



B O A R D O F S T U D I E S
N E W S O U T H W A L E S

SYLLABUS DEVELOPMENT HANDBOOK

July 2006

© 2006 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only;
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW;
- to acknowledge that the Material is provided by the Board of Studies NSW;
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee;
- to include this copyright notice in any copy made;
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These Materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 8484.

Published by Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 1 7414 7421 3

July 2006

2006338

Disclaimer

This handbook has been developed to provide an outline of the process of syllabus development and revision. It has been designed principally for those involved directly through Board committees in the process of curriculum development. It includes sections on the operation of the Board of Studies, procedures for syllabus development, the components of a syllabus and administrative information for project members.

The handbook is a basic description of syllabus development concepts and processes. It is not intended to be exhaustive and should not be seen as a statute. Persons involved in syllabus development should always check with the appropriate Board officers before acting on any of the information in this document.

This disclaimer notwithstanding, the handbook reflects decisions of the Board in relation to the nature of Board syllabuses and the syllabus development process and is correct at the time of printing. The Board reserves the right to change any of the information without notice.

CONTENTS

SECTION 1 – THE BOARD OF STUDIES AND ITS COMMITTEE STRUCTURE	6
1.1 The Board of Studies – Role and Responsibilities	7
1.2 Composition of the Board	7
1.3 Board Committees	8
SECTION 2 – SYLLABUS DEVELOPMENT PROCESS AND STRUCTURES: General Education	10
2.1 Process of Syllabus Development	11
2.1.1 Background	11
2.1.2 Process of Syllabus Development	13
2.1.3 Consultation in Syllabus Development	16
2.2 Board Curriculum Committees	17
2.2.1 Purpose	17
2.2.2 Membership	17
2.2.3 Appointment to Board Curriculum Committees	17
2.2.4 Role of Board Curriculum Committees	18
2.2.5 Election of Board Curriculum Committee Chairpersons	18
2.2.6 Role of the Board Curriculum Committee Chairperson	18
2.2.7 Code of Conduct for Members of Board Curriculum Committees	18
2.2.8 Board Curriculum Committee Induction	19
2.2.9 Support for Board Curriculum Committees	19
2.2.10 Reporting to the Board	19
2.2.11 Meetings	19
2.3 Project Management	20
2.3.1 The Project Manager	20
2.3.2 The Project Team	20
2.4 Writers	20
2.4.1 Register of Curriculum Writers	20
2.4.2 Appointment of Writers	21
2.4.3 Contracts	21
2.4.4 Steps in the Process of Selection of Writers	21
2.5 Literature Review	22
2.6 Independent Consultants	22
SECTION 3 – SYLLABUS DEVELOPMENT PROCESS AND STRUCTURES: Vocational Education and Training (VET)	23
3.1 Process of Development of VET Curriculum Frameworks	24
3.1.1 Background	24
3.2 Consultation in Syllabus Development	31
3.3 Board of Studies VET Advisory Committee	31
3.3.1 Purpose	31
3.3.2 Membership	31
3.3.3 Role	31

3.4	Industry Curriculum Committee(s)	32
3.4.1	Purpose	32
3.4.2	Membership	32
3.4.3	Role	32
3.5	Project Team(s)	33
3.5.1	Purpose	33
3.5.2	Membership	33
3.5.3	Role	33
SECTION 4 – POLICIES AND REQUIREMENTS		34
4.1	Government Policies	35
4.2	Board of Studies Policies – Applying to All Syllabuses	35
4.3	Board of Studies Policies – Applying to Particular Syllabuses	36
4.4	Accountabilities	36
SECTION 5 – BOARD CURRICULUM COMMITTEES: Administrative Information		37
5.1	Travel	38
5.1.1	Bus/Train	38
5.1.2	Private Motor Vehicle Use	38
5.1.3	Taxis	38
5.1.4	Air Travel	38
5.2	Accommodation	39
5.3	Meals	39
5.4	Record of Attendance	39
5.5	Teacher Relief	40
SECTION 6 – CODE OF CONDUCT FOR THE BOARD AND ITS COMMITTEES		42
6.1	Introduction	42
6.2	Principles	42
6.3	Board Policies	43
6.4	Conflicts of Interest	43
6.5	Gifts and Benefits	44
6.6	Public Comment and the Use of Official Information	44
6.7	Security and Confidentiality of Official Information	45
6.8	Reporting Corrupt Conduct	46
6.9	Concluding Statement	46
6.10	Authorship of Texts	47
6.11	Meetings of Syllabus Writers with Commercial Publishers	47
SECTION 7 – GUIDELINES FOR WRITERS		48
APPENDICES		50
Appendix A – Steps in the Process of Selection of Writers		51
Appendix B – Consultation in Syllabus Development		52

SECTION 1

THE BOARD OF STUDIES AND ITS COMMITTEE STRUCTURE

SECTION 1 – THE BOARD OF STUDIES AND ITS COMMITTEE STRUCTURE

1.1 The Board of Studies – Role and Responsibilities

The Board of Studies is responsible under the *Education Act 1990* for:

- developing the curriculum for Kindergarten to Year 12
- developing and conducting the School Certificate and Higher School Certificate programs and
- registering and accrediting non-government schools.

The Board's curriculum responsibilities involve the development of detailed syllabuses in the various Key Learning Areas. To assist it in this task, the Board establishes Board Curriculum Committees and Project Teams.

1.2 Composition of the Board

The membership of the Board is prescribed by the Act. It consists of a full-time President appointed by the Governor, three ex-officio members from the Department of Education and Training, and 19 other members appointed by the Minister. The appointed members are as follows:

- a) one nominee of the New South Wales Vice-Chancellors' Committee
- b) two nominees of the Council of the Federation of Parents and Citizens' Associations of New South Wales, one nominee to represent parents of primary school children, and the other to represent parents of secondary school children
- c) one person, being a nominee of the Catholic Education Commission of New South Wales
- d) one nominee of the Association of Independent Schools, the Headmasters' Conference and the Association of Heads of Independent Girls' Schools
- e) one non-government school teacher (other than a principal), being a nominee of the Independent Education Union
- f) one parent of a child attending a non-government school, being a nominee of the Council of Catholic School Parents and the New South Wales Parents' Council
- g) two principals of government schools, one being a nominee of the New South Wales Council of Primary School Principals and the other a nominee of the New South Wales Council of Secondary School Principals
- h) two nominees of the New South Wales Teachers Federation, one being a primary government school teacher (other than a principal) and the other a secondary government school teacher (other than a principal)
- i) one person with knowledge and expertise in early childhood education
- j) an Aboriginal person with knowledge and expertise in the education of Aboriginal people and
- k) six other persons having, in the Minister's opinion, qualifications or experience that enables them to make a valuable contribution to primary or secondary education in New South Wales.

The Act prescribes that, as far as practicable, the Board is to include:

- a) members who have professional experience or demonstrated interest in gender issues in education
and
- b) at least one member who has professional experience or demonstrated interest in the education of children with disabilities
and
- c) at least one member who has professional experience or demonstrated interest in Aboriginal education
and
- d) at least one member who has professional experience or demonstrated interest in the education of children from non-English speaking backgrounds.

Board members are appointed for a period not exceeding three years. However, Board members may serve more than one three-year term.

1.3 Board Committees

Primary Curriculum Committee

This committee advises the Board on strategic issues relating to primary education, including the links between the formal school curriculum and early childhood and the promotion of K–12 continuity. It consists of Board members and additional persons with expertise in primary education.

Registration and Accreditation Committee

This committee considers applications from non-government schools for registration (approval to operate) and/or accreditation (approval to present candidates for the School Certificate and the Higher School Certificate Examinations) and makes recommendations to the Board. The Committee includes Board members and representatives of non-government schools.

Aboriginal Education Initiatives Advisory Committee

This committee advises the Board on broad policy issues relating to Aboriginal education. It is chaired by the President of the NSW Aboriginal Education Consultative Group Inc (who is also a member of the Board of Studies) and consists of representatives from the NSW Department of Aboriginal Affairs, the NSW Aboriginal Education Consultative Group Inc, the Department of Education and Training, the Commonwealth Department of Education, Training and Youth Affairs, the Catholic Education Commission, the New South Wales Teachers Federation, and a tertiary sector representative.

Board of Studies VET Advisory Committee

The Board of Studies VET Advisory committee advises the Board on matters relating to vocational education and training (VET), including the development of VET courses as part of the HSC Examination. This committee ensures that there is a consistent approach across VET curriculum frameworks. Membership is detailed in Section 3 of this handbook.

Board Curriculum Committees

Board Curriculum Committees are established by the Board for a specific syllabus development project or set of projects, as the Board determines. They monitor the progress of each project to ensure the integrity of the process and the quality of the product, making recommendations directly to the Board. Industry Curriculum Committees serve a similar purpose for VET courses. The processes and structures for syllabus development are set out in detail in Section 2 and 3 of this handbook.

Examination Committees

These committees set the Board's examinations. They normally comprise practising teachers and representatives of tertiary institutions. They also prepare marking guidelines for the examinations, and contribute to the preparation of reports on students' examination performance.

HSC and SC Consultative Committees

These committees meet with representatives of each Examination Committee following completion of marking to consider Higher School Certificate examination and School Certificate test marks within parameters set by the Board. The committees include Board members, persons with appropriate expertise from schools and universities, and relevant staff of the Office of the Board.

