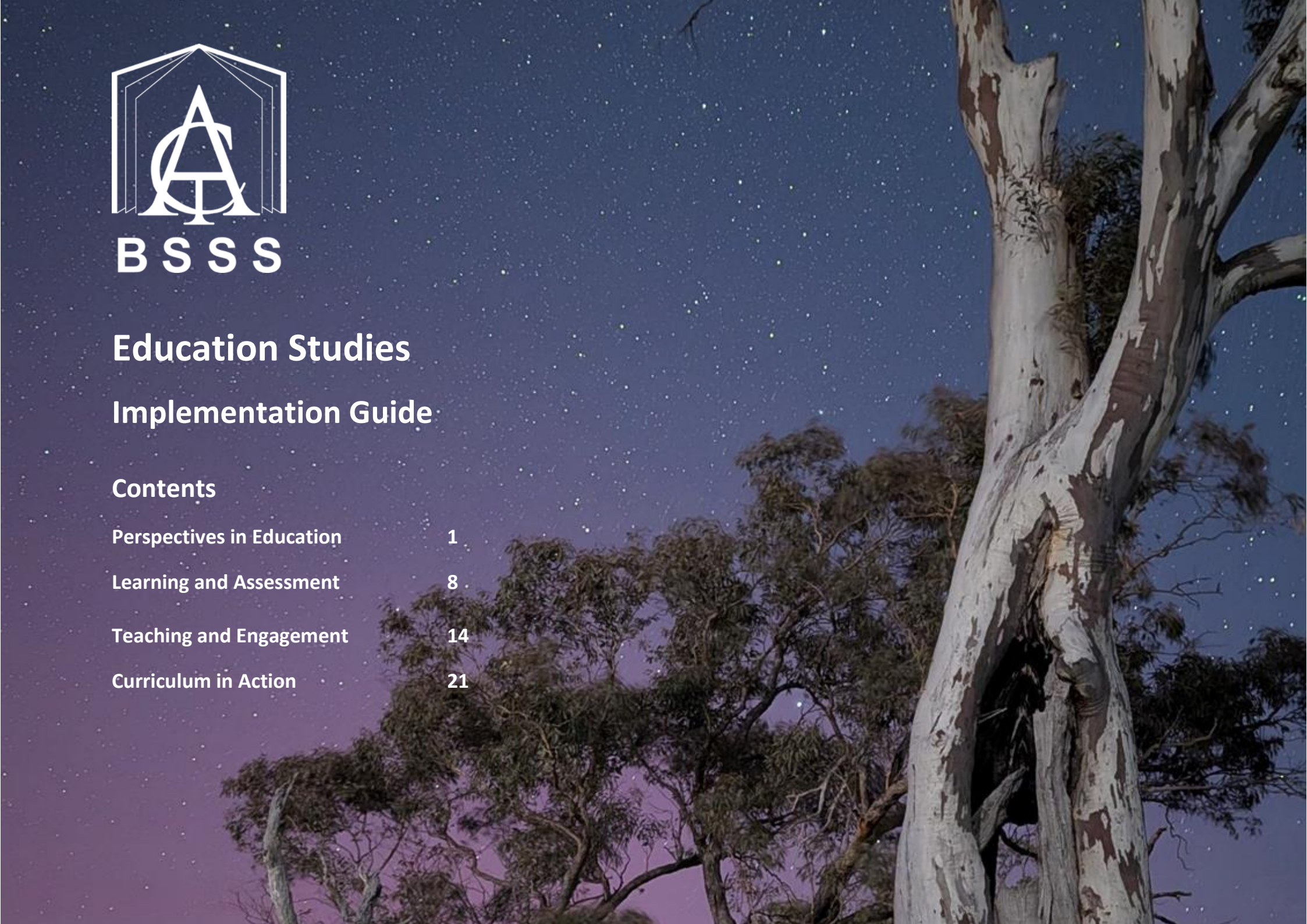
BSSS

Education Studies

Implementation Guide

Contents



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Cover Photo by Brad Wilkins, 2025.

Implementation Guide

Preface

The ideas for the implementation of the course were developed by the course writers and BSSS officers to support teachers in their thinking about the breadth of possibilities for the delivery of the course.

There are multiple options provided for at each stage of the unit. Teachers may select from the options, apply their own knowledge and experience, or use a combination of the two in the development of a program of learning.

The possible themes, topics, and resources are not mandated but are there to support and stimulate thinking about the design of the programs of learning suitable for particular school contexts. It is expected that teachers will support the content descriptions with aligned case studies and materials to develop the focus of the unit.

