Shape of ACT Senior Secondary Curriculum:

Hospitality

August 2020

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1. PURPOSE

1.1 The Shape of ACT Senior Secondary Curriculum: Technologies will guide the writing of the Hospitality course.

1.2 This paper has been prepared in consultation with Dr Johra Fatima, University of Canberra; Nicole Dixon of the Canberra Institute of Technology; the deliberations of the Hospitality course development team; and following analysis of feedback from public consultation to the Hospitality Shape Paper.

1.3 The paper should be read in conjunction with The Shape of the ACT Senior Secondary Curriculum located at: *http://www.bsss.act.edu.au/curriculum/bsss_course_development_consultation*

2. INTRODUCTION

2.1 The Hospitality A/T/M/V course will be the basis of planning, teaching, learning and assessment in ACT senior secondary schools. It will be useful for and useable by experienced and less experienced teachers.

2.2 The course makes possible qualifications or a Statement of Attainment from the Tourism, Travel and Hospitality Training Package (SIT). Refer to training.gov.au (https://training.gov.au/Training/Details/SIT)

2.3 Integration of qualifications in Hospitality will occur in the following ways:

- competencies are aligned with content descriptions

- some competencies must be assessed as specified by the units

- additional competencies may be included and embedded according to Training Package rules and RTO scope.

3. BACKGROUND

3.1 The ACT Board of Senior Secondary Studies is reviewing the Hospitality Curriculum in the five - year course development cycle of improvement and renewal.

3.2 All courses under development are required to meet Board design specifications and to align with Board requirements for senior secondary curriculum. These specifications align with ACARA course design specifications and provide teachers with flexibility to plan, teach and assess according to the needs and interests of their students.

3.3 The Hospitality course is to be developed under the Technologies Framework located at:

http://www.bsss.act.edu.au/__data/assets/pdf_file/0007/437299/Technologies_Framework.pdf

3.4 The rationale for locating this course under the Technologies Framework includes:

- makes provision for three distinct Food pathways (For example, Food Studies, Food Science & Nutrition and Hospitality)

- enhances the T course content descriptions (locating the T course in the design process that aligns with what is required at university)

- enabling the design process that is inherent in the pedagogy of Hospitality

- aligns with ACARA Technologies Shape Paper

- moderating and meshing.

3.5 The rationale for this framework describes Technologies:

Technologies enrich and impact the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Technologies enable students to become creative and responsive designers. When students consider the ethical, legal, aesthetic and functional factors combined with the economic, environmental and social impacts of technological change, they are developing the knowledge, understanding and skills enabling them to become discerning decision-makers. Students will also be able to understand how the selection and use of technologies contributes to a sustainable and improved future. Students studying technologies will learn about the design process and its application. Students will develop research skills, computational thinking and a range of communication skills. They will refine their interpersonal and intrapersonal skills including collaboration, project management and be able to reflect on their own learning. Students will have opportunities to use design thinking and apply creativity through structured, collaborative and project-based learning, solve problems, develop practical skills and apply critical thinking in the development of new ideas.

Students will consider and use global perspectives, identify ethical issues related to the technologies in relevant industries and the sustainability of solutions as they manage projects from beginning to end. Students have the opportunity to demonstrate enterprise thinking, make connections with industry and develop real world innovative solutions for stakeholders. They will use critical and creative thinking to address a need, problem or challenge. The study of technologies offers a platform for making connections with other disciplines.

Students will manage projects independently and collaboratively from conception to realisation. They will apply design and systems thinking and design processes to investigate, generate and refine ideas, plan, produce and evaluate design solutions. They will develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative design products, services and environments.

Students will demonstrate knowledge of research, skills of ideation and design, prototyping production, solution testing and communication of their understanding. Technologies promotes deep learning, creativity and innovation.

3.6 All courses based on this framework should enable students to:

- analyse problems or challenges to determine needs for solutions or products
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- use critical and creative thinking to design innovative solutions
- produce or create solutions or products to address a need, problem or challenge
- evaluate and use technologies in a range of contexts
- demonstrate problem solving skills
- communicate to different audiences using a range of methods
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

3.7 Concepts from the Technologies Framework build on ACARA's F-10 Technologies curriculum:

- the design process
- critical and creative thinking
- systems thinking
- futures thinking
- project management
- synthesise information
- evaluates properties of materials or systems
- discipline and industry theory, practices, processes, concepts and procedures
- technical information and metalanguage
- Workplace Health and Safety (WHS).
- creating design solutions
- analysing and evaluating
- problem solving
- decision making
- reflecting on own learning
- applying literacy and numeracy
- using materials and equipment
- interpersonal and intrapersonal strategies
- communicating.

3.8 All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. The Australian Curriculum General Capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

4. THE CONTEXT OF THE ACT

4.1 Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

4.2 Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum

- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment

- outlines teaching strategies which are grounded in learning principles and encompass quality teaching

- promotes intellectual quality, establish a rich learning environment and generates relevant connections between learning and life experiences

- provides formal assessment and certification of students' achievements.