Examination Rules Committee

This committee meets at the end of each year to consider alleged breaches of HSC examination rules, and to determine penalties to be applied. Its membership comprises three Board members, including one parent representative and one school representative.

Technical Advisory Committee

This committee meets as required by the Board to provide technical advice on examinations and assessment moderation issues. It comprises Board members, staff of the Office of the Board and university personnel with expertise in statistics and educational measurement.

Special Education Committee

This committee advises the Board on matters that relate to providing for students with special educational needs through the development of K–12 curriculum and support materials, and credentialling and examination programs. Its membership comprises a Board member and representatives from the Australian Association of Special Education, the Association of Independent Schools, the Department of Education and Training and the Catholic Education Commission.

SECTION 2

SYLLABUS DEVELOPMENT PROCESS AND STRUCTURES

General Education

SECTION 2 – SYLLABUS DEVELOPMENT PROCESS AND STRUCTURES: General Education

The processes used for general and VET curriculum development are similar. However, given that there are some differences, the processes are described separately in this document. This section describes the structures and processes to be used for general education syllabus projects and the process for VET projects is described in the next section.

2.1 Process of Syllabus Development

2.1.1 Background

The Board of Studies is committed to a syllabus development process that:

- is consistent with agreed procedures
- is transparent
- involves wide consultation
- produces quality syllabus documents
- contributes to high standards of teaching and learning.

The process, using a project management approach, involves four phases:

1. Syllabus Review
2. Writing Brief Development
3. Syllabus Development
4. Implementation.

Major features of the process are as follows:

- Advice is sought at key points from teachers, significant individuals and organisations. In particular, professional teacher associations play an important role.
- The Board appoints Board Curriculum Committees to assist with its monitoring and quality assurance role. These committees report directly to the Board on the quality of the material produced by project teams and ensure the integrity of the syllabus development process.
- A project manager employed by the Office of the Board of Studies manages the syllabus development project, developing the initial proposal, establishing consultative networks, managing consultation, and drafting and revising syllabus documentation. Project teams will, at various stages of the syllabus development process, include curriculum, assessment and publications officers.

Syllabus Development Handbook

The process will produce a syllabus package which, depending on whether the package is for a K–6, 7–10 or 11–12 syllabus, will include some or all of the following elements:

- syllabus
- support material providing
 - advice on implementation
 - advice on assessment
 - sample assessment tasks accompanied as appropriate by marking guidelines
 - annotated student work samples
- performance descriptions
- specimen test or examination papers
- principal's support package
- parent and community support material.

The process is described in detail on the following pages.

2.1.2 Process of Syllabus Development

Phase 1: Syllabus Review

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose A review of the existing syllabus provision and a plan for the revision or development of the syllabus.</p> <hr/> <p>Following consideration of relevant data the Board determines whether a review of existing syllabus provision will be conducted. The review phase will typically involve:</p> <ul style="list-style-type: none"> • establishment of a Board Curriculum Committee to monitor the syllabus development process and provide advice throughout the project • establishment of the project plan which includes consultation and a timeline • informing schools of the project plan including the timeline for consultation • evaluation of the existing syllabus against the syllabus criteria approved by the Board of Studies • consultation with teachers and key groups regarding the existing syllabus and the general directions for the syllabus development • research, including a review of literature and practice in Australia and overseas • recommendation by the Board Curriculum Committee of the broad directions for syllabus revision or development in response to the review findings to the Board • Board endorsement of broad directions for syllabus revision or development. <p>Outcomes</p> <ul style="list-style-type: none"> • endorsement by the Board of the broad directions for syllabus revision or development • information provided to schools about the consultation and timeline for the syllabus revision or development. 	<ol style="list-style-type: none"> 1. Proposal for the revision or development of a syllabus accepted by the Board and incorporated within the Board's work program. The need for revision or development of a syllabus will be identified by the Board or Office of the Board. 2. Project manager appointed. 3. Board Curriculum Committee established to monitor the project; induction workshop conducted. Board Curriculum Committee provides advice on elements of the project plan, research to be undertaken and key groups and/or individuals to be consulted through the life of the project. 4. Project plan (following a standard format) developed and approved by the Director, Curriculum. The Project plan will include: <ul style="list-style-type: none"> • a description of the reason for the initiation of the project • a timeline for the project from initial steps through to handover for implementation • a list of the key groups, including professional associations, to be consulted throughout the development of the syllabus package • specification of research, including review of literature and other practices to be reviewed. It may include: <ul style="list-style-type: none"> • a brief for the consultation facilitator/market researcher, as appropriate. 5. Evaluation team¹ established and writers contracted. 6. Consultation, with key groups and sample groups, undertaken regarding the general directions to be followed. 7. Research undertaken including review of literature and practice. 8. Key aspects of Project plan publicly disseminated, including to the key groups that will be consulted throughout the development of the syllabus package. 9. Evaluation Report prepared based on findings from consultation and research. 10. Board and Minister advised of the findings of consultation and research. Board endorsement of broad directions for project.

¹ The evaluation team will vary in size and membership during the project, although core members will be generally involved at all stages of the project.

Phase 2: Writing Brief Development

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose The development of a writing brief for the draft syllabus that takes account of the broad directions established during the syllabus review phase.</p> <hr/> <p>This phase will typically involve:</p> <ul style="list-style-type: none"> • preparation of a draft writing brief by a project team, taking into account information from consultation and research undertaken during the previous phase • widespread consultation on the draft writing brief, involving: <ul style="list-style-type: none"> – teachers – key groups, including professional associations and school systems – the Board Curriculum Committee – other relevant Board committees • preparation of a report that identifies issues emerging from the consultation and the action to be taken in response to those issues • modification of the draft writing brief in response to consultation feedback • consideration of the amended draft writing brief by the Board Curriculum Committee for recommendation to the Board • submission of the draft writing brief, consultation report and Board Curriculum Committee recommendation to the Board for endorsement • submission of the endorsed writing brief to the Minister • briefing of school authorities • Internet publication of the consultation report and endorsed writing brief. <p>Outcome A writing brief, accepted by the Minister, which provides the detailed blueprint for the development of the syllabus and against which the final syllabus is judged.</p>	<ol style="list-style-type: none"> 1. Draft writing brief prepared, taking into account input from consultation and research. 2. Drafts made available for specified period for comment and response by: <ul style="list-style-type: none"> • teachers • key groups, including professional associations and school systems • Board Curriculum Committee • Board members and, where appropriate, Primary Curriculum Committee members. 3. Drafts modified in response to feedback. 4. Draft writing brief submitted to Board Curriculum Committee for recommendation to the Board. The writing brief will be accompanied by a briefing which addresses: <ul style="list-style-type: none"> • key issues to be considered in relation to the writing brief • the consultative process and the outcomes of the consultation • resource implications associated with the development and implementation of the syllabus • training and development implications • industrial implications • media, community and/or industry implications. 5. Draft writing brief, with briefing, submitted to the Board for endorsement. 6. Endorsed writing brief, with cover sheet, submitted to the Minister for noting. 7. Briefing session with school authorities. 8. Endorsed writing brief disseminated.

Phase 3: Syllabus Development

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose The development of the syllabus package as defined by the project plan.</p> <hr/> <p>This phase will typically involve:</p> <ul style="list-style-type: none"> • preparation of a draft syllabus package², by a project team, according to the endorsed writing brief • distribution of a draft syllabus package for consultation (via the Internet) to: <ul style="list-style-type: none"> – teachers <ul style="list-style-type: none"> – key groups, including professional associations and school systems – the Board Curriculum Committee – other relevant Board committees • preparation of a report that identifies issues emerging from the consultation and the action to be taken in response to those issues • preparation of a report that describes the extent to which Board criteria for approval of syllabuses have been met • modification of the draft syllabus package in response to consultation feedback • consideration of the amended draft syllabus package by the Board Curriculum Committee for recommendation to the Board • submission of the draft syllabus package, consultation report and Board Curriculum Committee recommendation to the Board for endorsement • submission of the syllabus to the Minister for approval • Internet publication of the consultation report • editing, design, layout and printing of the approved syllabus package • briefing of school authorities to effect handover of syllabus package for implementation in schools • distribution of the syllabus package to schools. <p>Outcomes</p> <ul style="list-style-type: none"> • a syllabus approved by the Minister • publication and distribution of the syllabus package. 	<ol style="list-style-type: none"> 1. Draft syllabus prepared, according to specifications in endorsed writing brief. 2. Draft made available for specified period for comment and response by: <ul style="list-style-type: none"> • teachers • key groups, including professional associations and school systems • Board Curriculum Committee • Board members and, where appropriate, Primary Curriculum Committee members. 3. Draft modified in response to consultation feedback. 4. Draft syllabus package submitted to Board Curriculum Committee for recommendation to the Board. Report to Board Curriculum Committee will include advice on how consultation responses have been addressed and how the Board’s criteria for approval of syllabus have been met. 5. Endorsed syllabus package, with briefing, submitted to the Board for endorsement. 6. Syllabus package, with briefing, submitted to the Minister for approval. 7. Approved syllabus package edited and prepared for printing. 8. Briefings with school authorities and ‘handover’ of syllabus. 9. Syllabus package printed. 10. Syllabus package distributed to schools.

² The elements of the package may vary according to which syllabus is being prepared and for which stage of schooling it is being prepared. The specific elements of the package will have been specified in the Project plan.

