



**Visual Arts
Stage 6**

Syllabus Draft Amendments

**Consultation Report
August 2016**

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1 Background information

The preparation of the *Visual Arts Stage 6 Syllabus Draft Amendments* took into account teacher consultation feedback conducted by BOSTES in 2015.

BOSTES conducted consultation in Term 2, 2016 to engage stakeholders in the syllabus amendment process and to seek their feedback on draft amendments to the *Visual Arts Stage 6 Syllabus*.

The consultation program included:

- a Reference Group meeting
- targeted teacher consultations:
 - representatives of the Reference Group
 - Koorringal High School
 - Visual Arts Faculty, Bossley Park High School
- afternoon consultation meetings at:
 - Dubbo on 6 June 2016
 - Hurstville on 8 June 2016
 - Wagga Wagga on 9 June 2016
 - Gosford on 14 June 2016
 - Fairfield on 15 June 2016
 - Epping on 16 June 2016
- an online survey on the BOSTES website from 23 May to 3 July 2016
- 3 written submissions

Feedback from consultation was analysed and informed final amendments to the *Visual Arts Stage 6 Syllabus*.

2 Executive summary

The *Visual Arts Stage 6 Syllabus Draft Amendments Consultation Report* provides a description of the consultation process and a summary and analysis of feedback received. The consultation report represents data and findings gathered through 6 teacher consultation meetings (94 attendees), 3 written submissions, a Reference Group meeting, 4 targeted teacher consultations and 28 online survey responses.

Substantial consultation on the *Visual Arts Stage 6 Syllabus Draft Amendments* has supported the draft amendments proposed to the syllabus. The majority of respondents strongly agreed or agreed that the proposed amendments were appropriate and provided for greater clarity to the content areas of Practice, the Frames and the Conceptual Framework.

The *Visual Arts Stage 6 Syllabus Draft Amendments* were supported by many respondents as well suited to students' needs and interests, catering to a diverse range of students and provided greater clarity and accessibility to syllabus language in schools where the syllabus is provided to students as a requirement.

The majority of respondents agreed the amendments clarified syllabus terminology and the connections between the content areas of the syllabus. Those who did not agree expressed differing points of view about the consistency of this information in the draft amendments, or that the information diminished the clarity of content definitions and overcomplicated the syllabus.

In addition, some individual respondents expressed strongly held views that a more substantial revision of the content areas Practice and the Postmodern Frame or a more substantial revision of the *Visual Arts Stage 6 Syllabus* as a whole is required. In addition, the consultation highlighted the need for a revision to the *Visual Arts Stage 6 Support Document* to provide additional guidance in relation to development of case studies and the possible inclusion of a glossary of terms, particularly for early career teachers.

Key matters

The key matters to emerge from the consultation included:

- The structure of information and language needs to be addressed for consistency.
- Explanations of how content areas are related within the definition of the area diminish clarity of definition.
- References to the relationships between areas of syllabus content should not be over emphasised.

Actions in response to key matters

- The proposed amendments will be reviewed to ensure consistency of information and language during final amendments to the syllabus.
- Consideration will be given to feedback on the consistency, clarity and location of content definitions during final amendments to the syllabus.

- Feedback on how the relationship between areas of syllabus content is expressed will be considered during final amendments to the syllabus.

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

3 Summary of respondents

Consultation stakeholder and teacher meetings

1 Reference Group meeting, 6 teacher meetings

Reference Group members	3	Government sector	52	Catholic sector	38
Independent sector	4	Other (targeted teacher consultation)	5		

Online survey respondents

28 online survey responses

Respondent:					
Academic	1	Parent	0	Pre-service teacher	0
Principal	4	School executive	7	School faculty	2
Student	0	Teacher	11	Other	3
I am:					
An Aboriginal person	0	A Torres Strait Islander person	1		
An Aboriginal and Torres Strait Islander person	1	Not an Aboriginal and/or Torres Strait Islander person	26		
Sector:					
Government	19	Catholic	5		
Independent	3	Non-school based	1		
Area of NSW:					
Metropolitan	57	Regional	37		
Number of people contributing to this survey:					
1	27	2–5	1	6 or more	N/A

4 Key matters

Key matters	Actions
<p>The structure of information and language needs to be addressed for consistency.</p> <p>Explanations of how content areas are related within the definition of the area diminish clarity of definition.</p> <p>References to the relationships between areas of syllabus content should not be over emphasised.</p>	<p>The proposed amendments will be reviewed to ensure consistency of information and language during final amendments to the syllabus.</p> <p>Consideration will be given to feedback on the consistency, clarity and location of content definitions during final amendments to the syllabus.</p> <p>Feedback on how the relationship between areas of syllabus content is expressed will be considered during final amendments to the syllabus, including recommendations these are included as sub-headings.</p>

5 Analysis

5.1 Content: Practice

Summary

The majority of respondents agreed the *Visual Arts Stage 6 Syllabus Draft Amendments* provided greater clarity and guidance. Some submissions made specific recommendations regarding the purpose and focus of the amendments, including providing annotated suggestions for inclusion in the final draft. In addition respondents also offered suggestions for refining wording to align more closely with their perceptions of the course.

