ, VNA, WA	<p>General</p> <ul style="list-style-type: none"> Lack of clarity of expression was identified in some paragraphs 	<ul style="list-style-type: none"> Address clarity of writing in the targeted paragraphs

	Issue	State/ Territories/	Specific matters needing attention	Proposed actions
			Specific - Background <ul style="list-style-type: none"> Lack of clarity around the broadened scope of the NTC Initiative 	<ul style="list-style-type: none"> Include the broadened scope in the Background
9.	Pitch	AISSA, WA	<ul style="list-style-type: none"> The curriculum is pitched at too high a level to be suitable for the ability and maturity levels of Years 9–10 students and the content is excessive. 	<ul style="list-style-type: none"> The Australian Curriculum is based on the assumption that each student can learn and enables high expectations to be set for all students The curriculum will be structured with a core element and options to suit the interests and needs of all students
10.	Links to other learning areas and the senior secondary curriculum under the NTC initiative	QLD, VCTA Individuals	<ul style="list-style-type: none"> The curriculum should recognise the opportunity for the Work Studies curriculum to support an interdisciplinary approach to learning and teaching, rather the current tokenistic links More explicit connection to the senior secondary NTC curriculum 	<ul style="list-style-type: none"> ACARA will strengthen links to other learning areas Pedagogical approaches to teaching and learning are beyond ACARA's remit This section of the paper will be strengthened
11.	Implementation	CICA, QLD, SA, WA, Individuals	Responses covered each of the following: <ul style="list-style-type: none"> Resources School/industry partnerships Access to workplaces Teacher professional development 	<ul style="list-style-type: none"> These issues are beyond the scope of this draft Shape Paper.

Attachment1: Online Survey

Questions 1-7 were identification questions.

From Statement 8 onwards, the respondents could choose from a four point scale 'Agree', 'Strongly Agree', 'Disagree' or 'Strongly Disagree' and provide additional comments after each statement.