Phase 4: Implementation

DESCRIPTION OF THE PHASE	KEY TASKS
<p>Purpose Implementation of the syllabus is conducted by schools. The Board’s role in this is the on-going collection of data on the use of the syllabus to ascertain whether the intentions of the syllabus are being achieved.</p> <hr/> <p>This phase will typically involve:</p> <ul style="list-style-type: none"> • collection, collation and analysis of data on the use of the syllabus • routine reports to the Board and/or the Minister • identification and recording of issues that need to be taken into account in subsequent syllabus revision. <p>Outcome Data on the use of the syllabus that can be used to inform a future syllabus review.</p>	<p>Collection, collation and analysis of data on the use of the syllabus. This data will establish baseline data for the evaluation process and for determining the extent of success of any changed syllabus.</p> <ol style="list-style-type: none"> 1. Routine reports submitted to the Board and/or the Minister. 2. Identification and recording of issues that need to be taken into account in subsequent syllabus revision.

2.1.3 Consultation in Syllabus Development

The Board’s syllabus development process is designed to provide opportunities for consultation with interested individuals and groups during the review, writing brief and draft syllabus phases. The purpose, procedures and time line for each period of consultation are included in the project plan and information is published at the start of a project and at key points throughout.

Appendix B: *Consultation in Syllabus Development* gives details of the nature of the consultation in each of the phases of syllabus development.

2.2 Board Curriculum Committees

A Board Curriculum Committee (BCC) will be established by the Board for a specific project or set of projects³, as the Board determines.

2.2.1 Purpose

As a committee of the Board, the Board Curriculum Committee will monitor the progress of a project to ensure the quality of the product and the integrity of the process.

2.2.2 Membership

Membership will be on a representative basis. The Board Curriculum Committee will comprise nominees who are in a position to advise the Board on the quality of the product at each phase as well as the integrity of the process.

A Curriculum Committee will include:

- 1-2 members of the Board of Studies
- 2 Tertiary sector nominees, nominated by the Committee of Chairs of Academic Boards
- 2 NSW Department of Education and Training nominees
- 1 NSW Department of Education and Training nominee with TAFE background (for Years 7–12 Committees only)
- 2 NSW Teachers Federation nominees
- 1 Independent Education Union nominee
- 1 NSW Aboriginal Education Consultative Group Inc nominee
- 1 Catholic Education Commission nominee
- 1 Parents and Citizens' Association nominee
- 1 Association Independent Schools nominee
- 1 representative with a background in Special Education
- 1 Council of NSW Professional Teachers' Associations nominee
- 1 NSW Parents Council / Council of Catholic Schools Parents nominee
- 1 Primary Principals' Council nominee (K–6 committees only)
- 1 Federation of School and Community Organisations nominee (K–6 committees only)

While members of Board Curriculum Committees will be appointed on the basis of their expertise and/or interest in the activity, the committee is not to be seen as the only source of expertise. Expert advice will also be sought through consultation by identifying key individuals and groups who will be involved in the process (see Appendix B: *Consultation in Syllabus Development*).

2.2.3 Appointment to Board Curriculum Committees

Once a proposal for the revision or development of a syllabus has been accepted by the Board and incorporated into the Board's work program, the President of the Board will write to the organisations requesting their nominations for representative/s to the Board Curriculum Committee.

³ A Board Curriculum Committee may monitor more than one project when the projects are related in some way. For example, one Board Curriculum Committee might monitor work on Years 7–10 and Years 11–12 History Syllabuses or one Board Curriculum Committee might monitor several Years 11–12 Technology related projects.

Where Board Curriculum Committees identify the need for additional expertise, a limited number of additional members with the required expertise may be seconded to the Board Curriculum Committee. The Chair of the Committee should submit names of suitable secondees, in priority order and giving reasons for their appointment, for approval by the Board, or identify the additional expertise required. No more than two extra appointments will be made to any Board Curriculum Committee.

2.2.4 Role of Board Curriculum Committees

The role of Board Curriculum Committees is to:

- provide advice to project teams at defined stages throughout the project
- provide advice on the groups or individuals to be consulted during the development of the syllabus document
- review documentation prepared during the curriculum development process
- recommend syllabus documents to the Board for endorsement.

Board Curriculum Committees will advise the Board on:

- whether the agreed processes have been followed
- whether due attention has been given to the views identified during consultation
- whether the syllabus development processes have been followed
- the quality of the syllabus package in relation to the writing brief endorsed by the Board.

2.2.5 Election of Board Curriculum Committee Chairpersons

The first meeting of the Board Curriculum Committee would normally be chaired by the Board member. At this meeting the committee will nominate at least 2 appropriate members of the committee to carry out the role of Chairperson.

The Board will appoint the Chairperson and the Deputy Chairperson.

2.2.6 Role of the Board Curriculum Committee Chairperson

The Chairperson will:

- be responsible for the conduct of the meetings of the Board Curriculum Committee
- ensure that the minutes are an accurate record of the activities of the BCC
- ensure that a report from each meeting is prepared and tabled at the Board
- regularly liaise with the Project Manager during the life of project so that the Board Curriculum Committee can undertake its role and contribute to the successful completion of the project.

2.2.7 Code of Conduct for Members of Board Curriculum Committees

As members of a committee of the Board of Studies, members of Board Curriculum Committees are expected to execute their duties in accordance with the standards of professional behaviour as described in the *Code of Conduct of the Board of Studies* (Section 6).

2.2.8 Board Curriculum Committee Induction

The roles and responsibilities of members of Board Curriculum Committees in the new syllabus development process will be described at the first meeting of the Committee.

2.2.9 Support for Board Curriculum Committees

An executive officer and administrative support for each Board Curriculum Committee will be provided by staff from the Office of the Board of Studies.

2.2.10 Reporting to the Board

The Board will receive regular reports on the progress of curriculum projects. The reports will be prepared by the Office of the Board of Studies. Minutes of the Board Curriculum Committees which have been endorsed by the Chairperson will be available to Board members. In addition, Board members who are members of the Board Curriculum Committee will be able to report on the work of that committee. They will also be able to report Board perspectives and decisions to the Board Curriculum Committee.

2.2.11 Meetings

The syllabus development process involves four phases:

1. Syllabus Review
2. Writing Brief Development
3. Syllabus Development
4. Implementation.

In order to carry out its role, a Board Curriculum Committee must be closely involved in the first three phases of this process. In the normal course of events a BCC would be expected to meet between three and six times over the life of the project. For more extensive projects more meetings may be required for the committee to monitor the process effectively and to ensure the quality of the syllabus package.

Meeting dates will be determined at the outset of the project as part of the project management planning process.

If members are unable to attend any meetings throughout the course of the project their nominating organisation may choose to send a replacement representative. In such cases the nominating organisation should advise the Committee Administrative Officer.

2.3 Project Management

2.3.1 The Project Manager

The Office of the Board appoints project managers for each syllabus development project. Within the framework agreed to by the Board, a project manager will manage the development of syllabus and support documentation, including developing the initial proposal, establishing consultative networks, managing wide-ranging consultation and drafting and revising syllabus documentation.

The project manager will:

- manage all financial resources to ensure completion of all tasks within the specific budget
- assemble the project team necessary to carry out the process
- coordinate and manage the production of a syllabus development proposal, writing brief and draft syllabus package by the project team
- inform the Board Curriculum Committee on issues identified during consultation
- co-ordinate research to evaluate particular syllabuses and make appropriate recommendations to the Board
- receive and act on advice from the consultative network including:
 - teachers
 - key groups, such as professional associations and school systems
 - the Board Curriculum Committee.

2.3.2 The Project Team

Project teams will comprise various personnel from the Office of the Board of Studies and contracted writers.

Given the nature of the two roles (development and monitoring) members of the project teams cannot also be members of the Board Curriculum Committee.

Selection and appointment of project team members will be undertaken by the Office of the Board of Studies (see Appendix A: *Steps in the Process of Selection of Writers*).

2.4 Writers

2.4.1 Register of Curriculum Writers

The Office of the Board of Studies will regularly place advertisements in the *Board Bulletin* and national press inviting expressions of interest from qualified individuals to become curriculum writers. These expressions of interest will be used to create a register of curriculum writers who may be suitable for inclusion on project teams.

Selection of potential writers from the register will involve consideration of the following criteria:

- demonstrated knowledge of subject area (evident through educational qualifications and work resume)
- practical teaching experience in relevant areas (evident in work resume)
- demonstrated experience in curriculum review and/or development in an educational environment (evident in work resume and curriculum writing experience)
- high level of writing skills (evident in curriculum writing experience).

Once a proposal for the revision or development of a syllabus has been accepted by the Board, this register will be used to select writers for inclusion in project teams at appropriate times throughout the development process.

2.4.2 Appointment of Writers

The Director, Curriculum will be responsible for the appointment of writers to projects. The Director may use a selection panel to identify a short list of potential writers for a specific project from the register of curriculum writers.

Such a panel may include:

- the project manager
- a representative from OBOS Publications Branch
- a representative from OBOS Assessment Branch
- an external member.

Each person on the short list may be interviewed (in person or via teleconference) and may be required to undertake a writing task to demonstrate his/her suitability for inclusion in the project team.

A report on the selection process and the reasons for recommending particular individual(s) will be endorsed by the Director, Curriculum, prior to the appointment of the writers.

