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Purpose of the Curriculum Framework

The purpose of the Tasmanian Curriculum Framework is to provide a structure around which all schools can build high-quality educational programs that meet the current and future needs of all Tasmanian students in a dynamic and rapidly changing world environment.

The Tasmanian Curriculum Framework is informed by the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008), the Early Years Learning Framework and the Australian Curriculum. It articulates the shared values and principles that underpin curriculum in all schools, government and non-government, and provides a common curriculum direction across all stages of schooling.

This Framework sits within the context of each education sector’s policies, decision-making and governance arrangements.

Key features of the Framework

The Tasmanian Curriculum Framework will include:

- An Overarching Statement, Our Values, Our Goals and Our Principles
- The Core Skills, General Capabilities, Career Development and Work Skills
- The Scope of the Curriculum
- The Stages of Schooling
- Learning, Teaching and Assessment Framework
- Senior Secondary Accreditation Framework
- Years 11 and 12 Curriculum Framework

All frameworks align with the values and principles of the Tasmanian Curriculum Framework.
Overarching Statement

The Tasmanian Curriculum Framework aims to improve the educational outcomes of all learners and to enable schools to develop learning and teaching programs that meet the needs of their students and which respond to changes in our global society.

The Framework provides a common direction for all Tasmanian schools and their communities as they plan seamless and coherent programs of learning. This developmental approach provides continuity and consistency in learners’ education, facilitates effective transition between the stages of schooling and supports purposeful pathways.

Schools play a vital role in contributing to the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of our young people. The Framework supports young Tasmanians to become successful learners, confident and creative individuals and active and informed global citizens.

The Framework will promote equity and excellence in learning and will engage all students with purposeful, challenging and productive learning experiences in safe, supportive and inclusive learning environments.

Education is the shared responsibility of learners, teachers, parents and carers and the broader community and the Framework enables school communities to develop challenging and engaging programs that meet the needs of all learners.

The Framework provides a basis for whole school planning and review. It is intended to give schools flexibility to meet the needs of learners in a dynamic and rapidly changing global environment.

The programs offered by schools will be derived from quality assured curricula, including the Early Years Learning Framework, the Australian Curriculum, TASC accredited courses, UTAS courses, other educational courses and Vocational Education and Training Programs (VET).
Our Values

Values are fundamental to shaping curriculum. The following set of shared values underpins the Tasmanian Curriculum Framework. Tasmanian educators take responsibility for supporting all young people to strive for the highest personal achievement in all aspects of their learning.

Aspirational

In school communities this looks like:
- Setting goals and evaluating their effectiveness
- Targeted and frequent monitoring of individual progress
- Enabling lifelong learning opportunities and connections

In learning settings this looks like:
- Maintaining and working to high expectations
- Active engagement in physical, emotional, creative, aesthetic, spiritual, intellectual, moral and social learning experiences
- Striving for a personal best
- Participating in appropriate learning pathways

Successful and Resilient

In school communities this looks like:
- Amplifying successes and celebrating achievement
- Building capacities and developing strengths
- Responding to challenges positively

In learning settings this looks like:
- Developing self-discipline and setting goals
- Persisting with learning through challenges by revisiting tasks
- Reflecting on feedback to promote future success
- Developing skills in teamwork and independent learning
- Developing literacy and numeracy skills

Confident and Creative

In school communities this looks like:
- Being considerate of different perspectives and new ideas
- Imagining possibilities and creating new ways
- Challenging existing ideas and testing options
- Applying effective problem-solving strategies
- Supporting the development of the whole person

In learning settings this looks like:
- Developing critical and creative thinking
- Embracing opportunities and being enterprising
- Showing initiative

Connected locally and globally

In school communities this looks like:
- Applying strategies to enable active listening, consultation and negotiation
- Learning together, locally, nationally, globally
- Respecting diversity
- Being informed
- Supporting the sustainability and improvement of natural and social environments
In learning settings this looks like:
- Working collaboratively
- Respecting the rights and responsibilities of others
- Appreciating Australia’s social and cultural diversity and civic structures
- Developing an awareness of the interdependence of humans and their environments

Responsible and Ethical

In school communities this looks like:
- Enacting values of the school and policy and legislation
- Modelling expected behaviours
- Developing programs to actively prevent and address bullying and harassment
- Implementing responsive student support systems and learning programs
- Taking responsibility for the needs of others