4.3 In consideration of the ACT context, and in response to contemporary research and literature, the Hospitality curriculum should include:

- a student-centred pedagogical approach

- the educational needs of young people with respect to healthy eating, preparing and serving food, applying safe handling practices, working and communicating with others, and the hospitality industry

- the Technologies Framework and Achievement Standards

- the needs of different schools and sectors (government and non-government)

- awareness of local, national and global issues

- ethical, economic, environmental and social sustainability factors.

5. AIMS OF THE HOSPITALITY CURRICULUM

The course builds on the Technologies learning area developed in the Australian Curriculum F – 10 in project management and it also focuses on the development of work-related skills within simulated or authentic hospitality settings, using skills including the abilities to communicate, connect and work with others, plan and organise, solve problems and navigate the world of work. The course establishes a basis for further studies and employment in hospitality, including food and beverage, hospitality events, kitchen operations and commercial cookery.

Students develop skills in design and procedural thinking, and technologies processes and production, through designing and producing products, services and environments in response to needs or opportunities.

According to contemporary research and literature, teaching about hospitality should enable students to:

- apply knowledge and problem-solving skills to practical activities in hospitality and reflect on processes and outcomes

- develop and implement practical skills, including management skills, in an individual or a collaborative context

- make and justify decisions about issues related to hospitality and customer service

- select and use appropriate technology to prepare and serve food, applying safe food handling practices

- investigate and reflect on contemporary issues related to the hospitality industry

- examine how environmental, cultural, economic and dietary requirement factors, and food trends can relate to food and beverage choice

- work individually and collaboratively to prepare and present products according to specified design briefs and target markets
- reflect on the impact of technology on food and hospitality.

6. STRUCTURE OF THE HOSPITALITY CURRICULUM

RATIONALE

In Hospitality, students focus on the dynamic nature of the hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students investigate contemporary hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects, trends in hospitality and consumer protection. They procure, recycle and use resources in light of sustainability and environmental protection.

Students utilise skills in technology, including the use of social media in marketing. They develop safe work practices in the preparation, storage and handling of food, and comply with current health and safety legislation, including infection prevention and control policies and procedures.

Hospitality integrates active, problem solving approaches to learning. Students participate in collaborative activities to prepare for work in the hospitality industry as well as skills for the 21st Century. They develop their ability to research, to think critically and to solve problems related to the food and hospitality industry.

By working with a range of people and practices, students develop their interpersonal and intercultural communication skills. They develop skills in customer service and establish and develop cooperative working relationships. Students' personal and social capabilities are reflected in respect for individual difference and the needs of others, due to diversity or disability. They learn the value of working independently, while also being able to respond to instructions or directions, and to work in a time pressure environment. A range of skills in entrepreneurship are also fostered.

The course provides opportunities to complete VET qualifications or a Statement of Attainment from the Tourism, Travel and Hospitality (SIT) Training Package.

Students have the opportunity to develop a range of employability skills relevant to the hospitality industry, which equips them for a variety of career opportunities across a range of industries or provide a pathway to further tertiary studies.

UNITS

- **Hospitality Essentials**

In this unit, students develop practical skills in food and hospitality. They develop skills in the selection and use of appropriate technology to prepare, present and serve food and beverages, applying safe food practices and consider issues in food preparation, including food and safety, and Workplace Health and Safety. Students ensure good hygiene practice for employees and consumers, and apply infection prevention and control policies and procedures. They evaluate the changing social, ethical and legal implications that impact on the hospitality industry, including current government policies and guidelines.

- **Hospitality Operations**

Students apply knowledge and problem-solving skills to practical activities in food preparation and hospitality, utilise practical skills, and adapt recipes to meet the needs of consumers. Students investigate and evaluate technologies, systems and procedures to assess the efficiency and sustainability of operational work practices. They analyse communication techniques and interpersonal and intercultural understandings and apply and evaluate these when working with others. Students plan, organise, prepare and serve a range of hospitality products that reflect current market trends and practices.

- **Hospitality Industry**

Students learn about contemporary issues and trends in the hospitality industry. They examine the nature of the service industry, including workplace culture, structure and practices, focus on developing communication, collaboration and interpersonal skills with customers. They explore skills and techniques that contribute to effective resource management and profitability, including sustainability. Students plan, organise, prepare and serve food and beverage products, and demonstrate skills to industry standard in a range of contexts. They consider factors that influence food choices, including the use of social media in marketing. Students learn about food allergies and dietary restrictions, and the significance of these for the hospitality industry.

- **Hospitality Management**

In this unit, students develop an understanding of successful management practices. They examine influences on decision-making about food and hospitality, and they make and justify their own decisions. Students build skills in leadership working in an individual and collaborative context. They develop skills in the use of technology in hospitality management, revenue generation and day to day operations. Students examine systems and procedures to ensure efficient operational work practices, effective customer service techniques, and managing workplace relationships.

- **Negotiated Study**

(Two units in the course are to be completed before undertaking a Negotiated Study)

A negotiated study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

Please note: Training Package requirements for students seeking VET qualifications through the Tourism, Travel and Hospitality Training Package (SIT) must still be met.