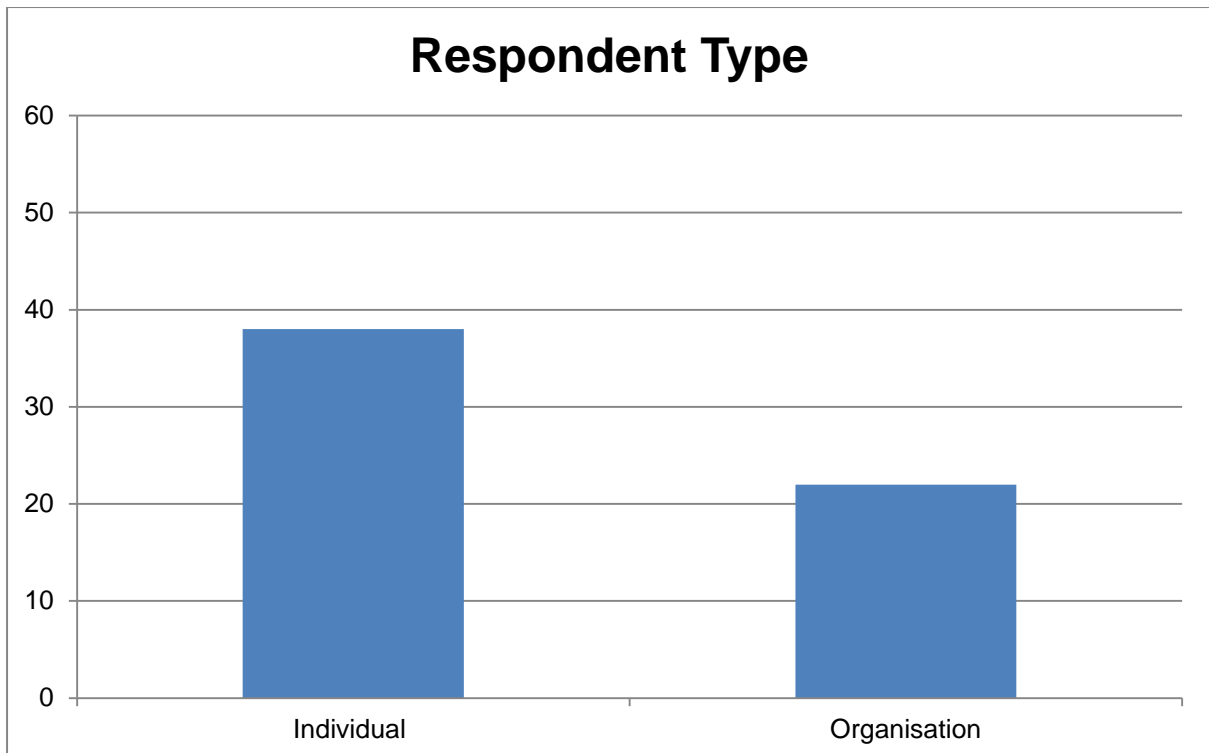
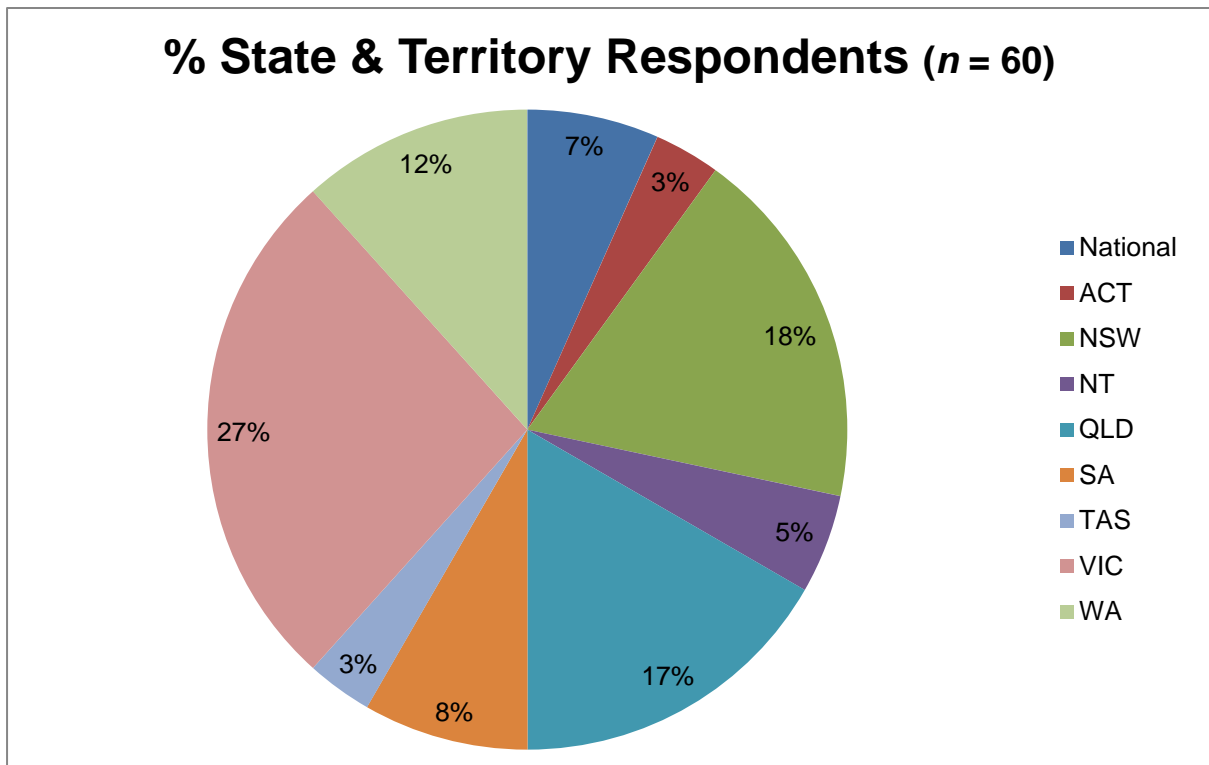
8. The Australian Curriculum: Work Studies Years 9–10 is an appropriate title to describe the Years 9–10 curriculum under the National Trade Cadetship initiative.
9. Please list any alternative titles you think would be appropriate for the Years 9–10 curriculum under the National Trade Cadetship initiative.
10. The Preface and Background sections of the Paper provide adequate context to the development of the Australian Curriculum: Work Studies Years 9–10. (Paragraphs 1-6)
11. Paragraphs 7-16 provide an appropriate rationale for the development of the Australian Curriculum: Work Studies Years 9–10.
12. Paragraphs 17-18 capture the essence of the area and will be helpful in shaping the final aims for the Australian Curriculum: Work Studies Years 9–10.
13. The 'Nature of the Work Studies Years 9–10 Curriculum' contains appropriate reference points to inform the development of the Australian Curriculum: Work Studies Years 9–10. (Paragraphs 19-26)
14. Paragraphs 27-32 pertaining to 'Applied Learning' contain appropriate reference points to inform the development of the Australian Curriculum: Work Studies Years 9–10.
15. The proposed location of the Australian Curriculum: Work Studies Years 9–10 as a subject in the Humanities and Social Sciences learning area is appropriate. (Paragraph 33)
16. The two proposed foundations that underpin learning in this subject, self-knowledge and understanding the world of work, are appropriate. (Paragraph 35)
17. The proposed interrelated strands are appropriate. (Paragraph 37)
18. The proposed interrelated strands reflect the focus on work and work readiness (Paragraphs 38-39)
19. The diagram clearly represents the relationship between the underpinning foundations, the strands and the contextual elements of the curriculum. (Paragraphs 35-40)
20. The proposed sub-strands under the 'Skills for Work and Learning' strand are appropriate. (Paragraph 41)
21. The sub-strand Workplace communication is clear and coherent. (Paragraphs 42-46)

