



History

K–10 Draft Syllabus

Consultation Report

November 2011

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1 Executive summary

Introduction

The *History K–10 Draft Syllabus Consultation Report* provides a brief description of the consultation process and a summary and analysis of all feedback received. The summary analysis outlines confirmation of the general directions of the draft syllabuses as well as key matters raised that require action and the amendments that will be made in response.

The Consultation Report presents data and findings gathered through 197 survey responses, ten written submissions, a Board Curriculum Committee (BCC) meeting, a stakeholder meeting and 11 teacher meetings.

While there is statewide support for the introduction of a national curriculum, respondents raised some significant matters. In particular, the amount of content to be studied within the available hours is seen to be prohibitive for effective programming, teaching and assessment of student learning. However, respondents also made suggestions about content that should be included. There is a need to clarify the format and organisation of the draft syllabus, and many respondents stated that there would be a need for professional development and support material.

Key matters

The major issues to emerge from the consultation included:

- a lack of flexibility due to the prescriptive and consequently limiting nature of the content
- the need for professional development and support material to assist with implementation
- history in the context of the K–6 HSIE strands
- the amount of content, especially in Stage 5
- suggestions for other content, including the Vietnam era and comparative Indigenous contact history
- the scope of the draft syllabus
- the need for advice regarding assessment strategies and assessment for learning.

Proposed actions in response to consultation feedback

- the prescriptive and limiting nature of content will be identified and reviewed
- initial support material will be developed to assist teachers to prepare for implementation and it will include advice on programming and assessment
- consider how the format and organisation of the History K–6 draft syllabus will be integrated into the current HSIE K–6 strands
- review and reduce the amount of content, especially in Stage 5
- strategies will be developed to address proposals for the inclusion of other suggested content
- revision of scope and function of the syllabus to ensure it caters for the needs of all students
- assessment strategies will be clearly specified.

A summary of key matters and related actions is contained in section 4 of this report.

2 Background information

The Board of Studies began its syllabus development process for K–10 History following state and territory education ministers' endorsement of the Australian curriculum content descriptions for Foundation (Kindergarten in NSW) to Year 10 English, Mathematics, Science and History in December 2010.

Implementation of the Australian curriculum is the responsibility of states and territories. In NSW, curriculum is delivered via syllabuses approved by the Minister for Education. The Board of Studies develops syllabuses for use by all NSW schools.

The *History K–10 Draft Syllabus* has been developed to include the Australian curriculum content descriptions.

The Board of Studies conducted widespread consultation in Terms 2 and 3, 2011 to engage stakeholders and to seek their feedback on the draft syllabus. The consultation program consisted of:

- a meeting of the BCC for K–10 History on 25 August 2011
- a stakeholder meeting on 24 August 2011
- afternoon teacher meetings at:
 - Chatswood on 20 July 2011
 - Kogarah on 21 July 2011
 - Campbelltown on 26 July 2011
 - Batemans Bay on 2 August 2011
 - Wingham on 8 August 2011
 - Orange on 11 August 2011
- an online survey on the Board of Studies website for the period 14 June to 22 August 2011
- written submissions from:
 - NSW Department of Education and Communities
 - Catholic Schools Office – Diocese of Broken Bay
 - Catholic Education Office – Diocese of Lismore
 - Catholic Education Office – Diocese of Parramatta
 - Catholic Education Office – Sydney Region
 - Catholic Education Office – Diocese of Wilcannia-Forbes
 - Catholic Education Office – Diocese of Wollongong
 - NSW/ACT Independent Education Union
 - NSW Teachers Federation
 - History Teachers Association of NSW
 - Macquarie University Diploma of Education Group Response
 - NSW Primary Principals' Association
 - Vietnam Veterans Association of Australia
 - Australian History Museum, Macquarie University
 - Macquarie University Special Education Centre
 - Loreto Kirribilli History Faculty
 - Pymble Ladies' College
 - Birrong Girls High School
 - Bradfield College
 - St Joseph's Primary School

- Mount Saint Joseph College
- 3 individuals

In addition, the Board of Studies conducted targeted consultation meetings on particular aspects of the syllabus. The targeted consultation program consisted of:

- whole day primary teacher meetings at:
 - Bathurst on 11 August 2011
 - East Maitland on 19 August 2011
 - Wagga Wagga on 23 August 2011
 - St Marys on 26 August 2011

- special education meetings at:
 - the offices of the Board of Studies on 12 August 2011
 - The Hills School on 23 August 2011
 - Fisher Road School on 30 August 2011
 - St Edmund’s School on 1 September 2011

Professional associations and schooling sectors conducted a range of activities during the consultation period to inform feedback to the Board.

3 Summary of respondents

Consultation stakeholder and teacher meetings

1 stakeholder, 1 Board Curriculum Committee (BCC) and 11 teacher meetings

Stakeholders	18	BCC members	11	Teachers	317
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Online survey respondents

197 online survey responses

Years of schooling:

Kindergarten to Year 6	60	Years 7 to 10	137
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Sector:

Government	111	Catholic	33	Independent	46
Other	7				

Response from:

Principal	2	School Executive	37	Teacher	118
Parent	1	Student	7	Other	32

Number of people contributing to the response:

1	148	2	4	3	6
4	7	5	9	6 or more	23

3.1 Quantitative analysis of survey responses

Note: Due to rounding, some percentages may not total 100%.