7. CONSIDERATIONS

7.1 Incorporating a futures orientation

The Hospitality industry is constantly evolving, facing a variety of local, national and global opportunities and challenges. In this ever- changing environment, Hospitality has become a vital area of study and the demand for hospitality experiences and products continues to grow.

The imperative to create a futures-oriented curriculum is a major opportunity to lead improved teaching and learning. A futures orientation will include consideration that society will be increasingly complex, with Australians interacting in a global environment needing to know how to learn, adapt, create, communicate, and how to interpret and use information critically.
(The Future of Education and Skills Education 2030, 2018)

7.2 Hospitality curriculum

The Hospitality curriculum has an important place in ACT senior secondary curriculum. It challenges students to think about, respond to and create solutions to contemporary problems in the hospitality industry. Students actively engage in problem-solving and decision-making. They respond to client needs and develop skills in customer service, with attention to teamwork, communication skills and cultural awareness.

7.3 Equity and opportunity

The Hospitality curriculum is inclusive of students' needs and interests. It provides flexibility and choice for teachers and students. The factors that influence this choice include school and community contexts, local community learning opportunities, contemporary and local issues, and available learning resources.

7.4 Connections to other learning areas

The Hospitality course builds on knowledge skills and understanding from students' previous studies of Australian Curriculum courses. Students learn about food and nutrition in both Health and Physical Education (HPE) and in the Technologies learning area through Design and Technologies from Foundation to Year 8. In Technologies students learn how to apply nutrition knowledge through the preparation of food. In years 9 and 10 students may have further chosen to study a food-related subject offered by their school.

At the senior secondary level, Food Science and Nutrition A/T/M, Food Studies A/M, Health and Wellbeing A/T/M, and Exercise Science A/T/M include aspects of food and nutrition. However, these courses have a very different focus to Hospitality.

7.5 Role of digital technologies

Students and teachers create and integrate a growing range of online information, tools and applications. These can include apps, social media and online resources.

7.6 Clarity of curriculum

The curriculum is substantial and flexible. It is sufficiently rich and descriptive to guide teachers with limited experience but avoid excessive prescription that would hamper experienced teachers from exercising their skills. The curriculum document is expressed clearly in terms that are accessible to a new teacher, while allowing all teachers to enhance it with their interests and expertise.

7.7 Breadth and depth of study

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions.

A program of learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals providing that it does not duplicate content in other units.

7.8 The nature of the learner

The courses address the needs of diverse learners and cater for Tertiary (T), Accredited (A), Vocational (V) and Modified (M) levels of study.

7.9 General capabilities

The Hospitality curriculum develops critical and creative thinking when students explore problems, develop innovative ideas, generate solutions, and evaluate and refine their ideas. They develop personal and social capability, while working collaboratively and developing a range of self-management skills and customer relations. Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and principles. Students develop intercultural understanding as they engage with diverse cultures in ways that recognise commonalties and differences.

Skills and understanding related to numeracy, literacy and ICT are further developed and used in Hospitality, as are problem solving and creativity. In addition, capabilities such as self-management, teamwork, ethical awareness, and social competence are also developed.

7.10 Cross curriculum perspectives

Each of the perspectives, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability are represented in ways that are appropriate to in the course.

8. PEDAGOGY AND ASSESSMENT

The underpinning beliefs and learning principles for the development of ACT Board of Senior Secondary School curriculum as are follows:

8.1 Underpinning beliefs

- All students are able to learn
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning.
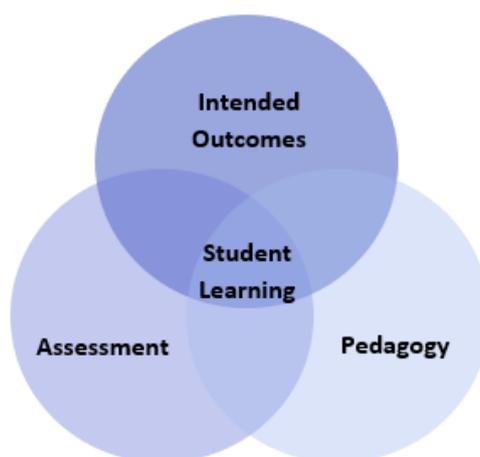
8.2 Learning Principles

1. Learning builds on existing knowledge, understandings and skills.

   (Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.

   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.

   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.

   (Self-concept)

5. Learning needs to take place in a context of high expectations.

   (High expectations)

6. Learners learn in different ways and at different rates.

   (Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.

   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.

   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.

   (Explicit expectations and feedback).

9. CONCLUSION

The Hospitality course is to be developed under the Technologies framework. The study of Technologies promotes critical and creative thinking to analyse problems and determine needs for solutions or products. The Hospitality course equips students to engage confidently with appropriate technologies and to communicate appropriately to different audiences in a range of mediums. Students refine their interpersonal and intrapersonal skills, and project management skills, including working independently and collaboratively.

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