In learning settings this looks like:
- Taking responsibility for learning
- Accepting others and their backgrounds
- Recognising appropriate and inappropriate behaviours
- Maintaining positive relationships
- Active and positive participation in communities

Systems, sectors and schools may add to this minimum set and promote the values in relation to their particular school ethos or mission statement.
Our Goals

Our goals are to:

Increase participation, engagement and attainment
- engagement in life-long learning from early years through to successful completion of Year 12 or equivalent and beyond

Build the skills and capacities of all learners
- develop all learners’ literacy and numeracy skills as the foundation building blocks for learning and develop their general capabilities and skills for work

Provide contemporary and futures focussed learning programs
- innovative and contemporary learning programs using appropriate new technologies to meet the needs of learners in the twenty-first century
Our Principles

The following principles underpin the Tasmanian Curriculum Framework and will inform curriculum development.

Equity and Access

All learners have access to rich learning experiences that provide for varied goals, strengths, interests and needs, within safe and supportive learning environments.

Quality

All learners have access to a high-quality curriculum that is engaging, relevant and challenging, and based on high expectations and standards.

Coherence and Feasibility

A coherent and sustainable curriculum across the learning areas that provides the breadth, balance and depth of learning appropriate to learners’ phases of development. It should enable learners to progress smoothly through the stages of schooling.

Core Skills

All learners develop proficiency in literacy and numeracy, the general capabilities and the core skills for work to equip them for their futures.

Developmental Learning

The Framework is based on a developmental approach to learning which builds on learners’ prior success, knowledge and experience. Learners and their parents will be provided with a clear sense of direction and progress.

Collaboration and Partnerships

Education is the shared responsibility of learners, teachers, parents and the broader community. Successful implementation of school curricula requires a collaborative approach to planning and a collective responsibility for learners’ achievements.

Relevance and currency

The curriculum can be used flexibly to meet changing societal and economic needs, both local and global. It encourages effective use of technologies as tools for learning.

Pathways

The curriculum provides clear and relevant pathways through the stages of schooling to Year 12 and on to positive and sustained post-school destinations.
Core Skills and General Capabilities

Core Skills - Literacy and Numeracy

Literacy and numeracy skills are the foundation building blocks for learning. These will be explicitly developed in all stages of schooling and across all learning areas.

The Melbourne Declaration recognises literacy, including digital literacy, as an essential skill for students in becoming successful learners and as a foundation for success in all learning areas. It also identifies numeracy as an essential skill for students in becoming successful learners at school and in life beyond school, and in preparing them for their personal futures and their roles as family, community and workforce members.

A literate and numerate population is critical in ensuring the state’s ongoing prosperity, productivity and workforce participation.

General Capabilities

The [general capabilities of the Australian Curriculum](#) compass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live, learn and work successfully in the twenty-first century.

- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

The general capabilities underpin the Framework and its stated values. It is through the development of the capabilities that young people learn to manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

Career development and work skills

In an increasingly globalised world, the nature of work is changing and the knowledge, skills and attributes needed to engage with the emerging challenges and opportunities differ from those of the past.

Most individuals will likely change jobs, if not careers, numerous times throughout their working life. These changes in the world of work require workers to continually develop skills beyond those traditionally associated with their chosen occupation.

Transferable skills such as communication, critical thinking and teamwork, and personal attributes such as adaptability, resilience, resourcefulness, creativity and enterprise will increase an individual’s employability in this changing work environment. These skills and attributes need to be developed through innovative and flexible learning programs in schools.
Three documents inform the development of these competencies through the curriculum.

**The Australian Curriculum: Work Studies, Years 9–10**

This focusses on developing the capacities individuals need for full and effective participation in life, learning and work. Through exposure to work-related learning, students develop the self-knowledge, contemporary work skills and entrepreneurial behaviours and resilience necessary to thrive in the twenty-first century.

**Australian Blueprint for Career Development**

The *Australian Blueprint for Career Development* is a framework for designing, implementing and evaluating career development programs for young people and adults. At its core, the Blueprint identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers. The Blueprint identifies 11 competencies that help people to manage life, learning and work from childhood through to old age.