Survey item	Number of responses		Strongly agree		Agree		Disagree		Strongly disagree	
	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10
Rationale										
1. The rationale describes the nature of History in broad terms and explains the place and purpose of the subject in the curriculum.	59	135	12%	19%	76%	74%	8%	4%	3%	3%
2. The rationale reflects a contemporary view of History.	58	133	14%	17%	69%	71%	14%	9%	3%	3%
Aim										
3. The aim provides a statement of the overall purpose of the syllabus.	58	131	19%	17%	66%	73%	14%	8%	2%	2%
Objectives										
4. The objectives define in broad terms the knowledge, understanding and skills, values and attitudes to be developed through the study of History.	57	129	12%	15%	70%	76%	16%	7%	2%	2%
Outcomes										
5. The outcomes provide clear statements of the intended results of teaching History in each Stage.	56	116	13%	15%	70%	72%	14%	11%	4%	2%
6. The outcomes provide a basis for measuring and reporting student achievement.	55	116	9%	13%	64%	68%	25%	17%	2%	2%
Content										
7. The content organisation and structure are appropriate to History.	52	111	15%	13%	69%	62%	15%	21%	2%	5%
8. The sequence of content is logical.	54	111	19%	10%	70%	68%	11%	18%	0%	5%
9. The sequence of content is appropriate to the students' stage of development.	54	110	13%	5%	70%	60%	13%	29%	4%	6%
10. The content makes clear what students should learn in History.	54	112	11%	11%	70%	71%	17%	14%	2%	4%

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Survey item	Number of responses		Strongly agree		Agree		Disagree		Strongly disagree	
	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10
11. The syllabus caters for the needs of all students.	53	112	4%	4%	70%	40%	25%	45%	2%	12%
12. There is a clear relationship between the objectives, outcomes and content.	52	106	12%	6%	73%	75%	15%	19%	0%	1%
13. Appropriate emphasis is given to the cross-curriculum areas in the content.	52	106	8%	9%	73%	69%	17%	18%	2%	4%
14. The cross-curriculum areas are represented in authentic ways.	52	108	4%	11%	79%	62%	12%	21%	6%	6%
15. The continuum of learning, presented through outcomes, content and stage statements, provides a useful description of the scope and sequence of learning in History from Early Stage 1 to Stage 5.	53	108	8%	8%	70%	75%	17%	14%	6%	3%
16. The stage statements are an appropriate summary of what students know and can do by the end of the stage of learning.	53	108	15%	8%	64%	75%	19%	15%	2%	2%
17. The syllabus forms a sound basis for developing teaching and learning programs.	52	97	15%	12%	67%	52%	15%	32%	2%	4%
18. Existing resources can be used to teach the content.	53	108	8%	5%	75%	45%	14%	38%	4%	12%
Years 7–10 Life Skills										
19. There is a clear relationship between the syllabus objectives and the Years 7–10 Life Skills outcomes.	n/a	92	n/a	12%	n/a	74%	n/a	13%	n/a	1%
20. Years 7–10 Life Skills outcomes provide a sound basis for guiding assessment and reporting of student achievement.	n/a	96	n/a	10%	n/a	69%	n/a	19%	n/a	2%
21. Years 7–10 Life Skills outcomes and content provide sufficient scope for developing programs for students with special needs.	n/a	97	n/a	12%	n/a	66%	n/a	21%	n/a	1%
22. Years 7–10 Life Skills content adequately describes the scope of each outcome.	n/a	98	n/a	9%	n/a	71%	n/a	18%	n/a	1%

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Survey item	Number of responses		Strongly agree		Agree		Disagree		Strongly disagree	
	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10
Assessment										
23. The assessment advice will assist teachers in making judgements about student achievement in a standards framework.	51	92	4%	4%	73%	71%	20%	17%	4%	8%
24. The advice on assessment strategies will assist teachers to apply the principles of assessment for learning.	52	92	6%	4%	75%	67%	15%	21%	4%	8%
25. The assessment advice for Years 7–10 Life Skills is appropriate.	n/a	91	n/a	5%	n/a	75%	n/a	15%	n/a	4%

4 Summary of key matters raised and proposed actions

Key matters	Proposed actions
<p>K–10 Lack of flexibility The draft syllabus is prescriptive and limiting, particularly in regard to the concentration on Australian history K–6.</p>	<p>The prescriptive nature of the draft syllabus will be reviewed and opportunities for learning beyond Australian history will be considered for K–6.</p>
<p>Teacher support and resources Many teachers commented on the need for support and resources in addressing new content and perspectives.</p>	<p>The Board of Studies will provide materials to support initial implementation of the syllabuses. The education sectors have responsibilities for planning complementary professional development activities for teachers to prepare for implementation in 2014.</p>
<p>K–6 History in the context of the K–6 HSIE strands There needs to be clarification of the format and organisation of the draft syllabus, especially how K–6 History will integrate with the K–6 HSIE strands.</p>	<p>Advice on the way in which K–6 History will integrate with the other K–6 HSIE strands: Cultures, Environments, Social Systems and Structures will be included in the Board’s support materials.</p>
<p>Years 7–10 Amount of content There is too much content, particularly in Stage 5.</p>	<p>There will be a review of the content and advice on programming, including scope and sequence samples will be provided.</p>
<p>Suggestions for the inclusion of other content There are some important historical topics which should be included in History 7–10.</p>	<p>Strategies will be developed to include other content such as the Vietnam War decade in Stage 5, and a wider range of options for Indigenous contact history in Stage 4.</p>
<p>Scope of the syllabus The syllabus should cater more for the needs of all students, the sequence of content should be more appropriate to the students’ stage of development and form a sounder basis for developing teaching and learning programs.</p>	<p>There will be a further revision of the scope and function of the syllabus to ensure that it makes clear how the syllabus will cater for the needs of all students.</p>
<p>Assessment More advice is required on assessment strategies to assist teachers in applying the principles of assessment for learning.</p>	<p>Assessment strategies will be more clearly specified.</p>

5 Analysis

5.1 Rationale

Summary

The majority of survey respondents both from Primary (88%) and Secondary (93%) strongly agreed or agreed that the rationale described the nature of History and explained its place and purpose in the curriculum. Both Primary (83%) and Secondary (88%) survey respondents agreed that the rationale reflected a contemporary view of History.

Many respondents commented that the rationale was logical, concise, clear and comprehensive, capturing the nature of History as well as reflecting the important role of History in the curriculum and student learning. Support was also expressed for the focus on the role of History as an independent discipline with its unique methodology, including its contested nature and emphasis on many stories.

Several respondents expressed concern that some statements of the rationale was not supported by other parts of the syllabus and that it was too broad in scope.

Feedback affirming the rationale

Feedback	Sources
<p>K–6 The rationale is concise, clear and comprehensive. It captures the nature of History.</p> <p>The emphasis on the many stories in history, its contested nature, emphasis on sources and ‘How do we know’ is very sound. It includes methods and procedures which look at 21st century learners and which will engage learners.</p>	<p>CEOSYD CEOL CEOW 5 Consultation meeting (1) Survey (2)</p> <p>3 Consultation meeting (3)</p>
<p>Years 7–10 The draft syllabus is clear and logical, with similar aspects to the current syllabus. The inclusion of stage objectives, outcomes and content elaborations to clarify and provide guidance is strongly supported.</p>	<p>CEOSYD CEOP CEOWF 1 HTA Consultation meeting (5) Survey (1)</p>

For an explanation of the acronyms see section 6.1 on p 35.

