

**PORTFOLIO COMMITTEE NO. 3 – EDUCATION**  
**INQUIRY INTO REVIEW OF THE NEW SOUTH WALES**  
**SCHOOL CURRICULUM**  
**HEARING –2020**

**Supplementary Question**

- 1) In light of the evidence of a number of witnesses that appeared before the committee on 30th November, what explicit proposals are being considered to change the assessment and reporting arrangements arising from the implementation of the curriculum review?

**RESPONSE**

NESA is presently engaged in syllabus development processes to implement the recommendations of the NSW Curriculum Review. New syllabuses will identify and prioritise the learning of core facts, concepts and principles, and skills in applying knowledge.

Specific proposals regarding assessment and reporting will be developed as part of syllabus development. Proposals will encompass the Review's recommendations to promote assessment and reporting practices that support diagnostic feedback and the monitoring of students' long-term learning progress.

**PORTFOLIO COMMITTEE NO. 3 – EDUCATION**  
**INQUIRY INTO REVIEW OF THE NEW SOUTH WALES**  
**SCHOOL CURRICULUM**  
**HEARING November 2020**

**Supplementary Question**

2. A number of witnesses in their evidence to the inquiry on the 30th November raised concerns about the truncated timeframe for implementation. In light of these concerns, what is NESA going to do to address the concerns from the sector that the process is being rushed?

**RESPONSE**

NESA is working closely with key stakeholders, including sectors, teachers, parents, students and community, to support effective implementation of curriculum reform within the timeframe. In particular, NESA has worked with the sectors to develop a model for teacher engagement. This will ensure that the new curriculum connects with practice and works well in the classroom.

**PORTFOLIO COMMITTEE NO. 3 – EDUCATION**  
**INQUIRY INTO REVIEW OF THE NEW SOUTH WALES**  
**SCHOOL CURRICULUM**  
**HEARING –November 2020**

**Supplementary Question**

3. What specific measures are proposed to address the issue of teacher workload relating to programming and resource preparation that will follow from the change to new curriculum arrangements?

**RESPONSE**

In addition to the development of reformed streamlined syllabuses that remain familiar to teachers a range of support materials will be provided to support the implementation of the new syllabuses. These materials will be inclusive for teachers to use in the delivery of curriculum, pedagogy and assessment and will be inclusive of teaching programs, teaching advice and materials tailored to meet the various needs of students at different stages in their learning. The digital presentation of the syllabuses and support material should contribute to easing teacher workload in the implementation of the new syllabuses.

**PORTFOLIO COMMITTEE NO. 3 – EDUCATION**  
**INQUIRY INTO REVIEW OF THE NEW SOUTH WALES**  
**SCHOOL CURRICULUM**  
**HEARING –November 2020**

**Supplementary Question**

4. In her evidence, Mrs Shepherd canvased the idea of piloting syllabuses as part of a roll-out of new curriculum arrangements. Are pilots proposed as part of NESA's implementation planning?

**RESPONSE**

NESA has explored the piloting of syllabuses through the Stage 6 Numeracy course and will use the lessons learned and some methods developed to pilot test aspects of syllabuses related to reform as they are developed and implemented. Opportunities will be created for teacher groups and sectors to pilot and/or trial targeted areas of syllabus development and aspects of reform implementation.

**PORTFOLIO COMMITTEE NO. 3 – EDUCATION**  
**INQUIRY INTO REVIEW OF THE NEW SOUTH WALES**  
**SCHOOL CURRICULUM**  
**HEARING –November 2020**

**Supplementary Question**

1. In her evidence, Mrs Shepherd raised concerns about the adequacy of consultation on the proposed syllabus documents. Can NESA outline in detail the steps in any proposed consultation process to facilitate the development of the new syllabus documents, including:
  - a. which stakeholder groups will be invited to provide feedback;
  - b. when in the process each group will be invited to provide this feedback; and
  - c. how many opportunities will be provided to stakeholders to make comment on the proposed documents?

**RESPONSE**

- a. NESA is committed to strong community ownership of syllabuses through sustained consultation with education stakeholders and the wider community. During each syllabus development project, NESA provides opportunities for consultation with teachers, school sectors, professional associations, unions and the wider community.
- b. NESA will draw on the expertise of leading academics and subject matter experts in the relevant field at multiple touchpoints during the development of a syllabus to identify the essential knowledge, skills and understanding that should be part of the syllabus. NESA's syllabus development process has been designed to deliver high-quality syllabuses within the ambitious timeframe of curriculum reform. It is divided into four phases; writing, consultation, approval, and implementation.

The writing phase incorporates a syllabus review stage to obtain the expertise and perspectives from a range of stakeholders on draft syllabus content. These include:

- content and pedagogy experts
- practising teachers
- special education and Aboriginal education groups.

NESA has a dedicated phase for consultation and stakeholder engagement to ensure everyone has the opportunity to provide feedback. This phase comprises a public information and consultation period, and targeted stakeholder feedback sessions. All stakeholders are invited to provide feedback during this time.

NESA will use a range of stakeholder engagement strategies for the K-2 English and mathematics syllabuses to be delivered in 2021. These include:

- a survey,
- website collateral, and
- online engagement developed in partnership with the sectors (e.g. the DoE state-wide virtual staffrooms).

NESA will also run specific targeted stakeholder feedback sessions with parent, special education and Aboriginal education groups.

- c. NESA works closely with education stakeholders to inform and consult on new syllabuses. Key stakeholders receive regular NESA updates on curriculum reform through the NESA Steering Committee, NESA Board and stakeholder roundtables.

The sectors, professional associations and unions nominate syllabus writers to ensure NESA has a diverse and balanced range of teachers engaged in syllabus development.

NESA will provide a schedule of planned syllabus development in 2021 to allow stakeholder organisations time to properly plan and participate in consultation.