Teachers may also use the elaborations contained in the implementation ideas either as they are or as a starting point for developing thinking and formulating pedagogical approaches around the content descriptions.

The resources suggested were accurate and links current at the time of production in 2025. There are resources provided at a range of levels from journal articles to general media resources. Some of the scientific journal articles have been provided for the benefit of teachers with the expectation these would be used for professional learning, for the development of teachers' presentations, or the research data for case studies in classwork or tests.

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Perspectives in Education

In this unit, students investigate a range of historical, established and contemporary philosophies of education and evaluate their application to school settings. They explore paradigms of education, including place-based pedagogies. Students consider the interaction between schools and wider society, and how those conditions and structures impact on learning and the nature and history of schools. They reflect on the development of their own philosophy of teaching and learning and how their experiences have shaped them as individuals and learners.

Knowledge and Understanding

Content Description	Elaborations
Critically analyse the purpose and types of inquiry in education, including the skills, attitudes, and ethical considerations for research into philosophies, sociology and contemporary matters in education	*This content develops foundational knowledge and critical thinking skills to support students in understanding how educational research is conducted and why it matters. Students will explore different types of inquiry used in education, including philosophical, sociological, and empirical approaches. They will also examine the ethical responsibilities of researchers, and the attitudes and skills required to engage in meaningful educational inquiry. They will reflect on how their own experiences and beliefs influence their understanding of these issues and their emerging philosophy of education.* **Purpose of Inquiry** • Understand and improve teaching and learning practices. • Critique and refine educational theories and philosophies. **Types of inquiry** • Qualitative - Qualitative Research Methods - Research Method; Qualitative Research For Beginners; Evidence Guide for School Excellence • Quantitative - Quantitative Research - Methods, Types and Analysis; Quantitative Research - How to Research Guide - Library Guides at Davenport University; Quantitative Methods - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California • Mixed Methods - Mixed Methods Research LAPU • Action research - Action Research in Teaching and Learning | Western Sydney University; Inquiry cycles • Literature Review - Literature Reviews - Education - Subject and Research Guides at Macquarie University **Ethical considerations** • ACT BSSS Ethical Research Guidelines • Informed consent - Children and young people, and research in schools - Staff - ACU; ethics-children-handbook.pdf • Confidentiality and data protection; Research Data Management | Australian Research Council; 20210107-Guide-to-managing-research-data.pdf • Respect for diverse perspectives and communities - AERO Practice guide – Cultural Safety; Engaging Culturally and Linguistically Diverse (CALD) Communities in Health Research; Creating an enabling environment for culturally responsive evaluation in Australia - Welcome to the AES Blog - Australian Evaluation Society • Awareness of researcher bias and positionality - Chapter 27: Researcher positionality – Qualitative Research – a practical guide for health and social care researchers and practitioners; Researcher Positionality: Ways to Include it in a Qualitative Research Design; How to Write a 'Positionality Statement' (and Why Positioning Identity Matters in Decolonising Research and Knowledge Production) - Equality Institute **Example Inquiry Topics** Choose one or two topics to explore in depth through a series of lessons that build toward independent inquiry and critical analysis: • Digital learning – Investigate the impact of technology on student engagement, access, and learning outcomes. • Place-based education – Explore how local context and community shape educational experiences and curriculum. • Student voice and agency – Examine how inquiry can support inclusive and participatory education practices. • Historical survey of different education systems