22. The sub-strand Workplace communication adequately represents the skills required to communicate in the workplace. (Paragraphs 42-46)
23. The sub-strand Entrepreneurial behaviours is clear and coherent. (Paragraphs 47-61)
24. The sub-strand Entrepreneurial behaviours adequately represents the skills required to be entrepreneurial. (Paragraphs 47-61)
25. The proposed sub-strands under the World of Work strand are appropriate. (Paragraph 62)
26. The sub-strand Career development is clear and coherent. (Paragraphs 63-68)
27. The sub-strand Career development adequately represents the knowledge, understanding and skills required for career planning and management. (Paragraphs 63-68)
28. The sub-strand Gaining and keeping work and the nature of work is clear and coherent. (Paragraphs 69-76)
29. The sub-strand Gaining and keeping work and the nature of work adequately represents the knowledge, understanding and skills required as preparation in workplaces. (Paragraphs 69-76)
30. Paragraphs 77-83 provide an appropriate direction for the proposed work exposure element of the curriculum.
31. The description of inclusive practices in the Australian Curriculum: Work Studies Years 9–10 is appropriate. (Paragraphs 84-94)
32. The broad description of the Literacy general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 97-98)
33. The broad description of the Numeracy general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 99–101)
34. The broad description of the ICT general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 102-103)
35. The broad description of the Critical and creative thinking general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 104-106)

