

Curriculum and Standards Framework II: Overview

Victoria. Board of Studies, 2000

Overview of the document

12 page overview of the Curriculum and Standards Framework II (CSFII) issued by the Board of Studies. CSFII is made of up eight key learning areas and within each KLA the major knowledge and skills are arranged into strands.

Keywords

Key learning areas; standards; P-10; learning outcomes; indicators; flexible and diverse pathways; civics and citizenship; key competencies, enterprise skills; social justice; civics and citizenship; environmental education; learners of English as a second language; students with disabilities and impairment.

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INTRODUCING THE CSF II

- CSF describes what students should “be able to know and do in eight key areas of learning at key intervals from the Preparatory year to Year 10”. (p. 1)
- Provides guidelines for schools in organising curriculum programs

Structure

- Identifies the following Key Learning Areas:
 - The Arts
 - English, including English as a second language (ESL)
 - Health and Physical Education (HPE)
 - Languages other than English (LOTE)
 - Mathematics
 - Science
 - Studies of Society and Environment (SOSE)
 - Technology.

- Notes that within each KLA, major knowledge and skills are arranged into strands, some of which are discipline based and some of which are skills based. Notes that some KLAs use substrands as a way of organising the material within each strand.
- Notes that for each strand there are six levels from P-10:
 - Level 1 – End of Prep
 - Level 2 – End of Year 2
 - Level 3 – End of Year 4
 - Level 4 – End of Year 6
 - Level 5 – End of Year 8
 - Level 6 – End of Year 10 (designed to provide for transition to postcompulsory years and the requirements of the VCE). (p. 1)

Curriculum and standards

- Notes that within each KLA, the framework consists of curriculum focus statements and standards for student achievement
- Notes that the curriculum focus statements outline the major content to be covered but do not constitute a syllabus and courses are designed by teachers.
- Notes that the CSF is the basis for standards-based assessment in Victoria and that CSF standards are made up of two interrelated elements:
 - Learning outcomes: These “reflect the breadth, depth and complexity of the curriculum” and are “stated in terms that are measurable using a variety of assessment techniques”. (p. 2)
 - Indicators: Each learning outcome has a set of indicators. Indicators are used as a basis for assessment but do not constitute specific tasks.
- Notes that in addition to Learning Outcomes and Indicators, the CSF will be accompanied by annotated work samples which are intended to show the range of student achievement.

Using the Framework

- Notes that the CSF helps schools in developing programs by providing statements on teaching and learning and clear statements of what students are expected to achieve.
- Notes that individual schools will make decisions about programs.

THE CSF AND NATIONAL GOALS

- States that “The CSF promotes:
 - an increased emphasis on standards and learning outcomes, and accountability for their achievement by students
 - the increased importance of literacy and numeracy
 - a greater understanding of the needs of students in different stages of schooling – broadly categorised as the early years, the middle years and the later years – better reflecting the developmental stages of young people
 - broadening of access to post-compulsory curriculum to provide more flexible and diverse pathways into further education, vocational education, training and employment
 - a renewed emphasis on civics and citizenship education
 - the importance of information and communication technology in education.” (p. 5)
- Reproduces a number of the goals of The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (1999) as follows:

1. “Schooling should develop fully the talents and capacities of all students. In particular, when students leave school, they should:
 - 1.1 have the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities, and to collaborate with others
 - 1.2 have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members
 - 1.3 have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives, and to accept responsibility for their own actions
 - 1.4 be active and informed citizens with an understanding and appreciation of Australia’s system of government and civic life
 - 1.5 have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning
 - 1.6 be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society
 - 1.7 have an understanding of, and concern for, stewardship of the natural environment, and the knowledge and skills to contribute to ecologically sustainable development
 - 1.8 have the knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle and for the creative and satisfying use of leisure time.” (p. 5)
- Notes that the National Goals for Schooling emphasise the importance of students undertaking vocational learning during the compulsory years and that the CSF is designed to ensure that students have:
 - 2.3 participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies.
 - 2.4 participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.
- Notes that “Each Key Learning Area embeds the development of generic skills, including key competencies and enterprise skills.” (p. 6)

CURRICULUM PRIORITIES AND THE STAGES OF SCHOOLING

Focusing on the essentials

- Notes that the CSF focuses on ‘essential learnings’.
- States that “Essential learning for each key learning area is defined as the knowledge and skills that students need in order to:
 - operate effectively and competently at each stage of development and experience success
 - progress to the next level
 - develop the capacity to participate effectively and responsibly in society.” (p. 6)

Links to the stages of schooling

- Notes that the CSF is grouped to three broad stages:
 - The early years: levels 1-3 – which aim to build firm foundation of “knowledge, skills, attitudes and values necessary for further learning”. (p. 7)
 - The middle years: levels 4-5 – in which the curriculum is still broad and intended to further develop foundational skills. Notes that this stage is vital for transition between primary and secondary schooling and that one key focus is to keep students engaged.
 - Pathways to post-compulsory education and training: level 6 – identifies the key issue at this stage as the provision of effective pathways. Notes that there is increasing specialisation and vocational learning becomes important. States “This involves both generic competencies, and specific knowledge and understanding of aspects of employment, the economy and the world of work. Generic competencies, including enterprise skills, can be developed across the curriculum.” (p. 8)

School-based decision making

- Notes that schools continue to be responsible for decisions about development and organisation of curriculum and programs.
- Notes that the Board will support schools by providing sample programs and assessment materials.

Attitudes and Values

- States that “The CSF is based upon a commitment to the educational values of rational enquiry and openness to evidence.” (p. 9)
- Notes that the CSF has been developed within National Goals and reproduces the following from the Adelaide Declaration:
 3. “Schooling should be socially just, so that:
 - 3.1 students’ outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students’ socio-economic background or geographic location.
 - 3.2 the learning outcomes of educationally disadvantaged students improve and, over time, match those of other students
 - 3.3 Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students
 - 3.4 all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
 - 3.5 all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally
 - 3.6 all students have access to the high quality education necessary to enable the completion of school education to Year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training.” (p. 9)

Information and communication technology

- Encourages the use of ICT in education.

Environmental education

- Identifies three aspects of environmental education:
 - Education about the environment;
 - Education in the environment; and
 - Education for the environment.

Civics and citizenship education

- States that “The CFS aims to help students to become active and informed citizens.” (p. 10)

Students with disabilities and impairments

- Notes that the CSF has been designed for all students.

Learners of English as a Second Language

- Notes that the Broad objectives of CSF will apply for all students but ESL students will need additional time and support to achieve learning outcomes.