Critically analyse the nature of educational **theories, models, researchers, ideas, issues, arguments and themes** and their evidence, including place-based pedagogies	*Building on the previous content descriptor, research or present key theories and models and analyse them to determine comparative validity by considering factors such as evidence base, logic, plausibility and correlation to lived experience. A key approach to consider is Place-based pedagogies. Theories might be accessed through academic texts or general Education textbooks written for senior secondary or junior college settings*. Choose one or two of the **theories** to develop higher order thinking and evaluation skills and deeper, nuanced understanding of fundamental knowledge: • Constructivism (Piaget, Vygotsky)- Constructivism; Understanding Constructivism in Learning • Teachers Institute; Chapter 13: Constructivist Views of Learning – Classroom Learning Theories: Learning for Life and for Teaching (Beta Version) • Behaviourism (Skinner, Pavlov) - Chapter 10: Behavioural View of Learning – Classroom Learning Theories: Learning for Life and for Teaching (Beta Version) • Cognitivism (Bruner, Ausubel) - Chapter 11: Cognitive Views of Learning: Memory and Information Processing – Classroom Learning Theories: Learning for Life and for Teaching (Beta Version) • Humanism (Maslow, Rogers) - Humanism in Education; Maslow's Hierarchy of Needs in Education - Education Library; What Is Humanistic Learning Theory in Education? • Social Learning theory (Bandura) - Albert Bandura's Social Learning Theory In Psychology • Dylan Wiliams – Effective formative assessment - Welcome to Dylan Wiliam's website • John Sweller – Cognitive Load Theory - Cognitive Load Theory (John Sweller) - InstructionalDesign.org • John Hattie – Visible Learning and High impact Teaching Strategies - John Hattie - VISIBLE LEARNING Investigate **models** to understand their assumptions/axioms, research base and use in real-world policy and personal outcomes. Students access different perspectives and ideas about models to come to their own conclusions about the reliability and usefulness of models in explaining education outcomes. As models are complex and time consuming to investigate, it would be best to focus on one model. Models for investigation may include: • Bloom's Taxonomy - Bloom's Taxonomy of Learning | Domain Levels Explained; Using Bloom's Taxonomy to Write Effective Learning Objectives; Bloom's Taxonomy | Centre for Teaching Excellence | University of Waterloo • Inquiry based learning- Inquiry-based learning - Department of Education, Australian Government; Inquiry learning; Inquiry-based learning | Research Starters | EBSCO Research • Place based education - placebaseedstatefactsheet.pdf; ED659273.pdf; Place-Based Learning: Exploring and Unpacking the World from Anywhere – National Geographic Education Blog; Wāhi: place-based education | NZ History; Putting 'place' at the heart of Indigenous education - ACER News; Raising the voices of young people in remote Aboriginal communities in Australia to identify place-based support needs: The Bigiswun Kid Project - First Nations Health and Wellbeing - The Lowitja Journal • Explicit Teaching - Explicit teaching NSW Education; Explicit instruction AITSL; Explicit instruction: Practice guide | Australian Education Research Organisation; Knowledge Pack 2.0 Catalyst Catholic Education Analyse the contributions of influential educational researchers and thinkers. Evaluate the evidence supporting different educational ideas and practices, including empirical studies and philosophical arguments. Critically analyse how educational theories and models are influenced by: • Types and sectors of schooling (e.g. public, private, alternative, home schooling) • Societal structures (e.g. class, race, gender, power) • Individual learning experiences and learner diversity • Gender disparities in access, participation, and outcomes • Socioeconomic factors and their impact on educational opportunity • Structural inequities in curriculum, assessment, and school funding • Oral and cultural traditions in Indigenous and community-based education

	Resources Educational Learning Theories – Simple Book Publishing Wellbeing in Educational Contexts – UniSQ Open Textbooks Trauma Informed Education – Simple Book Publishing Foundations of American Education: A Critical Lens – Simple Book Publishing Educational philosophies definitions and comparison chart Educational philosophies and their impact
Synthesise knowledge, skills and ideas of established and contemporary educational philosophies, societal influences, and personal learning experiences to **develop creative and innovative solutions to the chosen question** in contemporary schooling	*Students are encouraged to choose a contemporary issue in schooling, such as student engagement, digital equity, inclusive curriculum and apply a mix of philosophical insight, social awareness, and personal reflection to propose innovative solutions. These solutions might take the form of a lesson presentation, interview or observation of teaching and learning.* **Creative solutions to the chosen question** • Lesson design and presentation - Planning a lesson; Lesson Plan Guidelines for Student Teachers | Drexel University; lessonplanning.pdf Northern College; Sample lesson plan – Year 6 English: unit 2, lesson 6 • Case study analysis - Steps to analyse a case study - Case studies - Guides at University of the Sunshine Coast; Case studies - Learning Lab - RMIT University • Observation and reflection - how-to-guide---lesson-study.pdf • Teacher interviews - Guidelines for Interviews and Focus Groups; Guide to Interview Guides and Interviewing Harvard University; Microsoft Word - Guide for Conducting Interviews.docx; How to do a research interview Video lesson; • Resource development • Differentiated resource adaptation - Strategies for differentiation NSW Gov; Differentiation Education Victoria; • Comparative analysis of two or more disciplinary perspectives • Case study of a classroom or school practice • Stimulus-response task • Design a lesson or resource that integrates two or more perspectives • Reflective writing - Reflective Writing - Education Guide - Library Guides at James Cook University; Reflective Writing Guide Griffith University; Reflective writing | Students Deakin University **Examples of chosen questions/inquiry** How can progressive education principles be adapted for today's digital classrooms? What does a place-based pedagogy look like in ACT schools with diverse populations? How do socioeconomic factors shape students' access to quality education? What would an ideal school look like if designed around student agency and voice? How can schools better integrate Indigenous perspectives and knowledge systems into the curriculum? How have your own educational experiences shaped your beliefs about teaching and learning, and how might those beliefs evolve? What kind of teacher do you want to be, and how will your philosophy guide your practice in challenging contexts?