Key matters raised and proposed actions

Key matters	Sources	Proposed actions
<p>The rationale is too broad and unclear. There is a need to provide a distinction between History and ‘the past’.</p> <p>The rationale should link past, present and future, emphasising how history helps to explain the present as our identity is formed by the past.</p>	<p>8 Consultation meeting (2) Survey (4)</p>	<p>The rationale will be reviewed to clarify the nature of history and to strengthen the relationship between History and ‘the past’.</p>
<p>The rationale is not child-centred and should represent a K–10 perspective.</p>	<p>PPA Consultation meeting (2) Survey (2)</p>	<p>The rationale will be reviewed to provide a clearer representation of a more student-centred approach to history.</p>
<p>Various aspects of the nature of history that are included in the rationale need to be strengthened.</p>	<p>CEOW</p>	<p>The content of the rationale will be reviewed relating to the nature of history.</p>
<p>The rationale targets lower-order skills and should be expanded to include critical thinking.</p>	<p>CEOW Survey (2)</p>	<p>The rationale will be reviewed to strengthen the importance of critical thinking skills in the study of History.</p>

5.2 The place of the History K–10 syllabus in the K–12 curriculum

Summary

There was a concern expressed by some respondents about retaining the current K–6, 7–10 and 11–12 structure in the new context of the K–10 continuum. Respondents felt that this would also affect the current model of K–6 HSIE in the context of the Australian curriculum knowledge domains, especially since Geography is yet to be finalised.

Key matters raised and proposed actions

Key matters	Sources	Proposed actions
Retaining K–6, 7–10, and the 11–12 structure seems to be in opposition to the K–10 continuum. Clarification is required about the accommodation of History and then Geography within the K–6 HSIE.	DEC CEOP	The place of Geography within the HSIE curriculum will be clarified through support materials. The K–10 continuum and the specific K–6 and 7–10 structure were supported at consultation.

5.3 Aim

Summary

The majority of survey respondents from both Primary (85%) and Secondary (90%) strongly agreed or agreed that the aim provided an overall purpose of the syllabus, noting that it was succinct, clear and practical. It expressed the purpose and practice of studying history.

Other respondents felt that the aim should elaborate on the skills of historical inquiry, critical understanding of the past, the concept of citizenship and an explicit link to sound pedagogy.

Feedback affirming the aim

Feedback	Sources
<p>K–6 The aim is concise and succinct and the purpose of history is clear and well defined.</p>	<p>CEOP 5 Consultation meeting (2) Survey (1)</p>
<p>Years 7–10 The aim is succinct and usable. It is also well structured and clear.</p>	<p>CEOP CEOWF 3 Consultation meeting (4) Survey (1)</p>

Key matters raised and proposed actions

Key matters	Sources	Proposed actions
<p>The aim does not acknowledge the lessons History teaches for the present. As a consequence, there is separation between the discipline of History and the ‘past’. The phrase ‘impact on the present’ should be added to a ‘critical understanding of the past’.</p> <p>Further detail is needed concerning the skills of inquiry, not just knowledge and values, that reflect current research on historical understanding.</p> <p>The content of the rationale should be reflected in the aim.</p>	<p>CEOW Consultation meeting (4) Survey (1)</p> <p>8 Consultation meeting (2) Survey (2)</p>	<p>The aim will be reviewed to provide a clearer representation of the relationship between history and the present, as well as the past. Terminology will be considered and amended as necessary.</p> <p>The aim will be revised to strengthen and clarify the relationship between the rationale and the aim as well as the overall purpose of history and the relevance and importance of historical skills.</p>

5.4 Objectives

Summary

A strong majority of survey respondents from Primary (82%) and Secondary (91%) supported the objectives as defining, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through the study of History.

Many respondents felt that the objectives were concise, easy to comprehend and practical, with clear links to content. Some respondents felt that they should be presented in more precise statements, finding them too general in their present form, in particular with regard to knowledge and skills, values and attitudes. Some respondents believed that there should be a greater gradation in levels of objectives from Stage 4 to Stage 5.

Feedback affirming the objectives

Feedback	Sources
<p>K–6 The objectives are clear and concise. They are easy to understand and link well to the content.</p> <p>Values and attitudes in the objectives link well to the rationale.</p>	<p>Consultation meeting (3) Survey (1) CEOL</p> <p>Consultation meeting (1) 5</p>
<p>Years 7–10 The objectives are clear, practical and provide structure. Their similarity to current syllabus is supported.</p>	<p>HTA 3 Consultation meeting (4)</p>

Key matters raised and proposed actions

Key matters	Sources	Proposed actions
<p>K–6 The nature of History requires clarification.</p> <p>The 2nd dot point needs to be similar to Stages 4 and 5, that is ‘knowledge and understandings and development of skills to undertake the process of historical inquiry’.</p> <p>The skills mentioned are not sufficient.</p>	<p>Consultation meeting (2)</p> <p>CEOW Consultation meeting (2)</p>	<p>The intention of the objectives is to define in broad terms the knowledge, understanding and skills, values and attitudes to be developed through the study of History. The nature of History is described in the rationale.</p> <p>K–6 objectives will be reviewed to specify the nature of the skills.</p>

Key matters	Sources	Proposed actions
<p>Years 7–10 There is no hierarchy of cognitive demand in the objectives from Stage 4 to 5.</p> <p>Skills as well as ‘values and attitudes’ should also be explicit.</p> <p>Some terms require further clarification, eg ‘socially just’.</p>	<p>Consultation meeting (1)</p> <p>Survey (1)</p> <p>BCC Consultation meeting (1)</p>	<p>The objectives for Stages 4 and 5 are organisers for the outcomes. The hierarchy of demand is observable in the outcomes.</p> <p>The 7–10 objectives will be reviewed to specify the nature of the skills.</p> <p>Terminology will be reviewed and amended as necessary. Terms that require definition will be clarified in the glossary.</p>

5.5 Outcomes

Summary

The majority of survey respondents from both Primary (83%) and Secondary (87%) strongly agreed or agreed that the outcomes provide clear statements of the intended results of teaching History in each Stage. 73% of Primary respondents and 87% of Secondary respondents strongly agreed or agreed that outcomes provide a basis for measuring and reporting student achievement.