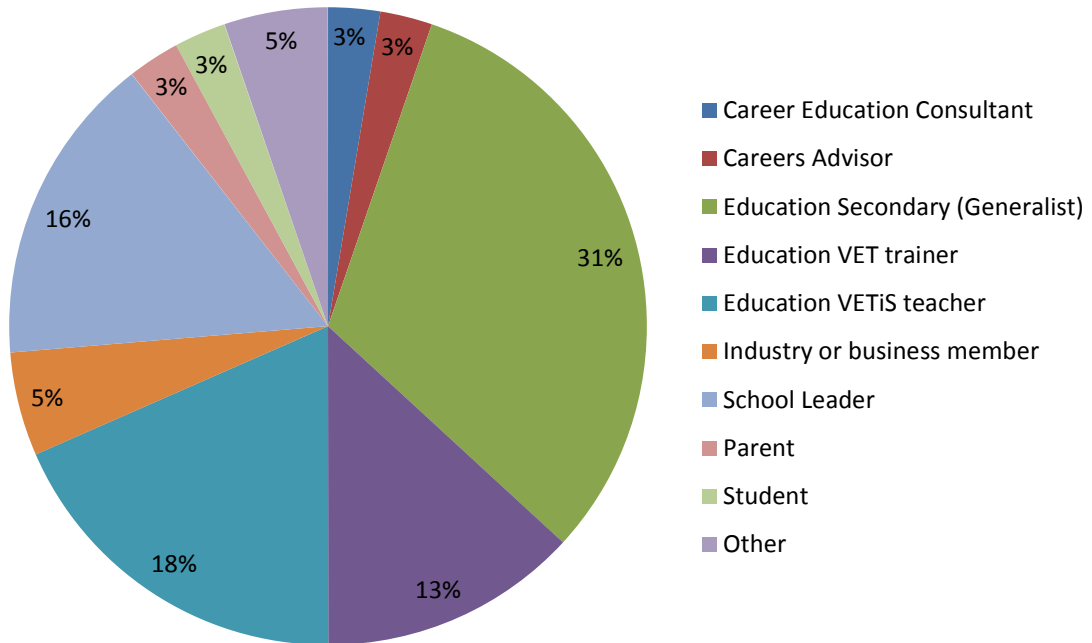
36. The broad description of the Personal and social general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 107-108)
37. The broad description of the ethical behaviour general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 109-110)
38. The broad description of the Intercultural understanding general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 111-112)
39. The broad description of the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority in relation to the Australian Curriculum: Work Studies Years 9–10 provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 115-117)
40. The broad description of the Asia and Australia’s engagement with Asia cross-curriculum priority in relation to the Australian Curriculum: Work Studies Years 9–10 provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 118-120)
41. The broad description of the Sustainability cross-curriculum priority in relation to the Australian Curriculum: Work Studies Years 9–10 provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 121-123)
42. The linkages to other learning areas within the Australian Curriculum are clear and appropriate. (Paragraphs 124-130)
43. The linkages to the Senior Secondary Years are clear and appropriate. (Paragraphs 131-134)
44. The definitions in the glossary are clear and appropriate.
45. The Shape Paper provides an acceptable framework for developing the Australian Curriculum: Work Studies Years 9–10 under the National Trade Cadetships initiative.