Evaluate educational philosophies and societal influences and their similarities, differences, contradictions, connections and interconnections, to **inform their own conclusions** on contemporary schooling practices and their alignment with social justice and equity	*Students are to explore and analyse information related to educational philosophies and societal influences, building on the content discussed in the CDs above. This analysis should involve an evaluation of the evidence presented, the logic behind the ideas, and the structure of the arguments. Students should aim to identify patterns, contrasts, and connections between different concepts and use these insights to form well-reasoned conclusions about the topic.* **Example topics** • Comparative or argumentative essay e.g. compare two or more educational philosophies and evaluate how each addresses issues of equity and justice in schooling. • Develop a personal teaching and learning philosophy e.g. synthesise insights from theory, social context, and personal experience to articulate a philosophy that reflects a commitment to inclusive and equitable education - Educator: Using self-reflection to develop a Teaching Philosophy Statement | Explore Learning and Teaching; Writing Your Teaching Philosophy | Centre for Educational Innovation • Case study or scenario analysis e.g. analyse a real or hypothetical school scenario and evaluate how different philosophies, or social factors influence the outcomes. • Stimulus-response task e.g. respond to a quote, policy excerpt, or media piece by evaluating the underlying educational assumptions and their implications for justice and equity.
Critically analyse different disciplinary perspectives on education, and their impact on schooling	*Students are to explore different perspectives about education, building on the content discussed in the CDs above. This critically analysis should involve examining, evaluating, and interpreting information or ideas to understand their meaning, strengths, and weaknesses.* **Example topics** • Cultural, biological, psychological, sociological and philosophical viewpoints • 8 Ways of Learning • Yarning Circles • Visible Thinking and Socratic Dialogue • Process writing and explicit grammar instruction **For example – 8 Ways of Learning** Different perspectives include philosophical, sociological and psychological. Philosophical: Supports dialogic learning and ethical relationships Sociological: Builds inclusive classroom communities and challenges hierarchical structures Psychological: Enhances emotional safety, active listening, and empathy Impact on Schooling: Promotes student voice, restorative practices, and relational pedagogy
Skills	
Content description	**Elaborations**
Plan and undertake independent inquiries into educational philosophies and social influences using methodologies appropriate to the question and **evaluate the reliability and usefulness** of information	*Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem.* **Example Methodologies**: • Individual or group research project • Literature review • Research project • Interviews or surveys • Case study analysis

	• Observation and reflection • Comparative analysis • Annotated bibliography Assess the **reliability, bias, credibility, and relevance** of sources **Examples of inquiry topics** • Investigate how a specific philosophy is applied in a local school or classroom. • Analyse a real-world educational issue (e.g. digital divide, gender equity) through multiple philosophical and social lenses. • Conduct interviews with teachers or community members to explore how social influences shape educational practice. • Compare how two different philosophies address a contemporary schooling issue. **Drawing on learning** from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts/theories/models/strategies/principles and a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem. • statistical analysis • conduct own survey • representing data in engaging ways-e.g. *Information is Beautiful* website Sources of established Data Sets OECD Report – Education at a glance ABS – Education Statistics ACARA – National Report on Schooling in Australia **OR** rather than a quantitative data science approach, Students could undertake a literature review on the chosen problems and critically analyse by comparing perspectives and data to determine their own point of view on the problem. **Resources** Teaching and Learning Research Methodologies in Education: A systematic literature review Different Types of Research Methods in Education: A guide for Educators
Communicate understanding, reasoned conclusions and new insights about perspectives in education, **using academic integrity**	*This will be measured as students complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Education Contexts. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as letters, promotional scripts, essays, client plans, case notes.* *Only three to five tasks are permitted in a 1.0 unit.* **Examples of texts students can create** • Research essay or report • Presentation or podcast • Reflective journal • Infographic or visual summary • Peer teaching