Feedback affirming Practice

Feedback	Sources
The draft amendments provided greater clarity and guidance to the content area Practice.	Dubbo CM Epping CM Fairfield CM Gosford CM Hurstville CM Wagga Wagga CM TTC 1, TTC 2, TTC 3, TTC 4 Survey (x5) RG
The amendments reinforce and provide better understanding of intended relationships between areas of syllabus content.	Gosford CM Hurstville CM Wagga Wagga CM RG
The amendments add some new ideas for programming.	Epping CM Wagga CM Survey (x1)

Key matters and actions

Key matters	Sources	Actions
The emphasis on the relationship of Practice to other areas of syllabus content does not provide greater clarification.	Wagga CM Submission 2 RG Survey (x1)	The content area Practice will be reviewed to provide further clarification.
The amendments to practice are long and do not offer teachers new ways to think about Practice.	Epping CM Hurstville CM Submission 2	The amendments will be reviewed to provide additional opportunities

	Submission 3 Survey (x2)	to support ways to consider Practice.
The language is still overly complex for many students, particularly ESL and NESB. Sometimes the language is confusing.	Epping Survey (x2)	Inclusion of a glossary will be considered to support and clarify language.

5.2 Content: Conceptual Framework

Summary

The majority of respondents supported the draft amendments to the Conceptual Framework as providing greater clarity and guidance. Some respondents noted the draft amendments served to expand and broaden concepts in the Conceptual Framework providing teachers and students greater accessibility than the provision in the current documentation. Additional refinements to language and location of information were also suggested.

Feedback affirming the Conceptual Framework

Feedback	Sources
The draft amendments provide greater clarity and guidance to the content area Conceptual Framework.	Dubbo CM Epping CM Fairfield CM Gosford CM Hurstville CM Wagga Wagga CM TTC 1, TTC 2, TTC 3, TTC 4 Survey (x2) RG
The amendments provide good modelling of the connections between the agencies in the Conceptual Framework and their relationships to other areas of syllabus content.	Dubbo CM Epping CM Fairfield CM Gosford CM Hurstville CM Wagga Wagga CM RG TTC 2
The diversity of students will be able to access this syllabus content.	Survey (x1)
The draft amendments will enable teachers to evaluate programs in terms of depth and complexity, and provide clarity for developing teaching and learning activities for a range of students.	Dubbo CM Gosford CM Wagga Wagga CM

Key matters and actions

Key matters	Sources	Actions
The amendments are uneven and lack consistency in how definitions of agencies in the Conceptual Framework are addressed.	Dubbo CM Epping CM Wagga Wagga CM Hurstville CM RG Submission 2 Submission 3 Survey (x2)	The content relating to the Conceptual Framework will be reviewed to ensure: <ul style="list-style-type: none"> • consistency with and across all areas of content • the agency of the 'world' is presented as active and addresses the role of representation.
The description of the agency of the world is passive and does not address the issue of representation.	Submission 2 Submission 3	

5.3 Content: Frames

Summary

The majority of respondents endorsed the draft amendments to the content area Frames. Many respondents specified support for amendments at the level of each Frame, acknowledging explicit detail they found relevant.

Feedback affirming the Frames

Feedback	Sources
The draft amendments provide greater clarity and guidance to the content area Frames.	Dubbo CM Epping CM Fairfield CM Gosford CM Hurstville CM Wagga Wagga CM RG TTC 3, TTC 4
The amendments will be easier to incorporate into programming once teachers become familiar with them.	Gosford CM Wagga Wagga CM Survey (x1)
The amendments allow the diversity of students better access to syllabus content.	Epping CM Wagga Wagga CM Survey (x1)

Key matters and actions

Key matters	Sources	Actions
The amendments are uneven and lack consistency in how definitions of each Frame are addressed.	Epping CM Gosford CM Hurstville CM Submission 1 Survey (x 2)	The content relating to Frames will be reviewed to ensure the definition of each frame remains consistent and discretely addressed.
Revision of the postmodern frame is required.	Hurstville CM Wagga CM Survey (x2) RG Submission 1 Submission 2 Submission 3 TTC 4	The postmodern frame is part of a continuum of learning from Years 7 - 12. Consideration beyond amendments to the representation of the postmodern frame would only be an option with a comprehensive

		syllabus review.
The postmodern frame is redundant and obsolete.	Epping CM Gosford CM Hurstville CM Survey (x2)	The Frames represent a continuum of learning from Years 7 -12. Consideration beyond amendments to the representation of the postmodern frame would only be an option with a comprehensive syllabus review.
The language of the postmodern frame is dense and verbose.	Dubbo CM Epping CM Gosford CM Hurstville CM Wagga Wagga CM Survey (x1)	The postmodern frame description will be reviewed to provide a clearer, succinct statement.