**The Core Skills for Work Developmental Framework (the CSfW)**

This framework describes a set of generic skills, knowledge and understandings that underpin successful participation in work. There are ten skill areas, grouped under three clusters.

- **Cluster 1 - Navigate the world of work**
  - a. Manage career and work life
  - b. Work with roles, rights and protocols

- **Cluster 2 - Interact with others**
  - a. Communicate for work
  - b. Connect and work with others
  - c. Recognise and utilise diverse perspectives

- **Cluster 3 - Get the work done**
  - a. Plan and organise
  - b. Make decisions
  - c. Identify and solve problems
  - d. Create and innovate
  - e. Work in a digital world

The CSfW utilises a developmental approach to describe these skills at five different stages of performance from novice through to expert.
The Scope of the Curriculum

Early Years Learning Framework

_Belonging, Being and Becoming - The Early Years Learning Framework for Australia (EYLF)_ is the national foundation document for ensuring children in all early years settings experience quality teaching and learning.

The EYLF recognises the complex nature of young children’s learning and provides principles and practices to guide educators working with children birth to five years of age and has at its centre children’s learning. The EYLF has five learning outcomes

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

The Framework forms the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning. Educators use the outcomes to observe children and plan for their ongoing development. When using the EYLF educators acknowledge that children learn in a variety of ways and provide quality learning environments that are inclusive of all children.

Australian Curriculum

The Australian Curriculum is aligned with the Early Years Learning Framework and builds on its key learning outcomes. It sets consistent high national standards to improve learning outcomes for all young Australians.

The Australian Curriculum sets out, through content descriptions and achievement standards, what all young Australians should learn as they progress through schooling. It focuses on learning area content and achievement standards that describe what students will learn and teachers will teach.

There are eight learning areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Technologies
- Health and Physical Education
- Languages

The subject Work Studies is included in Years 9 and 10.

The Australian Curriculum prioritises seven general capabilities that are important for life and work in the twenty-first century. These have been outlined previously. It also includes three cross-curriculum priorities that are relevant to the lives of students and that address the contemporary issues they face: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and sustainability. The general capabilities and the cross-curriculum priorities are embedded where relevant, through the learning area content on which the curriculum is built.

There is an increasing focus, nationally and internationally, on inter- or cross-disciplinary learning to enable connections to be made across and between subject areas. The Tasmanian Curriculum Framework supports the flexibility to develop such learning programs e.g. STEM (Science, Technology, Engineering and Mathematics).
The Australian Curriculum Assessment and Reporting Authority (ACARA) develops the Australian Curriculum through rigorous, consultative national processes. Education authorities in each state and territory determine the Australian Curriculum implementation timelines for schools. In Tasmania, the Australian Curriculum has been adopted for P to 10 and is incorporated in some Years 11 and 12 courses.

**TASC accredited courses**

In Tasmania, the accreditation, assessment, moderation and certification functions of the Years 11 and 12 curriculum are administered by the Office of Tasmanian Assessment, Standards and Certification (TASC).

The TASC courses are categorised under the eight learning areas used in the Australian Curriculum, with the addition of a ‘mixed field’ classification which includes courses in career planning, work skills and cross disciplinary study.

TASC accredited courses form the basis of learning programs in Years 11 and 12. The state and territory curriculum authorities are responsible for determining how they integrate the Australian Curriculum content and achievement standards into their courses. Currently, as TASC courses are reaccredited, the Australian Curriculum senior secondary courses are aligned to the Tasmanian courses with regard to content, learning outcomes and achievement standards.

Other accredited courses may be studied in Years 11 and 12 including Vocational, Education and Training programs and University of Tasmania courses.

**Vocational Education and Training (VET)**

Vocational Education and Training (VET) is designed to expand opportunities and pathways for senior secondary students, in preparation for employment and further education and training, and improve educational outcomes in line with the Tasmanian Government’s objective to increase the number of young people completing Year 12 or equivalent. VET programs deliver workplace-specific skills and knowledge in a wide range of industries and students gain nationally recognised industry qualifications, certificates and units of competency. VET also addresses the skills and employment needs of industry in Tasmania.
The Stages of Schooling

While every student will be immersed in a well-balanced curriculum, there are different priorities for the different stages of schooling.