K–6 respondents commented on the logical sequence of the outcomes from stage to stage. The outcomes cater for a range of student ability, and they provide clarity and familiarity with the current K–6 HSIE syllabus. Many respondents felt that the outcomes offered significant flexibility for schools and teachers. Some responses indicated that outcomes for Stages 2 and 3 have little variety and are of a lower order of expectation. Other respondents considered that historical skills should be more clearly embedded in specific outcomes and that some outcomes do not match the content. The outcomes, respondents argued, should clarify the content as this is critical for clarity of teaching, learning and assessment.

Years 7–10 respondents felt that the outcomes are clear and suitable for Stages 4 and 5 as well as reflecting the current syllabus' outcomes and the draft syllabus' objectives. There is, however, significant concern that due to the amount of content the prescribed outcomes will be difficult to achieve. There should be further clarification and refinement of outcomes across the stages of learning.

Feedback affirming the outcomes

Feedback	Sources
<p>K–6 The outcomes flow logically from Early Stage 1 to Stage 3 and are clearly defined. They are familiar to teachers because of their similarity to the current HSIE. They also cater for a range of student ability.</p> <p>The fact that there are fewer outcomes provides flexibility and promotes more depth, and allows for a range of tasks. This also allows for creative teaching and learning without burdening teachers.</p> <p>The page layout and other presentations of the outcomes are easy to use.</p>	<p>PPA Stakeholder 5 Consultation meeting (2) Survey (1)</p> <p>CSOBB CEOL 5 Consultation meeting (3) Survey (1)</p> <p>CSOBB Consultation meeting (2)</p>
<p>Years 7–10 The outcomes are similar to those of the current syllabus and are supported. They are appropriate for each Stage and are well-structured and clear.</p>	<p>DEC HTA Consultation meeting (4) Survey (1)</p>

Key matters raised and proposed actions

Key matters	Sources	Proposed actions
<p>K–6 There should be more emphasis on skills than content and they should be more clearly embedded in specific outcomes.</p> <p>The outcomes should provide a sound basis for developing teaching and learning programs. They should clarify the content as this is critical for clarity of teaching, learning and assessment.</p> <p>Outcomes for Early Stage 1 and Stage 1 need to be reviewed to better reflect History knowledge, understanding and skills.</p> <p>The outcomes lack variety and specificity. They do not reflect the development of deep knowledge and understanding and are too limiting.</p> <p>The outcomes need to specify their link with the rationale.</p> <p>Values and attitudes should be included in the outcomes.</p>	<p>DEC CSOBB CEOW BCC Stakeholder Consultation meeting (2) Survey (2)</p> <p>CSOBB BCC Consultation meeting (1) Survey (1)</p> <p>BCC Consultation meeting (3)</p> <p>CEOSYD CEOP CSOBB CEOW BCC Consultation meeting (4) Survey (1)</p> <p>CSOBB CEOW Survey (2)</p> <p>Stakeholder Consultation meeting (2)</p>	<p>The outcomes will be reviewed to clarify and specify the links between knowledge and skills.</p> <p>The outcomes will be reviewed to ensure they provide clear statements of the intended results of teaching History in each Stage and to also ensure they provide a basis for developing teaching and learning programs as well as enabling teachers to measure and report on student achievement in a reliable and valid manner.</p> <p>These outcomes will be reviewed for consistency and strengthened.</p> <p>The K–6 outcomes will be reviewed and amended to ensure an appropriate level of cognitive demand.</p> <p>The outcomes will be reviewed and links with the rationale will be examined.</p> <p>Values and attitudes have been included in the objectives and underpin the delivery of the syllabus. Their status has not changed in relation to assessment.</p>
<p>Years 7–10 Higher-order thinking skills for Stage 5 should include for example, ‘assessing’, ‘creating’, ‘investigating’ and ‘critical thinking’. A developmental progression between the Stages, particularly Stages 3/4 and Stages 4/5 is not evident.</p>	<p>DEC CEOP CSOBB CEOW HTA BCC Stakeholder Consultation meeting (4) Survey (3)</p>	<p>The Years 7–10 outcomes will be reviewed and amended as appropriate to ensure a developmental progression of skills.</p>

Key matters	Sources	Proposed actions
Addressing the outcomes in depth will be difficult in the amount of hours available and opportunities to develop skills and concepts will be limited.	CEOSYD HTA BCC Stakeholder 1 Survey (2)	Renegotiating the amount of content, especially in Stage 5, may improve the quality and manageability of the 7–10 outcomes.
A biblical point of view should be evident in the content.	9 Survey (1)	The draft syllabus was prepared to allow for a focus on different approaches to addressing content.

5.6 Content

Summary

K–6

The majority of K–6 survey respondents strongly agreed or agreed that the content organisation and structure is appropriate for History (84%) and that the sequence of content is logical (89%) and is appropriate for the students' stage of development (83%). 81% agreed that the content makes clear what students should learn in History. 85% agreed that there is a clear relationship between objectives, outcomes and content. 81% agreed that there was appropriate emphasis on cross-curriculum areas and 83% agreed they were represented in authentic ways. 83% agreed that there were existing resources to teach the content. Fewer respondents (74%) agreed that the syllabus catered for the needs of all students.

A number of K–6 respondents commented that content has been clearly written and organised to guide teachers through the new History course. It is considered to be comprehensive, user-friendly and caters for a range of ability levels. Several respondents approved of the content being organised into Stages. Content links can be made to other KLAs as well as the other HSIE strands. There was some comment that the cross-curriculum areas appeared functional. There was support for the study of other histories in addition to Australia and for the integration of skills into the content area. Some respondents commented that the content was repetitive in the early stages, and that there is too much content for Stages 2 and 3. Stage 3 content is considered by some respondents to be too prescriptive and political.