5.4 Other comments

Summary

Some respondents viewed the consultation as an opportunity to offer additional feedback to BOSTES on issues beyond the scope of this consultation. Several respondents provided general feedback to BOSTES on matters including the conceptual nature of terminology that has been integral to the syllabus structure across all content areas (eg agencies, functional and intentional relationships, networks of relationships) and the nature of the content area Practice.

Some respondents commented on a proposal for the inclusion of 11 Domains or subcategories intended to offer a variety of approaches to, or explanations of, Practice. This proposal was supported by key academics from UNSW, the Visual Arts and Design Educators Association (VADEA) and some respondents. Other respondents chose to comment to BOSTES that the proposed Domains are restrictive, overly complex and do not provide scope for teachers to meet the needs of a diverse range of students.

Feedback affirming the draft amendments

Feedback	Sources
Amendments to layout have made the syllabus clearer to navigate and easier to read.	Dubbo CM Epping CM Wagga Wagga CM RG TTC 2 Survey (x2)

Key matters and actions

Key matters	Sources	Actions
Support for teachers who are experiencing difficulty in understanding content should remain a matter of professional learning. Revisions to the Support Document are where explanations of content should be located.	Hurstville CM Submission 1 Submission 3 RG Survey (x1)	Feedback on additional support materials will be considered as part of the syllabus amendment process.
The inclusion of the Domains is a missed opportunity to clarify content in Practice, the Conceptual Framework and to support teachers in syllabus implementation.	Submission 1 Submission 2 Submission 3 Survey (x 5)	The level of revision suggested by including the 11 domains is beyond the scope of providing amendments for clarity of the existing syllabus.

<p>The proposed Domains are restrictive and do not provide scope for teachers.</p>	<p>Survey (x3) RG TTC 3</p>	<p>The scope of amendments has not included consideration of the Domains.</p>
<p>Some amended descriptions are inaccurate, remain limited or are presumptive.</p>	<p>Submission 2 RG Survey (x2)</p>	<p>The wording of amendments will be refined to ensure they provide scope for implementation and action.</p>
<p>The Visual Arts Stage 6 Syllabus requires renewal at a more significant level:</p> <ul style="list-style-type: none"> • review and revision the postmodern frame • review of out-dated terminology such as Visual Arts Process Diary • up-date to the Rationale • a more substantial revision of the syllabus as a whole 	<p>Submission 1 Submission 2 Submission 3 Survey (x3)</p>	<p>A timeline for a more comprehensive review of the Visual Arts Stage 6 Syllabus has not been determined.</p>
<p>The HSC Visual Arts examination requires revision.</p>	<p>Submission 1 Submission 2 Submission 3 TTC 2 TTC 3</p>	<p>The amendments to the Visual Arts Stage 6 Syllabus are not intended to impact on the structure or conduct of the HSC exam.</p>

6 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
AMENDMENTS TO CONTENT AREA: PRACTICE					
1. The content amendments to Practice provide greater clarity and guidance for teachers.	29	38%	34.5%	10%	3.5%
2. The content amendments to Practice cater for the needs of all students.	28	28.5%	32%	18%	7%
3. The content amendments to Practice suit the programming of Visual Arts in my school	28	32%	32%	3.5%	3.5%
AMENDMENTS TO CONTENT AREA: CONCEPTUAL FRAMEWORK					
4. The content amendments to the Conceptual Framework provide greater clarity and guidance for teachers.	27	41%	26%	4%	11%
5. The content amendments to the Conceptual Framework cater for the needs of all students.	26	42%	19%%	8%	8%
6. The content amendments to the Conceptual Framework suit the programming of Visual Arts in my school.	26	34.5%	27%	4%	8%
AMENDMENTS TO CONTENT AREA: FRAMES					
7. The content amendments to the Frames provide greater clarity and guidance for teachers.	25	44%	28%	4%	4%
8. The content amendments to the Frames cater for the needs of all students.	24	33%	37.5%	8.5%	0%
9. The content amendments to the Frames suit the programming of Visual Arts in my school	24	33.5%	33.5%	12.5%	0%

7 Respondents

7.1 Consultation meetings

Afternoon consultation meetings

(code: CM)

Location	Date (2016)	Total
Dubbo	6 June	8
Hurstville	8 June	24
Wagga Wagga	9 June	17
Gosford	14 June	12
Fairfield	15 June	4
Epping	16 June	29

Reference Group meeting at BOSTES on 22 June 2016

(code: RG)

The Reference Group comprised representatives of the education sectors, the professional association for Visual Arts teachers, VADEA, and the tertiary sector.

Targeted Teacher Consultation

(code: TTC)

Name	Organisation	Date 2016	Code
Wagga Wagga	NSW Department of Education	9 June	TTC 1
Fairfield	NSW Department of Education	15 June	TTC 2
Strathfield	Australian Catholic University	23 June	TTC 3
North Sydney	NSW Department of Education	30 June	TTC 4

7.2 Written submissions

Organisations, groups and individuals	Code
Individual Respondent	Submission 1
Individual Respondent	Submission 2
Individual Respondent	Submission 3