	• Interpreting and using graphs, tables and diagrams/data • Interview with Teacher • Essay • Seminar
Evaluate and reflect on personal progress and inquiry dispositions to **consider improvements** in learning practices and habits	*Students are required to reflect not only on what they have learned, but **how** they have learned, and how their attitudes and approaches to inquiry have evolved over time. This reflection supports the development of lifelong learning habits and prepares students for more independent and self-directed learning in future studies or careers.* **Suggested methods for reflection** • Learning journals or blogs • Self-assessment checklists • Reflection prompts and guided questions • Peer feedback and dialogue • Goal-setting tasks
Evaluate, reflect on and respond to the content studied to **develop own educational philosophy**	*The goal is for students to **develop their own educational philosophy,** a thoughtful, evidence-informed statement that articulates their values, beliefs, and aspirations for education. This philosophy should reflect a critical engagement with the content studied, including tensions, contradictions, and evolving insights. The reflection could be completed either orally or in writing, as part of an investigation, experiment or- summative exam, or as a stand-alone summative task (e.g. journaling).* S*tudents need explicit teaching on how to reflect and opportunities to practice and receive feedback prior to assessment of this skills.* **Some suggested methods for reflection include:** • Reflective writing • Philosophy development task • Peer dialogue • Visual or creative representation • Comparative reflection • Yarning circles • Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection • Other methods for reflection
Demonstrate effective **communication skills** including accurate and effective **use of disciplinary language**	*This part of the unit focuses on helping students communicate clearly, confidently, and appropriately within the context of educational studies. Students will learn to use disciplinary language, the specific terms, concepts, and structures used in education, to express their ideas.* *They will practice communicating in a range of formats (written, oral, visual, and digital) and for different purposes (e.g. explaining a theory, presenting an argument, reflecting on practice).* **Examples of student activities** • Glossary building • Structured academic writing

	• Oral presentations • Peer teaching • Infographics or visual summaries • Feedback and revision
Demonstrate **interpersonal and intrapersonal skills** to engage with chosen educational contexts or educators	*Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter and intrapersonal skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities.* **Examples of Tasks** • Group tasks and allocated roles - Interactive Oral Assessment resource; Interactive Oral Assessments • Interviewing peers and educators • Designing and presenting lessons • Lesson observation • Students lead mini seminars/lessons of topics and take questions • Jigsaw activities joint research processes • Conducting an experimental study as a group • Fishbowl Activity - Fishbowl Activity - Online Engagement and Teaching Hub

Learning and Assessment

In this unit, students examine how individuals learn and how that learning can be measured. They investigate the role of teachers in the learning process. Students consider the impact of teaching strategies, developmental stages and technology on learning. They consider models for formative and summative assessment, and the efficacy of educational measurements. Students engage with research on learning, including contemporary research and consider how those findings are employed in schools.

Knowledge and Understanding

Content Description	Elaborations
Critically analyse the purpose and types of inquiry in learning and assessment, including quantitative or qualitative skills, attitudes, and ethical considerations	*This content develops foundational knowledge and critical thinking skills to support students in understanding the purpose and types of inquiry used in learning and assessment. Students will explore how educational inquiry is conducted through both quantitative and qualitative approaches, and consider the skills and attitudes required to engage in these methods effectively. They will examine the ethical responsibilities of researchers and reflect on how inquiry contributes to meaningful learning and fair assessment practices.* **Purpose of Inquiry in Learning and Assessment** • Promote deep understanding • Support critical thinking • Foster autonomy • Inform teaching **Types of Inquiry** • Creative inquiry • Scientific inquiry • Reflective inquiry • Qualitative – Qualitative Research Methods - Research Method; Qualitative Research For Beginners; Evidence Guide for School Excellence • Quantitative - Quantitative Research - Methods, Types and Analysis; Quantitative Research - How to Research Guide - Library Guides at Davenport University; Quantitative Methods - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California • Mixed Methods - Mixed Methods Research LAPU • Action research - Action Research in Teaching and Learning | Western Sydney University; Inquiry cycles • Literature Review - Literature Reviews - Education - Subject and Research Guides at Macquarie University **Ethical considerations** • Ethical use of AI **Example inquiry topics** ACARA – grade description BSSS – achievement standards **Example inquiry topics** Choose one or two topics to explore in depth through a series of lessons that build toward independent inquiry ad critical analysis: • How do different teaching strategies affect student engagement and learning outcomes? – comparing direct instruction with inquiry-based learning for example • How reliable and valid are common educational measurements like standardised tests? – consider NAPLAN, PISA, TIMSS, PAT etc • What does current research say about the best ways to assess student learning?