2.4.3 Contracts

Depending on the nature of their current employment situation, selected writers will be contracted or deployed (subject to approval of the current employer) to undertake the writing tasks.

Writers will be required to give an undertaking that they will maintain confidentiality in relation to the project being undertaken.

2.4.4 Steps in the Process of Selection of Writers

There are three steps in the process for selection of writers. They are:

- establishing a register of writers
- identifying the specific nature of the writing task and contacting qualified writers from the register
- selecting writers according to the defined process.

Appendix A: *Steps in the Process of Selection of Writers* provides details of the operational procedures used by the Office of the Board to select writers for syllabus development projects.

2.5 Literature Review

A key element of Phase 1, Syllabus Review, of the Board's syllabus development process is 'research, including a review of literature and practice in Australia or overseas'. The literature review will be commissioned following the development of a project brief. Conduct of the Literature Review includes the following:

- contact relevant faculties within NSW universities/professional associations requesting:
 - references for significant articles (in priority order) relevant to the review of KLA/ subject
 - significant issues in relation to the review of KLA/subject
 - nomination of countries of significance in the review of KLA/subject
- synthesise suggested literature/issues/countries into priority lists to be incorporated into *Scope of the Research Report*
- finalise *Scope of the Research Report* and write project brief
- disseminate project brief for expressions of interest/quotations (at least three required for projects over \$10 000)
- judge expressions of interest against established criteria
- appoint successful applicant/s.

2.6 Independent Consultants

The syllabus development process requires that consultation be undertaken at key points of the project. This consultation may be undertaken and/or analysed by independent and professional facilitators. In this case, the project manager for each syllabus development process will send a consultation brief to at least three suitable research companies seeking expressions of interest in the consultation work.

Selection of independent consultants will involve consideration of the following criteria:

- appropriate methodology including suitable demographic representation
- previous experience in the educational community
- demonstrated capacity to meet timelines
- competitive budget.

The selected researchers will be contracted to undertake the consultation tasks on behalf of the Office of the Board of Studies.

SECTION 3

SYLLABUS DEVELOPMENT PROCESS AND STRUCTURES

Vocational Education and Training (VET)

SECTION 3 – SYLLABUS DEVELOPMENT PROCESS AND STRUCTURES:

Vocational Education and Training (VET)

VET courses delivered as part of the HSC must align to industry competency standards and other requirements of the relevant industry Training Package/s. The VET curriculum development process must address issues of structure, implementation (including workplace learning, teacher qualifications, resource requirements and assessment and reporting) and qualification links.

Unlike general education courses in which the development of course content is critical, the content of VET courses is largely determined by the relevant industry Training Package. The need for consultation and agreement with NSW industry and other VET stakeholders is the critical issue with the development of VET curriculum compared to general education curriculum.

Consequently, while the process for development of VET curriculum broadly follows the same syllabus development process as used for general education curriculum, the activities within each phase require some modification.

The following sections describe the process as it applies to the development of Stage 6 VET industry curriculum frameworks by the Board of Studies.

3.1 Process of Development of VET Industry Curriculum Frameworks

3.1.1 Background

The process of VET curriculum development involves five phases:

1. Review
2. Industry Curriculum Framework proposal
3. Industry Curriculum Framework development – parts A and B of the syllabus
4. Industry Curriculum Framework development – support material
5. Evaluation of VET syllabuses

The process is described in detail on the following pages.

Phase 1: Review

DESCRIPTION OF THE PHASE	KEY TASKS
<p>The purpose of this phase is to provide information to the Board regarding the ways in which the nominated industry area satisfies the Board’s criteria for the maintenance/development of an industry curriculum framework.</p> <p>Outcome A decision to revise/discontinue, or develop/not develop, an industry curriculum framework as part of the HSC.</p>	<p>Existing Industry Curriculum Frameworks</p> <p><i>Consider viability</i></p> <ul style="list-style-type: none"> • review Training Package/s ⁴ • review existing syllabus implementation and participation • review viability against the Board’s criteria for the maintenance/development of an industry curriculum framework (<i>see below</i>). <p>Decision:</p> <ol style="list-style-type: none"> 1. continue with a curriculum framework for the industry area <ul style="list-style-type: none"> • major revision (generally characterised by major changes to the framework course structures or to the compulsory or examinable units of competency and corresponding HSC requirements and advice) <ul style="list-style-type: none"> – continue to phase 2. <p>OR</p> <ul style="list-style-type: none"> • minor update (generally characterised by points of clarification, updates to legislation references, or the addition of elective units of competency) <ul style="list-style-type: none"> – OBOS proposes changes to parts A and/or B of the syllabus – changes considered by the relevant QRRRC (Qualifications, Recognition and Resource Requirements Committee) industry sub-committee for recommendation by the QRRRC – OBOS makes amendments to parts A and/or B of the syllabus – notification of changes through a Board Bulletin Official Notice – upload to the Board’s website and distribute revised parts A and/or B of the syllabus as necessary – end process. <ol style="list-style-type: none"> 2. discontinue curriculum framework for the industry area <ul style="list-style-type: none"> • recommendations to VET Advisory Committee (VETAC) • recommended by VETAC to the Board for endorsement • end process. <p>New Industry Curriculum Framework</p> <p><i>Conduct a feasibility study</i></p> <ul style="list-style-type: none"> • research and analysis • focus group/s • report structured around the Board’s criteria for the maintenance/development of an industry curriculum framework (<i>see below</i>). <p>Decision:</p> <ol style="list-style-type: none"> 1. to develop an industry curriculum framework <ul style="list-style-type: none"> • recommendations to VETAC • recommended by VETAC to the Board for endorsement. • continue to Phase 2. 2. not to develop an industry curriculum framework <ul style="list-style-type: none"> • recommendations to VETAC • recommended by VETAC to the Board for endorsement. • end process.

⁴ This could include draft and/or pre-endorsed version/s of the Training Package.

DESCRIPTION OF THE PHASE	KEY TASKS
	<p>Board's criteria for the maintenance/development of an industry curriculum framework:</p> <ol style="list-style-type: none"> 1. Essential criteria <ul style="list-style-type: none"> – the availability of current industry Training Package/s – entry-level qualifications that align to industry competency standards at a level which can be accommodated within an HSC framework – identified Industry Training Advisory Body (ITAB) and industry support for courses in their industry area being included as industry curriculum framework courses as part of the HSC – current and future employment opportunities, state and nationwide – industry support for workplace training and the availability of work placements in the industry – the availability of appropriately qualified staff for training and assessment: <ul style="list-style-type: none"> ▪ within schools, and/or ▪ by outsourcing, and/or ▪ through partnership arrangements – the existence of appropriate facilities and equipment or the capacity to access appropriate facilities and equipment: <ul style="list-style-type: none"> ▪ within schools, and/or ▪ by outsourcing, and/or ▪ through partnership arrangements. 2. Other criteria <ul style="list-style-type: none"> – the potential for articulation into further education and training (VET/higher education) – the appropriateness of the industry itself to 16 to 18-year-olds, in relation to regulatory arrangements (including occupational health and safety and child protection issues) and assumptions regarding the work-related experience and Certificate level qualifications of its entry level employees – the potential for registered school-based traineeships and/or apprenticeships in the industry – projected levels of student interest.

Phase 2: Industry Curriculum Framework proposal

DESCRIPTION OF THE PHASE	KEY TASKS
<p>The purpose of this phase is to develop a project plan and draft course structures.</p> <p>This phase will typically involve:</p> <ul style="list-style-type: none"> • the conduct of research and consultation to identify issues and concerns which need to be taken into account during the development of the industry curriculum framework • review of Training Package/s to determine broad directions for development or revision • the development of and consultation on draft course structures. <p>Outcome Draft course structures from which to proceed for the development of Parts A and B of the Syllabus.</p>	<p>Project Plan</p> <ol style="list-style-type: none"> 1. Proposal for the major revision of an existing industry curriculum framework or development of a new industry curriculum framework accepted by the Board and incorporated within the Board’s work program. 2. Project manager appointed. 3. Industry Curriculum Committee (ICC) established to monitor the project. 4. Project plan (following a standard format) developed and approved by the Director, Curriculum. The Project plan will include: <ul style="list-style-type: none"> • rationale – a description of the reasons for the initiation of the project • brief background information • scope of the project – including project objectives, outcomes and key performance indicators, links to OBOS projects and plan • a timeline for the project from planning through to handover for implementation⁵ • a list of the key groups to be consulted throughout the development of the industry curriculum framework. 5. Project team established. 6. Research undertaken including review of practice and monitoring the development of the revised/new Training Package/s. 7. Production of draft course structures. 8. Consultation with key groups and ICC undertaken regarding the general directions to be followed and the draft course structures. 9. Project publicised through a Board Bulletin article. 10. ICC and VETAC briefed on findings of consultation and research. <p>Draft course structures</p> <p><i>A Development of draft course structures</i></p> <ul style="list-style-type: none"> • courses should draw from the Training Package/s identified • as a minimum, a 120-hour and a 240-hour course is developed • where possible, students should have the opportunity to achieve at least Certificate II qualification/s by studying the 240-hour course • if appropriate, additional course/s should be made available within the Framework – these could be 60, 120, 180 or 240 indicative hours in length • units of competency included in the courses should be chosen to meet AQF VET qualification outcomes (eg. Certificate II or Certificate III). Any additional units in the course should contribute towards achievement of the next AQF VET qualification level or to enable multiple pathways. Students should not be forced to complete additional units of competency which do not contribute to a qualification

⁵ It should be noted that changes to the timeframe for the review of the Training Package, in particular delays in its endorsement, will impact on the project timelines.