Attachment 2: Breakdown of participants

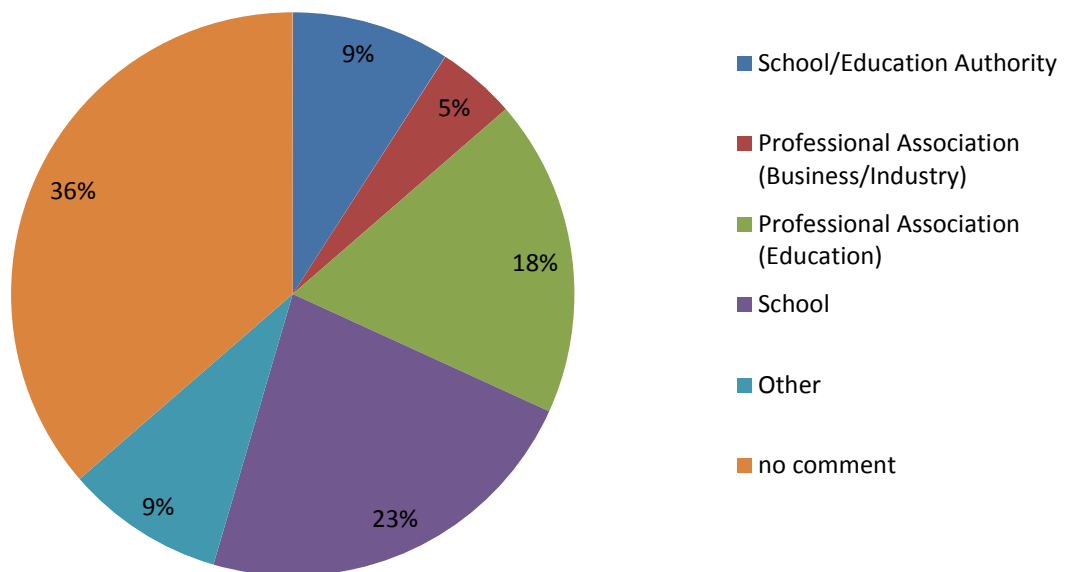
Online survey: demographic data



% Individual Category Perspective (n = 38)



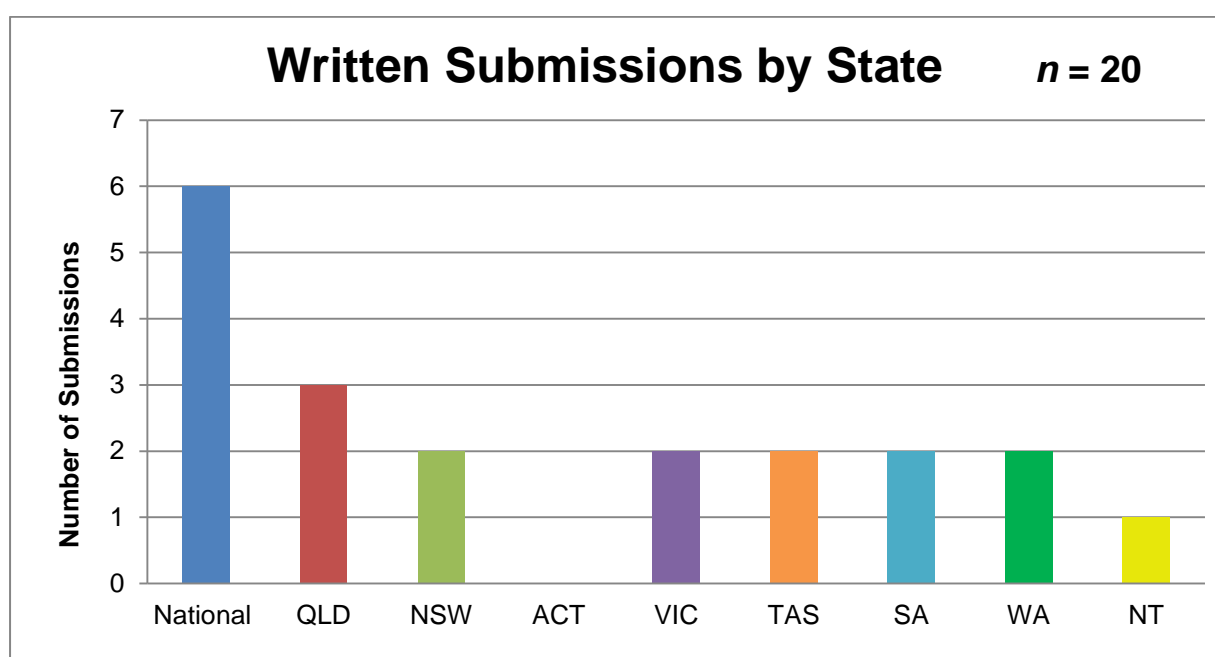
% Group Category Perspective (n = 22)



Written submissions

The following written submissions were received and included in this consultation report:

State and Territory Education Authorities (7)
Queensland Studies Authority
Department for Education and Child Development SA
School Curriculum and Standards Authority WA
Department of Education and Children's Services NT
Department of Education Tasmania (submission received through the online survey)
Victorian Curriculum and Assessment Authority and Department of Education and Early Childhood Development joint submission
School Authorities (5)
Australian Independent Schools, South Australia
Australian Independent Schools, Western Australia
Australian Independent Schools, Queensland
Catholic Education Commission, Sydney
Catholic Education Commission, Victoria
Industry Submissions (3)
Australian Workforce and Productivity Agency
Australian Securities and Investments Commission and Australian Government Financial Literacy Board
National Trade Cadetship Advisory Panel
Other Professional Associations (3)
Asia Education Foundation
Career Industry Council of Australia
VETnetwork Australia
Individual Submissions (3) *
* Due to privacy laws individuals cannot be named. Submissions from individuals were received from Queensland, Tasmania and NSW



Industry Symposium participants

Representatives from the following organisations participated in an Industry Symposium held on 22 February 2013:

- Australian Industry Group
- Volunteering NSW
- Auto Skills Australia
- Service Skills Australia
- Skills DMC
- McDonalds
- Royal Life Saving Society - Australia
- Innovation and Business Skills Australia
- Survey and Spatial Sciences Institute
- Hair and Beauty Australia Industry Association
- Construction and Property Services Industry Skills Council
- ElectroComms and Energy Utilities Industry Skills Council
- Transport and Logistics Industry Skills Council
- Community Services and Health Industry Skills Council
- Australian Securities and Investments Commission
- Australian Radio Communications Industry Association

Intensive engagement with schools

The following trial schools participated in a two-day workshop held 25-26 March 2013, and as part of the workshop provided feedback to the draft shape paper:

- Armidale High School
- Ballarat High School
- Broome Senior High School
- Campbell High School
- Christies Beach High School
- City Campus Inveresk
- Gisbourne Secondary College
- Halls Head Community College
- Huonville High School
- Mabel Park State High School
- Nyanda State High School
- O'Loughlin Catholic College
- Ogilvie Girls High School
- Pembroke School
- St Laurence's College
- Swan Christian College
- Swan Trade Training Centre
- Wanniasa School
- West Arnhem College
- Woree State High School
- Yule Brook College

Attachment 3: Online Survey Responses

The table below presents the total number of respondents who answered each of the online survey questions, as well as the percentages of respondents to agreed or disagreed to each question.

Questions	Total number of Responses	Combined % Strongly Agree / Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
8. The Australian Curriculum: Work Studies Years 9–10 is an appropriate title to describe the Years 9–10 curriculum under the National Trade Cadetship initiative.	60	70	20	50	18	12
10. The Preface and Background sections of the paper provide adequate context to the development of the Australian Curriculum: Work Studies Years 9–10. (Paragraphs 1-6)	52	90	19	71	10	0
11. Paragraphs 7-16 provide an appropriate rationale for the development of the Australian Curriculum: Work Studies Years 9–10.	50	96	26	70	2	2
12. Paragraphs 17-18 capture the essence of the area and will be helpful in shaping the final aims for the Australian Curriculum: Work Studies Years 9–10.	50	92	22	70	8	0
13. The 'Nature of the Work Studies Years 9–10 Curriculum' contains appropriate reference points to inform the development of the Australian Curriculum: Work Studies Years 9–10 (Paragraphs 19-26).	48	92	15	77	8	0
14. Paragraphs 27-32 pertaining to 'Applied learning' contain appropriate reference points to inform the development of the Australian Curriculum: Work Studies Years 9–10.	48	85	25	61	12	2
15. The proposed location of the Australian Curriculum: Work Studies Years 9–10 as a subject in the Humanities and Social Sciences learning area is appropriate. (Paragraph 33)	48	67	27	40	21	12
16. The two proposed foundations that underpin learning in this subject, self-knowledge and understanding the world of work, are appropriate. (Paragraph 35)	48	90	36	54	10	0
17. The proposed interrelated strands are appropriate. (Paragraph 37)	46	91	28	63	9	0