	Resources Student standardised testing
Critically analyse the nature of teaching, learning and assessment **theories, models, researchers, ideas, issues, arguments and themes** and their evidence	*Based on the previous content descriptor, research or present key theories and models and analyse them to determine comparative validity by considering factors such as evidence base, logic, plausibility and correlation to lived experience. Theories might be accessed through academic texts or general Education textbooks written for senior secondary or junior college settings.* Choose one or two theories to develop higher order thinking and evaluation skills and deeper, nuanced understanding of fundamental knowledge: • Cognitive Load Theory - Cognitive load theory in practice; Managing cognitive load optimises learning | Australian Education Research Organisation • Rosenshine's Principles of Instruction - Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT • Proximal Zone of Learning - The zone of proximal development in Vygotsky's analysis of learning and instruction, Seth Chaiklin; Zone of Proximal Development; • Summative and formative assessment - An introduction to formative and summative assessment - NFER; Approaches to assessment NSE Education • Cooperative learning - Cooperative Learning: Review of Research and Practice; An introduction to cooperative learning - THE EDUCATION HUB • Rubric design - Developmental rubrics – technique guide; Develop your own formative assessment rubrics - Victorian Curriculum and Assessment Authority; Creating and using rubrics - Institute for Teaching and Learning Innovation - University of Queensland Investigate models to understand their assumptions/axioms, research base and use in real-world policy and personal outcomes. Students access different perspectives and ideas about models to come to their own conclusions about the reliability and usefulness of models in explaining education outcomes. As models are complex and time consuming to investigate, it would be best to focus on one model. Models for investigation may include: • Science of language and reading (SOLAR) – Pamela Snow - SOLAR: The Science of Language and Reading - Pamela C. Snow, 2021; La Trobe University SOLAR Lab aims to improve reading teaching in education degrees - ABC News • Summative and formative assessment • Value of rubrics - Effects of Rubrics on Academic Performance, Self-Regulated Learning, and self-Efficacy: a Meta-analytic Review | Educational Psychology Review; Wolf.doc The Role of Rubrics in Advancing and Assessing Student Learning; • Disability and ILP's - Individual Learning Plan Guide NSW Gov; How to Create, Implement & Monitor Individual Learning Plans; Starting an Individual Education Plan | Autism Awareness Australia Critically analyse how theories and models of learning and assessment are influenced by: • Gender bias- Gender and schooling in Australia | The Australian Educational Researcher; Teacher gender bias has lasting effects on students' marks and study choices - School of Economics - University of Queensland; OECD Gender Stereotypes in Education 2022 • Cultural bias - Cultural Context in Standardized tests 3; The persistence of bias in education: A call for research to move policy and practice from aspiration to results - Jo Smith, Frauke Meyer, Heather McClure, 2023; Unconscious Bias in the Classroom: How Cultural Stereotypes Affect Teachers' Assessment of Students' Math Abilities; Cultural bias - Definition and Explanation; How education systems respond to cultural diversity in schools | OECD; Key issues and arguments: standardised testing, equity in education, role of technology.

Synthesise contemporary knowledge, skills and ideas about learning, effectiveness of technologies for learning and assessment models, to **develop creative and innovative solutions** for enhancing student learning and validity of assessment	*Students are encouraged to choose a contemporary issue in schooling and apply a mix of philosophical insight, social awareness and personal reflection to propose innovative solutions. These solutions may take the form of a lesson presentation, interview of observation of teaching and learning.* **Creative solutions to the chosen questions** • design an assessment task or tool with a rationale • investigate the use of Generative AI as a learning tool • pedagogical approaches to formative assessment • create multimedia resources for learning or assessment • develop hinge point questions for a lesson • multiple choice question design **Examples of chosen questions/inquiry** • What impact does collaborative learning have on student engagement and achievement in mixed-ability classrooms? • What assessment models best support the development of 21st-century skills such as critical thinking, creativity, and collaboration? • How can teacher-designed rubrics be improved to ensure validity and reliability across diverse student cohorts?
Evaluate case studies of the learning process, teacher roles in facilitating learning and assessment models to identify similarities, differences, contradictions, connections and interconnections that **inform decision-making** in educational settings	*Students are to explore and analyse information related to the learning process and teacher roles in facilitating learning and assessment models. This analysis should involve an evaluation of the evidence presented, the logic behind the ideas, and the structure of the arguments. Students should aim to identify patterns, contrasts, and connections between different concepts and use these insights to form well-reasoned conclusions about the topics.* **Example topics** • Critique an existing learning task • Critique a lesson presentation • Compare and contrast feedback models – A review of feedback models; Feedback AITSL; NSW Government - Education • Role of intervention (Multi-tiered system of supports) AERO Multi-tiered system of supports; Ed Week MTSS • Case studies or scenario analysis • Moderate a task
Critically analyses different perspectives on learning and assessment, exploring the impact of systemic debates on teaching practices and educational outcomes	*Students are to explore different perspectives about education, building on the content discussed in the CSs above. This critical analysis should involve examining, evaluating and interpreting information or ideas to understand their meaning, strengths and weaknesses.* **Example topics** • reading wars - A Brief History of 'The Reading Wars' - EduResearch Matters; Are the reading wars really over? - ABC listen; bookch2.pdf • standardised testing - Standardized Assessment and Testing in PreK-12 Education; National standards by stealth? Why the government's latest plan for schools might fail the history test; Multiple-choice exams favour boys over girls, worsening the maths gender gap • continuous assessment v external exams - Should we do away with exams altogether? No, but we need to rethink their design and purpose; Continuous assessment for improved teaching and learning: a critical review to inform policy and practice - UNESCO Digital Library; We reviewed the arguments for and against 'high-stakes' exams. The evidence for using them doesn't stack up; The importance of external assessments: High school math and gender gaps in STEM degrees - ScienceDirect • explicit and inquiry-based teaching - ASTA Position paper: Inquiry vs Explicit teaching 2025; Is there a 'right way' to teach? Recent debates suggest yes, but students and schools are much more complex

