

Responses to the Issues named in the Years 9 to 12 Review Terms of Reference.

Staff Feedback, Guilford Young College

Tasmania's single year courses in Years 11 and 12.

What must be retained?

Single year courses should be retained for a number of reasons:

- They allow greater flexibility for students who are unsure of their pathway and those who suffer interruptions to their learning due to accident/injury/illness etc
- They open up possibilities for students across several areas of the curriculum rather than forcing specialisation. They enable students to diversify in terms of future educational directions and/or work needs
- They allow us to cater for the broad diversity of our students
- Spacing summative assessment across two years allows for some achievement in Year 11 and not as much pressure on Year 12. This works and is unique

Improvements

- The addition of two year courses would support a greater depth of study. There is support for a mixture of one and two year courses. In light of this, the structure should not be a selection of two-year courses only
- Current courses could be reviewed to provide better progression from Year 10 to Year 11 to Year 12 (and then to further study).
- A range of Level 2 courses should be included to cater for both University and non-University pathways

Questions

What data (nationally and internationally) is there around success rates for one year as opposed to two year courses?

What other Tasmanian data will be used apart from that generated in the review?

Tasmania's 50, 100 and 150 hour courses in Years 11 and 12, and where relevant, alignment to the Australian curriculum.

What must be retained?

- 150 hours better suited to VET allows time for most certificates to be achieved.
- The current 150 hours courses provides for deeper learning and contact time with our students. Two-years courses comprised of 100 hour components would also support this.

Tasmania's use of criterion based assessment for internal and external assessment purposes in Years 11 and 12.

What must be retained?

- The ability to provide explicit feedback to students around specific aspects of their performance
- The ability to provide specific direction around the requirements of a task and the success indicators

Improvements

- CBA is sometimes not successful as it can lead to compartmentalising of concepts when various skills/understandings are often inextricably linked
- There needs to be state wide consistency in the interpretation of standards for both internal and external assessments. There needs to be an interrogation of the role of standards, particularly in the external assessment regime. Without consistent application of standards internally and externally, then discrepancy reporting is meaningless
- Review the use of content-based criteria versus skills-based criteria

The alignment between the Australian Curriculum Kindergarten-Year 10 (K-10) and Years 11 and 12 curriculum and assessment practices.

What must be retained?

- There is more consistency among students and across schools (eg prior knowledge) coming into Years 11 and 12. This must be retained and refined to improve consistency further
- TASC courses are being done in Year 10. This can be good to prepare students for Level 3 courses in Year 11

Improvements

- Greater alignment between the core AC courses in Years 9 & 10 and the TASC courses both in content and assessment practices

The nature, quality of the delivery and cost effectiveness of VET/VEL in sectors and schools and how this aligns with student pathways. What should be retained? What improvements should be made

What must be retained?

- We do VET really well at GYC. Our audit results are good and we are competitive statewide and nationally
- VET keeps students in school and gives them meaningful pathways
- Courses are effective even when students leave half way through the year when they get a job. This is reported as a failure rather than a success. Retention statistics don't tell the whole story and should be challenged if they are being used to denigrate the work and value of VET in schools

If we want to get young people into Tasmania's workplace then school-based VET is the way to get them industry skills, experience and trades in a safe and supportive environment. At 15 and 16, students don't have the skills and experience to handle a flexible, non-structured alternative education facility (such as TAFE) compared to a school/college environment.

Questions

- Are we trying to exclude students on vocational pathways?

Public perception (including that of employers) of VET/VEL undertaken in schools. What should be retained? What improvements should be made?

What must be retained?

- We have excellent relationship with our employers and a high success and employment rate. Our graduates are sought after. This is due to quality work placement, working in industry-standard facilities, and regular focus of alignment to standards, and VET being a genuine pathway, not a dumping ground for low-ability students. Public perception is powerful and schools can achieve very positive outcomes
- A variety of courses that matches the industry demand

Improvements

- Schools do not have time nor resources for students to gain as much 'hands-on' experience with equipment and clients as industry-based VET students, this needs to improve and school structure needs to allow flexibility for students to gain expertise in industry as well as gain their TCE subjects

The Tasmanian Certification of Education (TCE) is a qualification for Tasmanians who reach the prescribed standards. This qualification is now required for the calculation of an ATAR The TCE has compulsory requirements including:

- **Everyday adult reading and writing in English**
- **Everyday Adult Mathematics**
- **Everyday Adult use of Computers and the Internet**
- **Participation and Achievement Standard**
- **Pathway Planning Standard.**

This Review will also take into account possible impacts of any curriculum recommendations on this qualification.

What must be retained?

- A recognition that students leaving Year 12 are literate, numerate and can operate effectively in an everyday adult environment

Improvements

- Course structures should include the important general capabilities as is the case in the Australian Curriculum. Literacy, numeracy and ICT is too narrow a focus and it is treated in a tokenistic manner

- More one on one intervention for pathway planning and greater emphasis on this in Year 10. The Pathways planning model from Year 9 to Year 12 should be more structured to better enable students to plan effectively and clarify requirements for teachers
- The different methodologies for acknowledging the achievement of the Everyday Adult Literacy/Numeracy/ICT standards are highly inconsistent – for example the difference between an ICT tick from Sociology and the requirement for provider-level recognition is significant

Questions

- Could programs to address social disadvantage be implemented?