Early Years to Year 2

The Early Years Learning Framework has a specific emphasis on play-based learning and recognises the importance of early literacy and numeracy and social and emotional development.

In the early years of schooling, the Australian Curriculum gives priority to literacy and numeracy development because these are the foundations on which further learning is built. The foundation for literacy is built primarily in English and the foundation for numeracy primarily in Mathematics. However, both literacy and numeracy must be reinforced and strengthened through learning in other contexts.

Priority is also given to movement skills development, participation in physical activity and the development of safer and healthier personal practices through the teaching of health and physical education. Equally, all learners in these early years will have the opportunity to develop their sensory, cognitive and affective appreciation of the world around them through exploratory and creative learning.

Continuity of student learning occurs through planning transitions from home and education and care services to kindergarten and into the primary years.

Primary Years 3 – 6

In Years 3 to 6, the Australian Curriculum continues to prioritise English and literacy and Mathematics and numeracy, along with the opportunity for a broad education drawing from each of the eight learning areas. The curriculum across these years of schooling provides core or common learning opportunities, while also providing opportunities for learners to deepen their learning in particular areas according to their interests and needs to enhance engagement, participation and motivation.

Lower Secondary 7 – 8

Students in Years 7 and 8 continue to engage with a rigorous Australian Curriculum through content and skills of the eight learning areas, general capabilities and cross-curriculum priorities. Transition from primary to high school is also supported through a focus on the specific emotional and social needs of adolescents that is critical to their wellbeing and capacity to learn.

Upper Secondary Years 9 – 10

The design of the Australian Curriculum for Years 9 and 10 recognises that many students commence senior secondary pathways and programs, including vocational pathways. The curriculum is designed to provide increased opportunities for students to make choices about learning pathways and to deepen their understanding in each learning area. It is based on the assumption that school and/or curriculum authorities will provide learning opportunities for all students from learning areas of the Australian Curriculum and in vocational and applied learning. In Years 9 and 10, there is flexibility for students to undertake more specialised learning pathways that ensure all students are fully engaged and prepared to continue learning into the senior secondary years.
Senior Secondary Years 11-12

In Years 11 and 12 there will continue to be a focus on developing young peoples’ skills and capacities while providing them with increased opportunities to make choices about their pathways through senior school and beyond to further education and employment.

These choices are informed by students’ aspirations, their previous success and enjoyment, the future options for training, learning or employment, and the setting in which the learning is to occur.

The senior school curriculum will be based on the eight learning areas and build on the Australian Curriculum; there will be increased opportunities for specialisation in learning within the regular school program and through accredited vocational education and training programs and university courses.

The senior years are the culmination of the stages of schooling and the focus is necessarily on attainment and meeting the required standards for the Tasmanian Certificate of Education and either university entrance or vocational competence and certification.

The desired goal is for all students to complete Year 12 and exit schooling with the foundations for successful life-long learning and active participation in society.

Conclusion

The values and principles outlined in this Framework, together with the learning areas, the core skills and general capabilities of the Australian Curriculum, will guide curriculum development in all sectors of schooling in Tasmania and ensure the learning meets the educational needs of young Tasmanians.

The Tasmanian Curriculum Framework promotes high standards and expectations through the alignment of curriculum, pedagogy and assessment. Three further frameworks will support this intent.

Assessment is an integral part of learning and teaching. The Learning Teaching and Assessment Framework recognises the impact of quality teaching and evidence-based pedagogy in developing successful learners and improving learner performance.

Years 11 and 12 are an intrinsic part of the scope of schooling and the Years 11 and 12 Curriculum Framework will be based on the principles and values of the Tasmanian Curriculum Framework and will guide the future development of TASC accredited courses.

The Senior Secondary Accreditation Framework aligns with the Tasmanian Curriculum Framework. The accreditation, assessment, quality assurance and certification functions of the Years 11 and 12 curriculum are administered primarily by the Office of Tasmanian Assessment, Standards and Certification (TASC).
References

Melbourne Declaration on Educational Goals for Young People (MCEETYA 2008)

The Early Years Learning Framework

The Australian Curriculum
http://www.australiancurriculum.edu.au/

ACARA

The Shape of the Australian Curriculum v.4, ACARA 2012

Australian Blueprint for Career Development

Core Skills for Work Developmental Framework