DESCRIPTION OF THE PHASE	KEY TASKS
	<ul style="list-style-type: none"> • close consideration needs to be given to ensuring course structures and AQF VET outcomes maximise credit transfer and advanced standing in post-school VET pathways and industry valued skill sets for post-school employability • units of competency that students must study for the HSC course will be called ‘compulsory’ rather than ‘core’ to avoid confusion with the requirements of the qualifications⁶ • the examinable units within the 240-hour course must be able to support the ongoing development of rigorous HSC examinations • exclusions between VET courses and other HSC courses should be minimised, where possible. <p><i>B Consultation on draft course structures (optional)</i></p> <ul style="list-style-type: none"> • depending on Training Package review timelines and the significance of the potential changes to the ICF course structures, OBOS may decide to consult on the draft course structures developed following consultations with key stakeholders and the ICC • if consultation on draft course structures proceeds, schools (Years 7–12) and TAFE NSW colleges, as well as ICC and VETAC members, will be notified of the details of consultation • draft course structures and accompanying survey are placed on the Board’s website • the consultation period will be a minimum of 3 weeks (excluding school holidays) • consultation meetings may be conducted during the consultation period.

⁶ Where a Training Package uses the word ‘compulsory’ instead of ‘core’ in the qualification packaging rules, an alternative term will be used to describe the units of competency that must be studied for the HSC (eg mandatory).

Phase 3: Industry Curriculum Framework development – parts A and B of the syllabus

DESCRIPTION OF THE PHASE	KEY TASKS
<p>The purpose of this phase is the development of a revised or new industry curriculum framework.</p> <p>This phase will typically involve development of a draft and then final industry curriculum framework. During the development and finalisation of the industry curriculum framework, comment will be sought from key groups identified in the project plan.</p> <p>Outcome Parts A and B of the syllabus approved by the Minister and distributed.</p>	<ol style="list-style-type: none"> 1. Draft parts A and B of the syllabus prepared. 2. HSC requirements and advice for units of competency to be examined for the HSC drafted by Board officers and reviewed by practising teacher/s and/or HSC chief examiner and/or industry expert/s as necessary. 3. Consultation: <ul style="list-style-type: none"> • draft parts A and B of the syllabus made available for specified period (minimum 4 school weeks) for comment and response by: <ul style="list-style-type: none"> – teachers – key groups including professional associations, school systems, registered training organisations (RTOs), employers, state industry training advisory body (ITAB) and national industry skills council (ISC) – ICC – VETAC • draft parts A and B of the syllabus and the consultation survey will be made available on the Board’s website • where an industry curriculum framework is being revised: <ul style="list-style-type: none"> – schools (Years 7–12) and TAFE NSW colleges will be notified of the details of consultation, and – schools, TAFE NSW colleges and other providers delivering courses from the current framework, as well as ICC and VETAC members, will be sent a copy of part A of the syllabus, a consultation survey and invitation to consultation meetings • for the introduction of a new industry curriculum framework, all schools (Years 7–12) and TAFE NSW colleges, as well as ICC and VETAC members, will be sent a copy of part A of the syllabus, a consultation survey and invitation to consultation meetings • a limited number of draft part B of the syllabus will be available in hard copy on request • consultation meetings will be conducted around the State during the consultation period. 4. Draft consultation report prepared identifying issues emerging from consultation and the proposed actions to be taken in response to those issues for consideration and advice from the ICC. 5. Draft syllabus modified to account for consultation feedback and ICC advice. 6. Draft parts A and B of the syllabus and consultation report submitted to ICC for recommendation, through VETAC, to the Board. 7. Parts A and B of the syllabus and the consultation report, with briefing, submitted to the Board for endorsement. 8. Final editing of parts A and B of the syllabus and consultation report. 9. Endorsed parts A and B of the syllabus and consultation report, with briefing, submitted to the Minister for approval. 10. Approved parts A and B of the syllabus and consultation report prepared for publication. 11. Parts A and B of the syllabus and consultation report published on the Board’s website. 12. Parts A and B of the syllabus reproduced in hard copy and/or on CD-ROM.

DESCRIPTION OF THE PHASE	KEY TASKS
	<p>13. Distribution:</p> <ul style="list-style-type: none"> • for revised industry curriculum frameworks, parts A and B of the syllabus distributed to: <ul style="list-style-type: none"> – schools and TAFE NSW colleges delivering courses from the current framework – teachers trained for the industry area – ICC and VETAC members. • for new industry curriculum frameworks, parts A and B of the syllabus distributed to schools (Years 7–12) and TAFE NSW colleges, as well as ICC and VETAC members.

Phase 4: Industry Curriculum Framework development – support materials

DESCRIPTION OF THE PHASE	KEY TASKS
<p>The purpose of this phase is to assist in the initial implementation of revised or new industry curriculum framework.</p> <p>This phase would typically involve the development of a support document and resource list.</p> <p>Outcome Support materials published on Board’s website.</p>	<ol style="list-style-type: none"> 1. Draft support document and resource list prepared by Board officers. 2. Writers contracted to assist in the development of support materials, in particular learning and teaching strategies for sample teaching programs, sample assessment tasks and resource list. 3. Support materials published on the Board’s website. 4. Where it is deemed necessary, Assessment Branch will produce a new specimen HSC examination paper and Standards Package.

Phase 5: Evaluation of VET syllabuses

DESCRIPTION OF THE PHASE	KEY TASKS
<p>The purpose of this phase is to undertake ongoing evaluation of VET syllabuses in accordance with the Board’s endorsed processes for systematic syllabus evaluation.</p> <p>This phase would typically involve the Board Inspector, Vocational Education supervising the collection, collation and analysis of data on the use of the syllabus and recording of issues.</p> <p>Outcome Regular reports on the implementation of the Framework developed for consideration by the Board. This information can be used to inform future syllabus review.</p>	<ol style="list-style-type: none"> 1. Collection, collation and analysis of data on the implementation of the industry curriculum framework. This data will establish baseline data for the evaluation process and for determining the extent of success of any changed/new industry curriculum framework. 2. Regular reports submitted to the Board. 3. Identification and recording of issues that need to be taken into account in subsequent industry curriculum framework revision. 4. Monitoring of developments in regard to Training Package/s used in the industry curriculum framework to ensure timely response to any changes.

3.2 Consultation in Syllabus Development

The committee structure for VET curriculum development is:

- Board of Studies VET Advisory Committee [VETAC]
- Industry Curriculum Committee(s) [ICC]
- Project Team(s).

Other committees of the Board such as the Aboriginal Education Initiatives Advisory Committee (AEIAC) and the Special Education Committee also provide advice as required on particular curriculum development initiatives.

3.3 Board of Studies VET Advisory Committee (VETAC)

3.3.1 Purpose

As a Committee of the Board of Studies, VETAC will advise the Board on matters relating to vocational education and training (VET), including the development of VET courses as part of the HSC.

This committee will ensure that there is a consistent approach across VET industry curriculum frameworks, and will act as a filter between the Board and individual ICCs.

3.3.2 Membership

- 1–2 members of the Board of Studies
- Director, Curriculum (OBOS) or nominee
- 2 NSW Department of Education and Training nominees (1 with school background, 1 with TAFE background)
- 1 Catholic Education Commission nominee
- 1 Association of Independent Schools nominee
- 1 tertiary sector nominee (nominated by the Committee of Chairs of Academic Boards)
- 1 NSW Aboriginal Education Consultative Group Inc (AECG) nominee
- 1 Industry Training Advisory Board (ITAB) nominee
- 1 Vocational Education and Training Accreditation Board (VETAB) nominee
- 1 Labor Council nominee
- 1 employer representative
- 3 practising teachers (2 representing the Teachers' Federation, 1 TAFE and 1 school; and 1 representing the Independent Education Union)
- 1 representative from the Parents and Citizens' Association
- 1 Australian Heads of Independent Schools Association (AHISA) nominee
- 1 Association of Catholic School Principals nominee
- 1 NSW Secondary Principals Council nominee
- 1 NSW Parents Council nominee.

Executive Officer: Board Inspector, Vocational Education

3.3.3 Role

The Board of Studies VETAC will:

- ensure that any industry curriculum framework documentation referred to it by the ICC is consistent with Board policy
- provide a means for sector endorsement of the industry curriculum framework documentation prior to its submission to the Board
- refer curriculum and other documents relating to VET in the HSC to the Board for endorsement.

3.4 Industry Curriculum Committee(s)

3.4.1 Purpose

To provide advice to project officers to inform them of the development of each industry curriculum framework, and to represent the views and interests of the industry, training, university and schools sectors. Each committee will have a particular industry area focus.

3.4.2 Membership

For each industry area, one committee consisting of:

- 2 industry nominees (1 ITAB representative, 1 Employer representative)
- 3 NSW Department of Education and Training nominees:
 - 1 TAFE NSW Curriculum Centre Program Manager
 - 1 Officer from the Vocational Education in Schools Directorate
 - 1 Officer from the Retraining Unit
- 1 Catholic Education Commission nominee
- 1 Association of Independent Schools nominee
- 1 private provider, if appropriate to the industry
- 1 university representative from related industry area
- 3 practising teachers:
 - 1 TAFE NSW representing the Teachers' Federation
 - 1 school representing the Teachers' Federation
 - 1 representing the Independent Education Union
- other(s) deemed necessary by the Board of Studies

Office of the Board of Studies officers to provide executive support.