Skills	
Content description	**Elaborations**
Plan and undertake independent inquiries into learning processes and assessment methods using methodologies appropriate to the question and evaluate the reliability and usefulness of information	*Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem.* **Example Methodologies** • Individual or group research project • Literature review • Research project • Interviews or surveys • Case study analysis • Observation and reflection • Comparative analysis • Annotated bibliography Assess the **reliability, bias, credibility, and relevance** of sources **Examples of inquiry topics** • Studies about multitasking - Multitasking is many skills, not one; multitasking affects productivity and brain health; in-class multitaskers have lower academic performance • Studies about learning with music **Drawing on learning** from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts/theories/models/strategies/principles and a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem. • statistical analysis • conduct own survey • representing data in engaging ways-e.g. *Information is Beautiful* website Sources of established Data Sets Centre for Education Statistics and Evaluation NAPLAN National results ACARA – National Report on Schooling in Australia **OR** rather than a quantitative data science approach, Students could undertake a literature review on the chosen problems and critically analyse by comparing perspectives and data to determine their own point of view on the problem.

Communicate understanding, reasoned conclusions and new insights about learning processes, assessment and educational practices, **using academic integrity**	*This will be measured as students complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Education Contexts. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as letters, promotional scripts, essays, client plans, case notes.* *Only three to five tasks are permitted in a 1.0 unit.* **Examples of texts students can create** • Research essay or report • Presentation or podcast • Reflective journal • Rationale • Infographic or visual summary • Peer teaching • Interpreting and using graphs, tables and diagrams/ data, • Interview with Teacher • Essay • Seminar • School visit
Evaluate and reflect on personal progress and inquiry dispositions to **consider improvements** in learning practices and habits	*Students are required to reflect not only on what they have learned, but **how** they have learned, and how their attitudes and approaches to inquiry have evolved over time. This reflection supports the development of lifelong learning habits and prepares students for more independent and self-directed learning in future studies or careers.* **Suggested methods for reflection** • Learning journals or blogs • Self-assessment checklists • Reflection prompts and guided questions • Peer feedback and dialogue • Goal-setting tasks
Evaluate, reflect on and respond to the content studied to **develop insight and informed responses** about learning and assessment	*The goal is for students to **develop** a thoughtful, evidence-informed statement that articulates their response to learning and assessment. This response should reflect a critical engagement with the content studied, including tensions, contradictions, and evolving insights. The reflection could be completed either orally or in writing, as part of an investigation, experiment or- summative exam, or as a stand-alone summative task (e.g. journaling).* *Students need explicit teaching on how to reflect and opportunities to practice and receive feedback prior to assessment of this skills.* **Some suggested methods for reflection include** • Reflective writing • Philosophy development task • Peer dialogue • Visual or creative representation • Comparative reflection • Yarning circles

	• Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection • Other methods for reflection
Demonstrate effective **communication skills** including accurate and effective **use of disciplinary language**	*This part of the unit focuses on helping students communicate clearly, confidently, and appropriately within the context of educational studies. Students will learn to use disciplinary language, the specific terms, concepts, and structures used in education, to express their ideas.* *They will practice communicating in a range of formats (written, oral, visual, and digital) and for different purposes (e.g. explaining a theory, presenting an argument, reflecting on practice).* **Examples of student activities** • Glossary building. • Structured academic writing • Oral presentations • Peer teaching • Infographics or visual summaries • Feedback and revision • Case studies • Primary school visits • Video response e.g. AITSL
Demonstrate **interpersonal and intrapersonal skills** to engage with chosen educational contexts or educators	*Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter and intrapersonal skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities.* **Examples of Tasks** • Group tasks and allocated roles • Interviewing peers and educators • Designing and presenting lessons • Lesson observation • Students lead mini seminars/lessons of topics and take questions • Jigsaw activities joint research processes • Conducting an experimental study as a group • Video reflection • Annotate a lesson plan

Teaching and engagement

In this unit, students focus on how learning can be planned and pedagogy applied to promote engagement. They investigate ways for students to experience joy in learning. Students evaluate ideas about optimising the physical learning environment. They investigate the pedagogical tools teachers use to overcome the challenges faced by individuals in accessing and succeeding in education. Students explore different approaches to classroom management and student wellbeing.