Years 7–10

Years 7–10 respondents commented positively on the draft syllabus content for Years 7–10, particularly for Stage 4. However, respondents also raised some significant matters. Many felt that the page layout of the draft syllabus content pages could be better organised into two columns as 'learn about' and 'learn to' statements. Others commented negatively on the amount of content, particularly for Stage 5. Many respondents requested that the Depth Studies World War I and World War II be combined into one Depth Study. Respondents commented that the amount of content could not be covered satisfactorily within the available hours. As a result, some respondents stated that the draft syllabus had become prescriptive and limiting. They also commented that there is other content for Years 7–10 History, such as the Vietnam War era, Indigenous and Contact History in Australia and beyond, as well as women in History that should be included.

There were concerns that the syllabus should cater for the needs of all students, that the sequence of content should be appropriate to the students' stage of development and form a sound basis for developing teaching and learning programs. A number of respondents thought that the cross-curriculum areas should be represented in more authentic ways.

The need for suitable support materials and professional development was raised by some K–6 and 7–10 History teachers.

Feedback affirming the content

Feedback	Sources
<p>K–6 Organisation of content The content shows what to teach, has scope and flexibility and is similar to NSW HSIE syllabus. Diagrammatical representation of content across all stages is useful.</p>	CEOSYD 5 Consultation meeting (7) Survey (4)
<p>The content organised into stages is supported and caters for all ability levels. Each stage works within an area of History with appropriate concepts.</p>	DEC PPA 5 Consultation meeting (3) Survey (3)
<p>The objectives, outcomes and content are clearly linked and consistent throughout.</p>	CSOBB 5
<p>K–6 Content The content is applicable, usable and comprehensive.</p>	Consultation meeting (1) Survey (4)
<p>The Aboriginal and Torres Strait Islander content is clearly shown.</p>	Consultation meeting (3) CEOWF
<p>History in Primary and an emphasis on History concepts and skills is more developmental than current syllabus.</p>	CEOSYD Consultation meeting (2)
<p>K–6 Cross-curriculum areas The cross-curriculum area tagging is useful. The list is comprehensive and sensitive issues are well treated.</p>	CEOL CEOWF BCC 5 Consultation meeting (4)
<p>Years 7–10 Organisation of content It is clear and user friendly. The content organised into stages is supported and the presentation of content in diagrams is effective.</p>	CEOP CSOBB CEOSYD CEOWF 2 4 Consultation meeting (3)
<p>The overall structure of the Years 7–10 syllabus content including focus questions, overviews and Depth Studies is supported.</p>	CEOSYD 7 Consultation meeting (1)
<p>Years 7–10 Content The breadth of content, flexible overviews and inclusion of world history topics is supported.</p>	2 4 Consultation meeting (2) Survey (6)

Feedback	Sources
New topics such as Polynesian Expansion and the Environment Movement and the time allocated to overviews and Depth Studies is supported.	DEC
The retention of Elective History is welcomed.	DEC Consultation meeting (3)
The inclusion of suggested Site Studies is effective.	CEOSYD 1 3
Years 7–10 Cross-curriculum areas Cross-curriculum tagging is supported and is considered useful.	CEOWF Stakeholder Consultation meeting (4) Survey (1)

Key matters raised and proposed actions

Key matters	Sources	Proposed actions
K–6 Skills should be integrated into content as they are a vital element.	CSOBB CEOW Stakeholder Consultation meeting (3)	The links between history skills will be reviewed and made more evident.
Clarification is required on what is mandatory.	DEC CEOSYD Consultation meeting (3)	The nature of the content will be clarified and amended.
The amount of content does not promote inquiry learning and critical thinking. More opportunities are needed to follow specific interests and does not cater for the needs of all students. In addition, the NSW dot points increase the amount of content. The content is too prescriptive and political in Stage 3.	DEC CEOW IEU PPA NSWTF BCC Stakeholder Consultation meeting (1) Survey (1)	The amount of content will be reviewed. There will be further revision of the scope of the syllabus to ensure that it makes clear how the syllabus will cater for the needs of all students
There needs to be more emphasis on higher-order thinking skills.	BCC CEOSYD NSWTF Consultation meeting (4) Survey (1)	The placement and use of higher-order thinking skills will be reviewed.
Suggested additions/changes The breadth of History topics should be expanded to include the ancient world and the world beyond Australia.	6 Consultation meeting (3) Survey (10) CEOWF	Suggestions for other content will be considered within the framework of the Australian curriculum content descriptions.

Key matters	Sources	Proposed actions
<p>The age-appropriateness of some content and concepts, including Democracy, Mabo and the 1967 Referendum, needs to be reviewed.</p> <p>More explicit identification of literacy and numeracy cross-curriculum content is required.</p> <p>The overview for Early Stage 1 – Stage 3 needs to describe key features of each Stage’s content.</p> <p>Terms such as ‘narrative’ and ‘kinship’ need to be clarified.</p> <p>‘How do we know?’ question is lower order and not analytical</p>	<p>NSWTF 6 Consultation meeting (4) Survey (2)</p> <p>Consultation meeting (4)</p> <p>DEC</p> <p>DEC</p> <p>8</p>	<p>Support material will be developed to assist in the planning and teaching of these topics that are specific to History K– 6.</p> <p>The cross-curriculum areas will be reviewed.</p> <p>The overview of teaching and learning for these stages will be revised.</p> <p>Consideration will be given to the use of the term ‘kinship’ in the K–6 syllabus.</p> <p>This question underpins the nature of History and is highly analytical.</p>
<p>Years 7–10</p> <p>The content pages need reformatting into ‘learn about’ and ‘learn to’ statements to assist teachers with programming.</p>	<p>DEC CSOBB CEOSYD CEOW AHM HTA BCC Stakeholder 1 Consultation meeting (7) Survey (7)</p>	<p>The formatting of the content will be reviewed so that there is consistency across all Phase 1 syllabuses.</p>
<p>Amount of content</p> <p>The amount of content cannot be taught within the available hours. As a result, students will not be able to develop necessary skills and concepts, and deeper understanding. Syllabus does not cater for the needs of all students, sequence the content appropriately to the students’ stage of development and form a sound basis for developing teaching and learning programs</p>	<p>DEC CSOBB CEOSYD CEOP CEOW NSWTF IEU AHM HTA BCC Stakeholder 1 3 Consultation meeting (8) Survey (58)</p>	<p>The content will be reviewed with the intention to reduce the amount, as well as the complexity.</p> <p>The explanatory content aims to define a manageable scope in relation to the Australian curriculum content descriptions.</p> <p>There will be further revision of the scope of the syllabus to ensure that it makes clear how the syllabus will cater for the needs of all students.</p>

