

QUESTION No. 1

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What is the status of the International Baccalaureate (IB) program in NSW non-government schools?

ANSWER

Under the *Education Act 1990*, all non-government schools in NSW are required to deliver courses based on and taught in accordance with NSW Education Standards Authority (NESA) syllabuses.

As long as a school delivers courses based on and taught in accordance with NESA syllabuses, the school may choose to utilise other curriculum frameworks and pedagogies such as the International Baccalaureate, Steiner or Montessori.

Non-government schools delivering the International Baccalaureate (IB) need to map the IB curriculum framework to NESA syllabuses to ensure that all NSW syllabus requirements are met.

Such schools may also need to develop additional programs to ensure that any remaining aspects of the NESA syllabuses are covered.

Schools choosing to deliver the International Baccalaureate Diploma Program for students in Years 11-12 must also ensure that students comply with HSC pattern of study requirements.

Portfolio Committee No. 3 – Education

Inquiry into Measurement and outcome-based funding in New South Wales schools

Supplementary Questions

Hearing 10 October 2019

NSW EDUCATION STANDARDS AUTHORITY

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How can the IB be rolled out in any school receiving government funding support when its objectives are so vague, its results in Australia are unproven and it relies on teaching programs (such as ‘student choice’ and ‘child centred’) that have low-effect impacts on students?

ANSWER

Under the *Education Act 1990*, all non-government schools in NSW are required to deliver courses based on and taught in accordance with NSW Education Standards Authority (NESA) syllabuses.

As long as a school delivers courses based on and taught in accordance with NESA syllabuses, the school may choose to utilise other curriculum frameworks and pedagogies such as the International Baccalaureate, Steiner or Montessori.

NESA is not a funding authority.

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QUESTION No.3

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What feedback has NESA received from schools and sectors about the declining quality of teacher training in the university system?

ANSWER

NESA has received few formal complaints about the quality of teacher training. Principals often informally report that the quality of recent graduate teachers has noticeably improved as a result of the range of both national and NSW Government reforms implemented over the last few years.

These reforms include more rigorous entry standards, strengthened professional experience arrangements, revised discipline knowledge requirements that are more aligned to NSW syllabuses, and a stronger assessment against the graduate teaching standards.

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What efforts has NESA made to ensure universities only teach prospective teachers positive high-effect teaching programs and not pedagogies that have been proven to fail and disadvantage student learning?

ANSWER

NESA accredits initial teacher education programs offered in NSW on the basis of meeting a set of national program accreditation standards, which include addressing the 37 graduate-level standards of the *Australian Professional Standards for Teachers*, as well as a number of NSW-specific requirements.

The national program accreditation standards require universities to ensure their teaching programs are based on authoritative research and evidence-based approaches that take account of contemporary and emerging developments in education as well as the perspectives of employers and the profession as a whole.

One of the NSW-specific requirements, called the Subject Content Knowledge Requirements, stipulates the discipline knowledge and curriculum and pedagogical knowledge appropriate to each NSW syllabus area. These require universities to prepare graduates with a range of evidence-based strategies for differentiating teaching, learning and assessment for a diverse range of students in schools.