Questions	Total number of Responses	Combined % Strongly Agree / Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
18. The proposed interrelated strands reflect the focus on work and work readiness (Paragraphs 38-39)	46	89	20	69	11	0
19. The diagram clearly represents the relationship between the underpinning foundations, the strands and the contextual elements of the curriculum. (Paragraphs 35-40)	46	89	24	65	9	2
20. The proposed sub-strands under the Skills for Work and Learning strand are appropriate. (Paragraph 41)	43	91	26	65	7	2
21. The sub-strand Workplace communications is clear and coherent. (Paragraphs 42-46)	43	88	23	65	12	0
22. The sub-strand Workplace communications adequately represents the skills required to communicate in the workplace. (Paragraphs 42-46)	43	88	23	65	12	0
23. The sub-strand Entrepreneurial understanding is clear and coherent. (Paragraphs 47-61)	43	79	14	65	19	2
24. The sub-strand Entrepreneurial understanding adequately represents the skills required to be entrepreneurial. (Paragraphs 47-61)	43	77	9	68	23	0
25. The proposed sub-strands under the World of Work strand are appropriate. (Paragraph 62)	42	93	24	69	7	0
26. The sub-strand Career development is clear and coherent. (Paragraphs 63-68)	42	88	21	67	5	7
27. The sub-strand Career development adequately represents the knowledge, understanding and skills required for career planning and management. (Paragraphs 63-68)	42	88	19	69	12	0
28. The sub-strand Gaining and keeping work and the nature of work is clear and coherent. (Paragraphs 69-76)	42	90	20	71	7	2
29. The sub-strand Gaining and keeping work and the nature of work adequately represents the knowledge, understanding and skills required as preparation in workplaces. (Paragraphs 69-76)	42	93	14	79	7	0

Questions	Total number of Responses	Combined % Strongly Agree / Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
30. Paragraphs 77-83 provide an appropriate direction for the proposed work exposure element of the curriculum.	42	83	26	57	17	0
31. The description of inclusive practices in the Australian Curriculum: Work Studies Years 9–10 is appropriate. (Paragraphs 84-94)	42	88	26	62	10	2
32. The broad description of the Literacy general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 97-98)	42	96	17	79	2	2
33. The broad description of the Numeracy general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 99-101)	42	90	19	71	7	3
34. The broad description of the ICT general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 102-103)	42	98	14	84	2	0
35. The broad description of the Critical and creative thinking general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 104-106)	42	95	14	81	2	2
36. The broad description of the Personal and social general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 107-108)	42	97	14	83	0	3
37. The broad description of the ethical behaviour general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 109-110)	42	95	14	81	5	0

Questions	Total number of Responses	Combined % Strongly Agree / Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
38. The broad description of the Intercultural understanding general capability in relation to the Work Studies Years 9–10 Curriculum provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 111-112)	42	95	14	81	3	2
39. The broad description of the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority in relation to the Australian Curriculum: Work Studies Years 9–10 provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 115-117)	42	91	12	79	7	2
40. The broad description of the Asia and Australia's engagement with Asia cross-curriculum priority in relation to the Australian Curriculum: Work Studies Years 9–10 provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 118-120)	42	91	12	79	9	0
41. The broad description of the Sustainability cross-curriculum priority in relation to the Australian Curriculum: Work Studies Years 9–10 provides appropriate direction to inform the development of the detailed curriculum. (Paragraphs 121-123)	42	93	17	76	7	0
42. The linkages to other learning areas within the Australian Curriculum are clear and appropriate. (Paragraphs 124-130)	41	83	17	66	17	0
43. The linkages to the senior secondary years are clear and appropriate. (Paragraphs 131-134)	41	78	19	59	15	7
44. The definitions in the glossary are clear and appropriate.	41	93	22	71	7	0

Questions	Total number of Responses	Combined % Strongly Agree / Agree	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
45. The Shape Paper provides an acceptable framework for developing the Australian Curriculum: Work Studies Years 9–10 under the National Trade Cadetships initiative.	30	80	20	60	17	3