Key matters	Sources	Proposed actions
<p>Suggested additions/changes Content could be amended by, for example, reducing the number of Depth Studies from 6 to 4 for each Stage and/or combining WWI and WWII Depth Studies into one topic, ‘Australia at War’.</p> <p>The Depth Studies content needs to be reviewed so that the amount of detail and complexity does not vary.</p> <p>The content needs to be amended so that it is presented in a more logical sequence, particularly in Stages 4 and 5.</p>	<p>NSWTF HTA AHM BCC consultation 1 Consultation meeting (5) Survey (7)</p> <p>DEC Survey (3)</p> <p>NSWTF HTA BCC Stakeholder Consultation meeting (6) Survey (12)</p>	<p>The Depth Studies content will be reviewed and amendments made where necessary.</p> <p>The content will be reviewed and amendments made to ensure a logical sequence in all Stages.</p>
<p>Suggested additions/changes The complexity of the content could be reduced by integrating the overview content into the topics.</p> <p>Comparative Indigenous contact history, the Vietnam War era, women, the ancient Near East and peace-keeping in East Timor should be included as these topics incorporate both social and political history.</p> <p>The content needs to be reviewed to ensure there is no overlap with senior courses, eg Modern History and military history, Ancient History and archaeology.</p> <p>The Environmental topic should be deleted as it is more relevant to Geography than History.</p>	<p>DEC CSOBB CEOSYD NSWTF BCC Consultation meeting (2) Survey (3)</p> <p>CEOP CEOW NSWTF HTA VVAA BCC Stakeholder 1 7 9 Consultation meeting (6) Survey (29)</p> <p>HTA Consultation meeting (5) Survey (1)</p> <p>CEOW 1 Consultation meeting (1) Survey (4)</p>	<p>The content will be reviewed and amendments made where necessary, while maintaining the integrity of the Australian curriculum.</p> <p>NSW syllabuses will be developed to avoid repetition.</p> <p>This is an optional, not a mandatory topic in the Australian curriculum.</p>

Key matters	Sources	Proposed actions
<p>The concepts/topics are too difficult and there are too many difficult and Eurocentric concepts in Stage 5, eg capitalism. As a result, many students may be alienated from the study of History.</p> <p>There needs to be more emphasis on higher-order thinking skills, critical thinking skills and higher-order historical skills.</p> <p>Key Inquiry Questions should not be placed in isolation from the knowledge, understanding and skills.</p> <p>There should be more flexibility within options.</p> <p>Lack of resources will be a concern in relation to topics such as India, Polynesia, Aboriginal history, Industrial Revolution and the overviews.</p> <p>Information on the use of eSyllabus will need to be provided.</p>	<p>CSOBB HTA 1 Consultation meeting (4) Survey (5)</p> <p>CSOBB NSWTF HTA BCC Stakeholder Consultation meeting (2)</p> <p>DEC</p> <p>NSWTF BCC Stakeholder Survey (6) 9</p> <p>NSWTF IEU 1 Consultation meeting (4) Survey (21) 9</p> <p>CEOSYD CEOW BCC Stakeholder Consultation meeting (2)</p>	<p>The placement and use of higher-order thinking skills will be reviewed.</p> <p>Information on the use of the Key Inquiry Questions will be considered for inclusion in Section 7.1</p> <p>Content will be reviewed with regard to increasing flexibility.</p> <p>The Board of Studies will provide materials to support initial implementation.</p> <p>This information will be provided in support materials.</p>
<p>Cross-curriculum areas Cross-curriculum areas should also be tracked for historical skills as well as knowledge and understanding.</p> <p>There is not sufficient time to incorporate the cross-curriculum areas due to the amount of content.</p>	<p>DEC</p> <p>CEOSYD 1 Consultation meeting (2)</p>	<p>Critical and creative thinking, information and communication skills, literacy and numeracy will be reviewed to widen the scope of aligning the cross-curriculum areas with historical skills.</p> <p>Support materials developed by the Board of Studies will include information on the incorporation of the cross-curriculum areas into teaching and learning materials.</p> <p>The content has been designed to integrate the cross-curriculum areas. It is not expected that teachers will look for additional opportunities if time does not allow.</p>

Key matters	Sources	Proposed actions
<p>Further clarification of the cross-curriculum areas is needed to ensure clarity, consistency and authenticity.</p> <p>There should be more of the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area embedded in the content.</p>	<p>DEC IEU</p> <p>BCC IEU Consultation meeting (3) 9</p>	<p>The cross-curriculum areas will be reviewed to ensure clarity and consistency.</p> <p>Content will be reviewed to ensure that the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area is appropriately represented.</p>

5.7 Students with special education needs, including Years 7–10 Life Skills outcomes and content

Summary

The provision of curriculum materials inclusive of the full range of students was supported. The inclusion of the Years 7-10 Life Skills outcomes and content in the History syllabus was also supported.

There was also support for the advice about the inclusion of students with special education needs. Respondents noted that the advice regarding curriculum options for and assessment of students with special education needs was appropriate. Respondents also identified the value of existing support materials in providing further advice relating to students with special education needs.

The appropriateness, variety and the possibilities for extension of the History Years 7–10 Life Skills outcomes and content were noted. Respondents supported the grouping of outcomes and content around a topic as a sound model.

A further clarification between regular and Life Skills topics and further refinement of outcomes and content for students with more significant learning difficulties was requested. It was felt that some of the content and concepts were too difficult for Life Skills, especially in the context of Life Skills students learning in a regular classroom.