3.4.3 Role

The Industry Curriculum Committee(s) will:

- monitor whether industry specific curriculum frameworks meet the needs of the various sectors
- review documentation prepared during the curriculum development process and provide advice to the Project Team on matters of curriculum, assessment and implementation
- support the consultation which takes place during the development of the curriculum and ensure this includes appropriate levels of consultation with:
 - industry, including consultation about such issues as work placement
 - other agencies involved in mapping existing curriculum against relevant industry Training Packages
 - schools and colleges about implementation issues.
- refer documentation to the BOS VETAC, as appropriate, during the curriculum development process.

3.5 Project Team(s)

3.5.1 Purpose

Within the framework agreed to by the Board, Project Team(s) undertake the development of industry curriculum frameworks and support material, including developing an initial proposal, establishing consultative networks, conducting wide-ranging consultation and drafting and revising documentation. Each team will have a particular framework area focus.

3.5.2 Membership

For each framework:

- Project Manager (Inspector or Senior Project Officer VET, OBOS)
- other OBOS officers, if appropriate
- contracted writers.

3.5.3 Role

Project Teams will:

- undertake research to determine the ways in which particular industries meet the criteria for framework development and make appropriate recommendations to the Board through the Director, Curriculum
- identify and review existing materials which support relevant industry Training Packages and select appropriate materials for inclusion in the industry curriculum framework package
- identify and produce additional materials required to support the industry curriculum framework
- produce briefs, drafts and framework documentation for discussion by the ICC, for the use of writers and for consultation
- receive and act on advice from the consultation network, including:
 - industry and ITAB
 - ICC
 - school systems (AIS, CEC and NSW DET)
 - schools
 - TAFE NSW
 - private providers
 - State Training Authority
 - VETAB
 - relevant schools and faculties in universities
- provide advice to the ICC regarding issues identified during consultation processes
- finalise documentation for endorsement/approval.

SECTION 4

POLICIES AND REQUIREMENTS

SECTION 4 – POLICIES AND REQUIREMENTS

This section describes policies and requirements that apply to the development of Board syllabuses and support materials and who is accountable for ensuring that they are met. A checklist, summarising these requirements, serves as a guide for curriculum developers to determine the extent to which syllabuses and support materials meet these requirements. Many of the policies of the Board of Studies and the Government relate to fairness and equity.

4.1 Government Policies

One of the five principles of the *NSW Charter for Equity in Education and Training* is that ‘the diversity of the population is recognised and valued by inclusive approaches to the development, conduct and evaluation of programs’. An inclusive approach must, therefore, be taken to the development of all Board syllabuses and support materials.

The Government’s White Paper on reforms to the Higher School Certificate, *Securing Their Future*, includes ‘Criteria for Higher School Certificate Courses’ (page 8). Many of these criteria relate to the need for Board syllabuses to set out clearly and explicitly what is expected of students. It would be unfair if differences in achievement in the Higher School Certificate reflected differences in understanding about what is expected of students for success.

Focusing on Learning: Report of the Review of Outcomes and Profiles in New South Wales Schooling also set out requirements that syllabuses be clear and explicit about what is expected of students at each stage of schooling (stage outcomes) from Stages 1 to 5.

4.2 Board of Studies Policies – Applying to All Syllabuses

The Board of Studies has a number of policies which, as far as possible, all Board syllabuses and support documents are required to meet. These policies are expressed in Board papers and documents such as:

- K–10 Curriculum Framework
- Cross-Curriculum Content Statements
- Statement of Equity Principles
- Statement of Values
- Strategies to Support Students with Special Education Needs in the Context of Syllabus Development
- Some Guiding Principles for the Primary Curriculum (1996)
- A Guiding Statement on Curriculum Integration (1996).

In addition, the Board assisted in the development of, and is cited as a collaborator in, *Girls and Boys in School: Gender Equity Strategy 1996–2001*. Action 1(d) is to ‘identify ways in which issues of gender can be addressed in Key Learning Areas’.

It is the project manager’s responsibility to ensure that Board policies are made available to project and committee members.

Board syllabuses and support documents should, where possible, address issues of gender.

4.3 Board of Studies Policies – Applying to Particular Syllabuses

- The Board has developed a policy that applies to primary syllabuses only: *Key Learning Area of Human Society and Its Environment for Years K–10*.

4.4 Accountabilities

The fifth principle of the *NSW Charter for Equity in Education and Training* is that ‘a demonstrated commitment to equity principles and practices is a core responsibility for all those involved in education and training’.

It is a core responsibility of all officers involved in the syllabus development process to ensure that all syllabuses and support documents meet the requirements of the equity policies of the Government and the Board. Officers have different responsibilities.

Project Managers have a responsibility to:

- be familiar with Government and Board requirements in relation to equity
- make these policies available to project teams
- apply *Checklist for the Development of Inclusive Curriculum and Perspectives* at the Draft Writing Brief Phase and the Draft Syllabus Phase and address any problems revealed by the checklist
- sign the abridged version of the checklist upon presentation of an amended syllabus to the Board Curriculum Committee.

Project Teams have a responsibility to:

- be familiar with Government and Board requirements in relation to equity
- apply *Checklist for the Development of Inclusive Curriculum and Perspectives* at each phase of the syllabus development process and address any problems revealed by the checklist
- consider the checklist in the process of developing a draft writing brief and a draft syllabus.

Board Curriculum Committees have a responsibility to:

- be familiar with Government and Board requirements in relation to equity
- apply *Checklist for the Development of Inclusive Curriculum and Perspectives* at each phase of the syllabus development process and advise the Project Team of problems revealed by the checklist, and possible solutions to these problems
- report to the Board on the extent to which the draft syllabus meets the requirements of the Board’s and government’s policies.

SECTION 5

BOARD CURRICULUM COMMITTEES

Administrative Information

SECTION 5 – BOARD CURRICULUM COMMITTEES: Administrative Information

5.1 Travel

Members of Board Curriculum Committees are entitled to claim reimbursement of the cost of travelling to meetings. Travel may be by bus, train or, under certain conditions, and with Office approval, by private motor vehicle, taxi or plane. Reimbursement is paid up to specified maximum rates within the Crown Employees (Public Service Conditions of Employment) Award 1997. Details of current rates are available from the Office of the Board of Studies.

5.1.1 Bus/Train

The Board will not authorise air travel from Newcastle or Wollongong to Sydney.

Bus/train expenses should be made using the *Expense Claim* form available from the Committee's Administrative Officer, and receipts **MUST** be attached (City Rail staff can provide receipts on request at the point of purchase. Alternatively a statutory declaration in lieu of receipts is acceptable).

5.1.2 Private Motor Vehicle Use

The Office is willing to consider the use of private motor vehicles where this is a more cost effective mode of travel. Consideration will be given to public transport availability, trip duration and large amounts of materials that require delivery in any decision to approve private motor vehicle use.

Claims for the use of private motor vehicles cannot be paid unless prior approval has been obtained from the Office of the Board of Studies

This requires the submission of an *Application for Private Motor Vehicle Use* obtainable from the Committee's Administrative Officer. Applicants are required to provide a photocopy of their current comprehensive motor vehicle insurance policy.

5.1.3 Taxis

Taxis should be used only in exceptional circumstances. Members who claim reimbursement for travel by taxi will be required to indicate why public transport was not used. Fares will not be reimbursed unless the Office of the Board of Studies agrees that the use of a taxi was appropriate, and a receipt has been provided.

5.1.4 Air Travel

Members requiring air travel are advised to make their bookings well in advance of meetings. This can be done by contacting the Board's Curriculum Branch Booking Officer or by faxing an *Air Reservation Requirement* form, available from the Committee's Administrative Officer.

The Booking Officer will arrange a pre-paid ticket for collection on the day of the flight. If a seat on a preferred flight is unavailable, the Office of the Board of Studies will contact the member concerned to negotiate an alternative flight. Inconvenience in this regard can largely be eliminated if bookings are made well in advance.

The Booking Officer will confirm all bookings, generally by fax. If members require telephone confirmation they should provide an additional telephone number of a secretary or some other person with whom a message can be left.

Members should confirm their flights at least 24 hours prior to departure. In order to collect their tickets on the day of departure, members need only identify themselves to the airline staff at the airport concerned.

Should a member decide to cancel a flight they should contact the Booking Officer or the Committee's Administrative Officer immediately. A minimum of 24 hours' notice is required for the Board to obtain a full refund of the ticket price.

5.2 Accommodation

Overnight accommodation can be arranged by the Office of the Board of Studies for non-metropolitan members who can demonstrate that they are unable to attend a meeting and return home on the same day.

Members requiring accommodation should contact the Booking Officer on (02) 9367 8189 or fax the *Overnight Accommodation* form, available from Administrative Officers.

While members are free to arrange their own accommodation, they will need to meet all costs at the time and seek reimbursement from the Office of the Board of Studies. Alternatively, the Board will arrange members' accommodation and meet the costs directly. Reimbursement is paid up to specified maximum rates within the Crown Employees (Public Service Conditions of Employment) Award 1997. Details of current rates are available from the Office of the Board of Studies.

5.3 Meals

The Office of the Board of Studies will reimburse meal expenses to a specified maximum amount within the Crown Employees (Public Service Conditions of Employment) Award 1997. Details of current rates are available from the Office of the Board of Studies. Reimbursement is provided only when a member leaves home before 6.30 am (in the case of breakfast claims) or arrives home after 7.00 pm (in the case of dinner claims). The Office of the Board of Studies does not meet lunch expenses.

Receipts must be provided for all meal claims.

5.4 Record of Attendance

A *Record of Attendance* form is used by the Office of the Board of Studies to verify claims for teacher relief and other expenses. This form must be signed by the Chairperson and forwarded to the Administrative Officer as soon as possible after the meeting.

5.5 Teacher Relief

Principals of government and registered non-government schools are entitled to claim the cost of employing a casual teacher to replace a teacher attending a Board Curriculum Committee meeting. Members requiring teacher relief should advise the Committee's Administrative Officer.

Government schools claim the cost of teacher relief through the Department of Education and Training by using Code 304.

Non-government schools are reimbursed by the Board on submission of the relevant form (*Claim for Reimbursement – Non-Government Relief Days*), sent out with the Notice of Meeting, if requested.

SECTION 6

CODE OF CONDUCT FOR THE BOARD AND ITS COMMITTEES

SECTION 6 – CODE OF CONDUCT FOR THE BOARD AND ITS COMMITTEES

6.1 Introduction

The Board of Studies, under the *Education Act 1990*, is responsible for providing advice to the Minister for Education and Training on curriculum for Kindergarten to Year 12, for assessing and examining student achievements for the award of the School Certificate and the Higher School Certificate, and for recommending the registration of non-government schools.

The Board, directly and through the Office of the Board of Studies, seeks to provide excellence in its services to schools, students, other education clients and the public in general, and to provide leadership to the educational community in those areas for which the Board has responsibility.

This *Board of Studies Code of Conduct* establishes standards of professional behaviour expected of members of the Board and its Curriculum, Examination and Registration Committees and Working Parties/Project Teams. Another code of conduct, the Office of the Board of Studies Code of Conduct, applies to staff of the Office. The codes have been developed to assist personnel in clarifying their professional and ethical responsibilities, thereby encouraging public confidence in the work of the Board and the Office.

An important purpose of the *Board of Studies Code of Conduct* is to foster, among Board and committee members, a spirit of cooperation. The code seeks to promote the highest standards and a commitment to equity in carrying out the Board's responsibilities. The code is not intended to be read as a series of rules but as a set of broad guidelines to appropriate and ethical behaviour.

Members of the Board and its committees should familiarise themselves with this code of conduct and ethics and should ensure they follow its intent.

6.2 Principles

The community is entitled to expect the business of the State to be conducted with efficiency, economy, fairness, impartiality and integrity.

The following principles apply to the Board and members of its committees:

- being familiar with the relevant policies, priorities and decisions of the Government of the day
- promoting confidence in the integrity of the Board and its decisions
- being honest and fair in the conduct of official duties and in dealings with the public
- making decisions and carrying out actions that are reasonable, fair and appropriate to the circumstances
- acting in the public interest
- observing confidentiality of information
- providing accurate and unbiased advice
- ensuring effective and efficient use of public resources, with due care for the environment
- ensuring non-discriminatory behaviour towards colleagues and clients.

6.3 Board Policies

In carrying out their responsibilities, members of the Board and its committees should be aware of Government policies and the implications of relevant specific sections of legislation where these affect their role. Such legislation may include the *Education Act 1990*, the *Independent Commission Against Corruption Act 1988*, the *Freedom of Information Act 1989*, the *Anti-Discrimination Act 1977*, the *Public Finance and Audit Act 1983*, the *Protected Disclosures Act 1994*, the *Industrial Relations Act 1996*, the *Crimes Act 1900*, and the *Public Sector Management Act 1988*.

Members of the Board and its committees are required to carry out their roles in accordance with Board policies, procedures and principles which are to be applied during the development of all Board materials and to all areas of Board activities.

6.4 Conflicts of Interest

Conflicts of interest occur where there is a likelihood that a Board, or committee member possessing a particular interest could be influenced or might *appear* to be influenced in the performance of their role or duties on a particular matter.

Some related interests that *may* give rise to a conflict of interest include:

- financial interests in a matter the Board or its committees deal with, or having friends or relatives with such interest
- personal beliefs or attitudes that influence the impartiality of advice given
- personal relationships with the people the Board or its committees are dealing with or investigating
- party political activities or making adverse political comments that relate to and may compromise the integrity of the Board.

One specific example of a potential conflict of interest would be where a Board Curriculum Committee is considering texts for inclusion on the HSC Course Prescriptions List or for a resource list and a member has written or contributed to a book in the area. The Board has developed procedures for committees to follow in such a case to ensure that a conflict of interest does not occur.

The Board also provides guidelines for members of the Board and its committees who are intending to write or otherwise become involved in the preparation of books or other material intended for use by students in schools. These procedures are set out on page 44, *Authorship of Texts*. Further, the Board provides guidelines which apply where there is a proposal to meet with commercial publishers during the development of syllabuses. These guidelines are set out on page 44, *Meetings of Syllabus Writers with Commercial Publishers*.

Special procedures apply in relation to the preparation of School Certificate Tests and Higher School Certificate examinations to ensure that no conflict of interest can occur. Members of the Board or its committees with a close relative presenting for the School Certificate or HSC must inform the President of this fact in writing at the beginning of the year in which their relative will be undertaking the School Certificate Tests or HSC examinations.

In all circumstances where a member has an actual or possible conflict of interest, he or she must inform the President of the Board and seek discussions in an attempt to resolve any conflicts of interest that may exist.

6.5 Gifts and Benefits

If Board or committee members are offered a gift or benefit which is intended to influence them in carrying out their Board duties, or if other people could reasonably think that the gift or benefit is meant to influence them, they **must not** accept it. The timing and size of the value of the gift or benefit are crucial.

Board or committee members may accept token gifts or benefits offered to them in their capacity of committee member, where it is evident that the donor will not receive any unfair advantage. It would be advisable for the member to inform the President of the Board or the Chairperson if he/she accepts such a gift or benefit.

Publishing companies frequently send books or other materials to the Board for review by Board personnel or committees. It is legitimate for the Board to retain such books and materials in the library provided that publishers are not promised that, if free copies are provided, their publications will be included in Board HSC Course Prescriptions/reading lists. Books donated for review by Board officers or committees remain the property of the Board itself and are to be given to the Board's librarian for cataloguing. In the case of books not needed by, or not suitable for, the Board, a suitable way of disposing of these should be negotiated with the librarian.

6.6 Public Comment and the Use of Official Information

Effective communication is a key objective of the Board of Studies. Students, schools, school communities and the general public should be kept informed of matters concerning the role, function and operation of the Board.

The President has the responsibility to act as the spokesperson for the Board.

Throughout the term of their appointment, members of the Board and its committees may be invited by the President to make public comment on educational matters, especially those relating to the core responsibilities of the Board.

Public comment may include public speaking engagements, comments on radio and television or in letters to newspapers, and expressing views in books, journals or notices where it is expected that the comments will be spread to the community at large.

When speaking or writing in an official capacity, members of the Board and its committees should be familiar with the policies and priorities of the Government of the day and the policies, rules and procedures of the Board. In these circumstances members should make comment which enhances the image of the Board and protects its integrity.

A member who is an elected or nominated spokesperson for a professional association or a union is entitled to make public comments as long as it is made clear that the comments represent association or union views and not those of the Board.

As members of the community, Board and committee members have the right to make public comment and to enter into public debate on issues. There are, however, some types of comment which are inappropriate. These include:

- the implication that the public comment, although made in a private capacity, is in some way an official comment of the Government or of the Board
- public comment which creates the impression that the Board/committee member is not prepared to accept a majority decision of the Board
- public comment that reveals the opinion of another Board member/committee member.

As a general rule members of the Board or its committees can disclose official information that is normally given to members of the public seeking that information, but should only disclose other official information or documents:

- in the course of their duties
- when proper authority has been given
- when required to, or authorised to do so by law, or
- when called to give evidence in court.

6.7 Security and Confidentiality of Official Information

Security of information is critical for the success of the Board's curriculum development, School Certificate and Higher School Certificate programs and to ensure fairness to individuals.

Board and committee members should take care to keep Board working papers, confidential documents and sensitive information secure. The deliberate release of documents or information to unauthorised persons constitutes a serious breach of Board confidentiality requirements.

Members of the Board and Curriculum Committees should balance the need to observe confidentiality of information and working drafts with their need to be informed and, where relevant, their responsibility to inform and consult with their nominating organisations. Where a document is identified as confidential it must stay with the person to whom it is issued. Where members consult with their nominating organisations to seek feedback on a confidential matter, the Board expects members to take full responsibility for the confidentiality of the consultations. Examination Committee members must follow confidentiality requirements including signing a special statutory declaration.

The Freedom of Information legislation provides a formal mechanism for the disclosure of certain official information and documents. Therefore, under the provisions of that legislation and in accordance with Board policies and procedures, members of the Board and its committees, acting as agents of the Board and not as individuals, are able to disclose information related to official business.

Former committee and Board members should take care to maintain the integrity of sensitive and confidential information and documents to which they had access.

6.8 Reporting Corrupt Conduct

The *Independent Commission Against Corruption Act 1988* defines corrupt conduct and requires the principal officer of a government department or agency to report suspected cases of corrupt conduct to the Commission.