Feedback affirming the information on students with special education needs, including Years 7–10 Life Skills outcomes and content

Feedback	Sources
<p>Support for information about students with special education needs Advice regarding curriculum options, including the use of adjustments, for students with special education needs was seen as relevant.</p> <p>Assessment and reporting advice for students with special education needs was seen as appropriate.</p> <p>Existing support materials for students with special education needs provide relevant advice in relation to providing relevant teaching, learning and assessment opportunities.</p>	<p>DEC NSWTF CEOSYD</p> <p>DEC</p> <p>NSWTF SEC</p>
<p>Support for History Life Skills The Life Skills outcomes and content are appropriate, include a variety and there are also possibilities for extension. They provide opportunities to be taught with regular content.</p> <p>The inclusion of Life Skills is most welcome. The Life Skills outcomes and content have provided more scope. The outcomes are easy to follow and functional, with suitable definition and scope.</p>	<p>CEOP CEOW Stakeholder Consultation meeting (6) Survey (3)</p> <p>DEC BCC NSWTF Stakeholder Consultation meeting (1) Survey (3)</p>

Key matters raised and proposed actions

Key matters	Sources	Proposed actions
<p>Syllabus information and advice relating to students with special education needs</p> <p>Clarification is required about some of the advice, including the role of curriculum planning; access to age-appropriate content; adjustments to teaching, learning and assessment; the definition of students with special education needs and the students for whom the Life Skills course is designed.</p> <p>Advice about how to program to meet the individual needs of students across a range of settings is required.</p> <p>Clarification is required about course options and requirements for students with special education needs including students with special education needs in K-6; and students undertaking Life Skills outcomes and content.</p>	<p>SE DEC NSWTF SEC BCC (History)</p> <p>NSWTF BCC (Mathematics) SE SEC</p> <p>DEC SE NSWTF MUSEC (response to English draft syllabus) SEC CSOBB Consultation meeting (2) Survey (2)</p>	<p>The advice provided in Sections 1.2, 8 and 10 will be reviewed and clarified. The revised national definition of disability and the Disability Standards for Education will be used in this process.</p> <p>Advice about planning, programming and making adjustments to teaching, learning and assessment activities to meet the needs of students with special education needs will be provided in support materials. Advice in the support document <i>Life Skills Years 7–10: Advice on Planning, Programming and Assessment</i> will also be reviewed.</p> <p>The advice provided in the syllabus and in the support materials will be reviewed and clarified.</p>
<p>History Years 7–10 Life Skills outcomes and content</p> <p>The relationship between Stage 4 and 5 content and Life Skills outcomes and content requires clarification.</p> <p>The nature and scope of the outcomes and content need to be reviewed to ensure they meet the needs of students with more significant difficulties.</p>	<p>SE DEC SEC CSOBB IEU</p> <p>CSOBB CEOW SE Consultation meeting (1) Survey (1)</p>	<p>Consideration will be given to possible models for representing the relationship between Stage 4/5 outcomes and content and Life Skills outcomes and content.</p> <p>The outcomes and content will be reviewed to ensure appropriate access levels are provided.</p>

5.8 Continuum of learning in History K–10

Summary

Respondents commented that the stage statements clearly reflect the syllabus. They make sound links to the rationale, reflecting fairly what is expected of students at different stages. These should be placed in the early pages of the syllabus.

There is a need for more advice on assessment strategies to assist teachers in applying the principles of assessment for learning.

Feedback affirming the continuum of learning in History K–10

Feedback	Sources
K–10 The intent of the draft syllabus in presenting a continuum of learning K–10 is strongly supported as a means of assisting in school planning and programming to ensure that there is no repetition across the years.	DEC
K–6 stage statements Stage statements reflect the syllabus and are clear.	CEOSYD PPA 5 Consultation meeting (2)
Years 7–10 stage statements The stage statements clearly detail what students are expected to do.	1 Consultation meeting (4)

Key matters raised and proposed actions

Key matters	Sources	Proposed actions
Stage statements would be better placed at the front of the document. The terminology used in the stage statements is not clear and they are too comprehensive.	CEOP BCC Consultation meeting (4) CEOSYD PPA Consultation meeting (1)	The placement of the stage statements will be reviewed. The nature and scope of the stage statements will be reviewed to describe with greater clarity the knowledge, understanding, skills, values and attitudes of the K–10 History syllabus.

5.9 Assessment

Summary

Positive feedback was received from respondents on the inclusion of the assessment for learning advice. Some respondents commented that there is a need for clearer, more specific assessment options and strategies. In addition, some assessment advice was considered to be ambiguous and required more direction.

Feedback affirming the assessment advice

Feedback	Sources
<p>K–10 The inclusion of advice on formative assessment is supported as being meaningful and relevant for students and teachers.</p> <p>The advice on assessment and the framework provides a structure and supports teachers. It assists with working toward a more supportive learning environment.</p>	<p>CEOL 5 Consultation meeting (2) Survey (1)</p> <p>DEC Survey (3)</p>

Key matters raised and proposed actions

Key matters	Sources	Proposed actions
<p>K–6 Assessment advice needs to be clearer. There is a need for more explicit assessment resources for K–6 History such as task samples, including inquiry-based activities.</p> <p>The Assessment Resource Centre will require updating with more work samples. There is a need to model assessment procedures and tasks.</p> <p>This section of the syllabus should encourage teachers to make the shift to teaching history as opposed to HSIE.</p> <p>There is a difficulty when it comes to making judgements about values and attitudes.</p>	<p>IEU PPA BCC Stakeholder Consultation meeting (2) Survey (14)</p> <p>Consultation meeting (5) Survey (1)</p> <p>PPA Stakeholder</p> <p>Survey (1)</p>	<p>Detailed and clearer information will be provided in light of consultation feedback from all learning areas. Assessment Resource Centre (ARC) materials will be reviewed to align with syllabus content.</p> <p>The place of History within the K–6 curriculum will be clarified and further advice will be provided about assessment strategies in the support materials.</p> <p>Values and attitudes have been included in the objectives and underpin the delivery of the syllabus. Their status has not changed in relation to assessment.</p>

Key matters	Sources	Proposed actions
<p>Years 7–10 This assessment section is not clear. There are no specific assessment options and strategies for Years 7–10 History. There is a need to provide models of high quality assessment.</p>	<p>CEOSYD 3 Consultation meeting (5) Survey (10)</p>	<p>Support materials will include advice on assessment.</p>
<p>Life Skills The A–E reporting process for students with special education needs, particularly those working on outcomes and content from a different stage, needs to be reviewed. Advice regarding accommodations (changes to the environment), as well as learning adjustments (changes to teaching and learning), should be included in the ‘Assessment for Students with Special Education Needs’ section.</p>	<p>SEC NSWTF DEC</p>	<p>Section 10.3 provides flexibility for school sectors in the ways of reporting for students with special education needs. Consistent with the Disability Standards for Education 2005, the term ‘adjustments’ applies to all measures taken to assist a student with a disability to participate on the same basis as their peers.</p>

5.10 Other comments

Summary

Some respondents commended the draft syllabus' clarification of the Australian curriculum's content descriptions by including outcomes. This was seen to make the draft syllabus more approachable and manageable.