ICAC has defined corrupt conduct as happening when:

- a public official carries out public duties dishonestly or unfairly
- anyone (including a public official) does something that has a detrimental effect on official functions, and which involves any of a wide range of matters, including (for example) fraud, bribery, official misconduct or violence
- a public official (or former public official) misuses information or material obtained in the course of duty.

Board and committee members have a duty to report any instance of corrupt conduct they observe in the course of carrying out their role at the Board. Such cases may be reported to the Office's General Manager or Director, Finance and Administration.

Board and committee members should be aware of the following key points:

- a complaint of corrupt conduct may be made directly to the Independent Commission Against Corruption if the person concerned does not wish to report the matter internally
- the identity of the person reporting suspect conduct will be kept strictly confidential
- measures will be taken to prevent victimisation from within the Board
- feedback about the outcomes of reports of corrupt conduct will be provided.

Board members, as public officials, also have access to the provisions of the *Protected Disclosures Act 1994*. The Office of the Board's publication *Internal Reporting System for Protected Disclosures* (May 1998) provides further information on the avenues for disclosure of corrupt conduct, maladministration and serious and substantial waste of public money. This document can be obtained from the Office's General Manager or Director, Finance and Administration or from the Office's library and serves as the Board's internal reporting system for the purpose of the Act.

6.9 Concluding Statement

The *Board of Studies Code of Conduct* is consistent not only with the code of conduct specifically applying to the Office of the Board of Studies, but also with the *Model Code of Conduct for NSW Public Agencies* and the current principles and practices relating to the professional behaviour of members of other portfolio agencies.

From time to time the *Board of Studies Code of Conduct* will be reviewed and amended to take account of new or changed circumstances and to ensure its ongoing validity and value.

6.10 Authorship of Texts

The following general guidelines relate to any committee/group/team member intending to write or otherwise become involved in the preparation of books or other material intended for use by students in schools.

- In cases where a syllabus is in a design phase or undergoing extensive revision, members of Board committees must not construct, arrange or submit for publication any material on a syllabus or related document until the Board has approved the draft syllabus for distribution to the Consultative Network.
- No such book/material is to carry any reference to the association of the author or editor with the Board or any of its committees.
- No person who is an author or intending author may reproduce Board examination papers, questions or other copyright material for publication, except as exempted under the Copyright Act, without the express approval of the Board.
- No syllabus is to identify any author or editor as being associated with the Board or any of its committees.
- Where a committee is considering the prescription of a text written or edited by a member, the committee must provide a detailed statement explaining the criteria which led to the choice of that text rather than any other.
- In the above circumstances, the committee is required to nominate an alternative text to be substituted should the Board not accept the original prescription.
- Committee chairpersons will be required to conduct discussions on the matter of prescribed texts without the presence of any member whose work as author or editor is being considered for prescription.
- These guidelines apply to all publications unless the Board gives specific exemption.

6.11 Meetings of Syllabus Writers with Commercial Publishers

The following guidelines apply where project team or Curriculum Committee members propose to meet with commercial publishers during the development of syllabuses.

- All contact between syllabus committees and commercial publishers is to be arranged through the Director, Curriculum.
- All contact is to be consistent with the principles of the *Board of Studies Code of Conduct*.
- Known publishers are to be informed in writing of meetings, both individually and through notification to the Australian Publishers' Association.
- Meetings may not occur until draft material is approved by the Board **and** the Minister.
- Board officers must seek prior approval for meetings from the Director, Curriculum.
- The Office of the Board is to be notified of all meetings.

SECTION 7

GUIDELINES FOR WRITERS

SECTION 7 – GUIDELINES FOR WRITERS

The *Board of Studies Style Guide for Writers* provides guidance to the writers of Board documents on matters such as:

- presenting documents in electronic form
- copyright issues and acknowledgement
- plain English
- references and bibliographies
- spelling and usage.

All writers should obtain a copy of this document and familiarise themselves with it. Preparing material in accordance with the guidelines reduces delays and re-working at the document publication stage. Writers of Board documents should pay special attention to the following points.

1. The document should be practical and ‘user friendly’ for teachers.
 - Review the document to ensure it has a coherent structure, is consistent in its overall purpose, and is consistent with the Board’s syllabus model.
 - Be as precise as possible, to establish clear expectations. Avoid the use of vague expressions such as ‘a variety of techniques’, ‘different strategies’, ‘appropriate’. Question whether any language or statements could be ambiguous or misinterpreted.
 - Be cautious in the use of terms intended to express a developmental sequence, such as ‘describes, explains, analyses, critically analyses’. The increasing level of difficulty implied by such a hierarchy needs to be clearly evident.
2. Parents, media and other interest groups should be able to understand the overall intent of the document.
 - Make a particular effort to use plain English, keeping educational jargon and acronyms to a minimum. Keep sentences and paragraphs brief. Where a sentence is too lengthy or complex, re-draft it into two sentences. Use dot points where possible.
 - Both the content of Board documents and the way in which they are written should be able to withstand scrutiny by the media. Consider whether changes in expression would improve the document in terms of public understanding and credibility.

APPENDICES

Appendix A – Steps in the Process of Selection of Writers

Refer to Section 3.4 of this handbook.

Tasks	Responsibility	Comments/Issues
<p>Establishing the register</p> <p>1. Letter acknowledging that the OBOS has received Expression of Interest. Letter sent to each applicant after placement on a database.</p> <p>2. Expressions of Interest placed on the OBOS's register of writers.</p> <p>3. The following will be flagged : Subject/s speciality Curriculum/Cross curricula expertise Stage of schooling Teaching or related experience.</p>	<p>AO</p> <p>AO</p>	<p>A list for each subject can be called up from this information.</p>
<p>Task identification</p> <p>4. Writing task specific to a phase of the syllabus development cycle identified for a particular subject.</p> <p>5. Subject list identified from register and short list developed relevant to task.</p> <p>6. Each person on short list contacted, outlining the specific writing task and its terms, and requesting: ∞ confirmation of availability/willingness to undertake task ∞ samples of work where appropriate. Letter to those indicating interest to follow.</p>	<p>Project manager</p> <p>Project manager</p> <p>Project manager</p>	<p>Letter should describe:</p> <ul style="list-style-type: none"> • task • timeline • payment • conditions and terms.
<p>Selection</p> <p>7. Cull responses to establish an interview list based on referees' comments and/or samples of work.</p> <p>8. Interview (in-person or teleconference) short list, including writing task. Eligibility list established.</p> <p>9. Successful writers notified. Unsuccessful candidates informed that they remain on database.</p> <p>10. Writers' induction meeting arranged.</p> <p>11. Writers undertake writing task.</p>	<p>Project manager</p> <p>Selection panel</p> <p>Project manager</p> <p>Project manager</p>	<p>Panel may include:</p> <ul style="list-style-type: none"> • project manager • representative from Publications Branch • representative from Assessment Branch • external member. <p>Notification to include contract and terms.</p> <p>Induction should cover</p> <ul style="list-style-type: none"> • roles/obligations • confidentiality • OBOS process • OBOS style/templates • copyright issues • relationship with other branches.

Appendix B – Consultation in Syllabus Development

The nature of the consultation in each of the phases of syllabus development is outlined in the following two tables.

Table 1 Consultation in the four phases of syllabus development.

PHASE OF SYLLABUS DEVELOPMENT	STRUCTURED CONSULTATION		OPTIONAL CONSULTATION	COMMENTS
	SAMPLE GROUPS structured random sample	KEY GROUPS standard list, eg academics, school authorities, professional associations etc	GENERAL open access	
Syllabus Review	✓	✓		<ul style="list-style-type: none"> communicate intention encourage involvement gather views determine direction raise awareness
Writing Brief Development		✓	✓	<ul style="list-style-type: none"> confirm direction
Syllabus Development	✓	✓	✓	<ul style="list-style-type: none"> confirm content of syllabus package
Implementation				<ul style="list-style-type: none"> identify issues and/or trends

Table 2 Consultation checklist for each phase of the syllabus development process.

PHASE OF SYLLABUS DEVELOPMENT	CONSULTATION ACTIVITIES	OUTCOMES	PERSONS/GROUPS INVOLVED
Syllabus Review	<ul style="list-style-type: none"> professionally facilitated focus groups and interviews with structured random sample of teachers, parents and students discussions with key groups open access consultation on World Wide Web 	<ul style="list-style-type: none"> communicate intention encourage involvement gather views determine direction 	<ul style="list-style-type: none"> teachers, parents, students standard list, eg academics, school authorities, professional associations, etc general community
Writing Brief Development	<ul style="list-style-type: none"> discussions with key groups open access consultation on World Wide Web 	<ul style="list-style-type: none"> confirm direction 	<ul style="list-style-type: none"> teachers standard list, eg academics, school authorities, professional associations, etc general community
Syllabus Development	<ul style="list-style-type: none"> discussions with key groups open access consultation on World Wide Web 	<ul style="list-style-type: none"> confirm content of syllabus package 	<ul style="list-style-type: none"> teachers standard list, eg academics, school authorities, professional associations, etc general community
Implementation	<ul style="list-style-type: none"> discussions with key groups open access consultation on World Wide Web 	<ul style="list-style-type: none"> identify issues and/or trends 	<ul style="list-style-type: none"> teachers standard list, eg academics, school authorities, professional associations, etc general community