Many respondents commented on the need for professional development and resource support for planning, teaching and assessing the History outcomes, skills and content, particularly for primary teachers. Support materials with sample programs and units of work would be appreciated. Teachers of K–6 commented on the need for advice on the ways in which the other strands of K–6 HSIE such as Cultures, the Environment, and Social Systems and Structures are to be taught.

The amount of content to be delivered within the available hours, particularly in Stage 5, remains a significant matter.

Feedback affirming the general directions of the draft syllabus

Feedback	Sources
The way in which the Australian curriculum has been clarified through the inclusion of outcomes is to be commended.	HTA AHM Consultation meeting (4) Survey (2)

Key matters raised and proposed actions

Key matters	Sources	Proposed actions
<p>K–10 Resources and professional development will be needed to teach skills and concepts, such as how to incorporate inquiry learning Aboriginal and Torres Strait Islander material, historical fiction and the nature of history.</p> <p>Support materials that include sample programming, sample integrated units of work, good source materials and suggestions for sample assessment tasks through ARC are needed.</p>	<p>CEOW CEOL NSWTF IEU PPA BCC Stakeholder 3 Consultation meeting (11) Survey (9)</p> <p>Consultation meeting (4) CEOL</p>	<p>The Board of Studies will provide materials to support initial implementation of the syllabus, including an online syllabus. The education sectors have responsibility for planning professional development for teachers to prepare for implementation in 2014.</p>

Key matters	Sources	Proposed actions
<p>There is a concern that due to the delay in implementation, NSW will be left with a less innovative syllabus and one that will not be as good as the ACARA curriculum.</p>	<p>8 Survey (1)</p>	<p>The delay in implementing the Australian curriculum in NSW and other states means that there will be enough time for teachers to prepare and be supported with appropriate resource material and professional development to present a quality curriculum for their students.</p>
<p>Life Skills Further advice and support is required for teachers regarding supporting students with special education needs in an integrated setting.</p> <p>The advice to teachers regarding programming for Life Skills outcomes and content in an integrated setting needs to be strengthened.</p>	<p>SEC SE NSWTF</p> <p>SEC NSWTF</p>	<p>The advice in support materials for each syllabus will be strengthened to include more detailed advice around curriculum adjustments and sample units of work that incorporate adjustments.</p> <p>The support document <i>Life Skills Years 7–10: Advice on Planning, Programming and Assessment</i> will be reviewed to include sample unit of work integrating Life Skills outcomes and content with regular outcomes and content.</p>

6 Respondents

6.1 Responses were received from the following organisations and groups

Organisation/group	Code
NSW Department of Education and Communities	DEC
Catholic Schools Office – Diocese of Broken Bay	CSOBB
Catholic Education Office – Diocese of Lismore	CEOL
Catholic Education Office – Diocese of Parramatta	CEOP
Catholic Education Office – Sydney Region	CEOSYD
Catholic Education Office – Diocese of Wilcannia-Forbes	CEOWF
Catholic Education Office – Diocese of Wollongong	CEOW
NSW/ACT Independent Education Union	IEU
NSW Teachers Federation	NSWTF
History Teachers Association of NSW	HTA
Macquarie University Diploma of Education Group Response	MQ
NSW Primary Principals’ Association	PPA
Vietnam Veterans Association of Australia	VVAA
Australian History Museum, Macquarie University	AHM
Macquarie University Special Education Centre	MUSEC
Key Stakeholder Meeting	Stakeholder
Board of Studies Special Education Committee	SEC
Special Education teacher focus group	SE

6.2 Board Curriculum Committee (BCC) consultation meeting at OBOS on 25 August 2011

Name	Organisation
Janet Chan	Chair
Beatriz Cartlidge	Professional Teachers’ Council NSW
Denise Coleman	Association of Independent Schools NSW
Brian Elliott	NSW Department of Education and Communities
Bernie Howitt	NSW Department of Education and Communities
Dorothee Lean	NSW Teachers Federation
Brooke Prideaux	Catholic Education Commission NSW
Tiffany Roos	Association of Independent Schools NSW
Lianne Singleton	NSW Primary Principals’ Association
Rachael Sowden	Federation of Parents and Citizens associations of NSW
Carlo Tuttocuore	NSW Independent Education Union

6.3 Other responses (where details provided)

Name	Organisation/individual	Code
Loreto Kirribilli History Faculty	Loreto Kirribilli	1
Pymble Ladies' College	Pymble Ladies' College, Pymble	2
Birrong Girls High School	Birrong Girls High School, Birrong	3
Bradfield College	Bradfield College, Bradfield	4
St Joseph's Primary School	St Joseph's Primary School, Wauchope	5
Individual contributor	DEC K–6 teacher	6
Mount Saint Joseph College	Mount Saint Joseph College, Milperra	7
Kate Smyth	Faculty of Education and Social Work, Sydney University	8
Alex Mills	7–10 teacher (retired)	9

6.4 Teacher consultation meetings

History K–10 draft syllabus afternoon consultations

Venue	Date	K–6	Years 7–10	Life Skills	Other	Total
Chatswood	20 July 2011	37	51	0	5	93
Kogarah	21 July 2011	10	32	1	5	48
Campbelltown	26 July 2011	13	21	7	3	44
Batemans Bay	2 August 2011	3	15	0	2	20
Wingham/Taree	8 August 2011	19	8	1	1	29
Orange	11 August 2011	5	7	0	1	13
Total		87	134	9	17	247

Primary meetings

Venue	Date	Number of participants
Bathurst	11 August 2011	15
East Maitland	19 August 2011	18
Wagga Wagga	23 August 2011	17
St Marys	26 August 2011	16
Total		66

Special Education meeting

Venue	Date	Number of participants
Board of Studies	12 August 2011	14