Knowledge and Understanding

Content Description	Elaborations
Critically analyse the purpose and types of inquiry in education, including the skills, attitudes and ethical considerations necessary for research into pedagogy, classroom management, and student engagement	*This content develops foundational knowledge and critical thinking skills to support students in understanding how educational research is conducted and why it matters. Students will explore different types of inquiry used in education. They will also examine the ethical responsibilities of researchers, and the attitudes and skills required to engage in meaningful educational inquiry. They will reflect on how their own experiences and beliefs influence their understanding of these issues and their emerging philosophy of education.* **Purpose of Inquiry** • Improve teacher quality (skills, understandings, confidence) • Better understand pedagogies that work in specific contexts • Drive school improvement (student learning and engagement outcomes) **Types of inquiry** • Research (qualitative and quantitative) • Case Studies • Collating and analysing data sets (large and small) • literature review of the major factors affecting student wellbeing and/or engagement Student well-being and academic engagement • interpreting population statistics over time **Ethical considerations** • Data sensitivity in educational context (e.g. student and teacher information, being kind…) • Misinterpretation of data and result in assumptions and misunderstandings that can have a very negative impact in an educational context • ethics of historical and social research relevant to education. Why is ethics important in history education?; Historical and moral consciousness in education; ethics of educational research **Example Inquiry Topics** Choose one or two topics to explore in depth through a series of lessons that build toward independent inquiry and critical analysis: • What should we measure and why? • What are current and future trends in education?

Critically analyse the nature of pedagogical, classroom management and student wellbeing **theories, models, researchers, ideas, issues, arguments and themes** and their evidence	*Building on the previous content descriptor, research or present key theories and models and analyse them to determine comparative validity by considering factors such as evidence base, logic, plausibility and correlation to lived experience. Theories might be accessed through academic texts or general Education textbooks written for senior secondary or junior college settings*. Choose one or two of the **theories** to develop higher order thinking and evaluation skills and deeper, nuanced understanding of fundamental knowledge: • Embodied Learning Embodied Learning; Effectiveness of embodied learning on learning performance; • Student Self-Regulation NSW Depart of Edu -Strategies to support student emotional regulation; • Student Agency Investigate **models** to understand their assumptions/axioms, research base and use in real-world policy and personal outcomes. Students access different perspectives and ideas about models to come to their own conclusions about the reliability and usefulness of models in explaining education outcomes. As models are complex and time consuming to investigate, it would be best to focus on one model. Models for investigation may include: • PERMA Model • Positive Behaviour for Learning (PBL) NSW Department of Education - PBL; Monash Uni - PBL • Visible Learning Tools Visible learning for teachers' what is visible learning? • Classical mastery • Berry Street Education Model **Approaches/Pedagogies** • Play-Based Learning Play based learning and intentionality • Project-Based Learning Effectiveness of Project Based Learning to engage students • Game-Based Learning Engaging student in learning with game-based learning • The Arts as Pedagogy/Theatre in Education • Norms and Routines **Examples** • Select a pedagogy/behaviour management and/or student wellbeing theory/model and investigate for context, underpinning assumptions, strategies, impact on students • Role-play behaviour/classroom management strategies via a fishbowl activity (allocating roles of teacher and student-types) • Excursions to other setting and contexts to examine pedagogies and classroom management strategies utilised (Catholic Ed, Private Ed, Blue Gum/Orana) – focus on similarities, not just differences • Looking at pedagogy in different contexts (coaching, Uni lecturers, CIT, corporate training)

Synthesise knowledge, skills and ideas about pedagogy, classroom management, and wellbeing practices to **develop creative and innovative solutions** for promoting student engagement, wellbeing, and success	*Students are encouraged to choose a contemporary issue in schooling and apply a mix of philosophical insight, social awareness, and personal reflection to propose innovative solutions. These solutions might take the form of a lesson presentation, interview or observation of teaching and learning.* **Creative solutions to the chosen question** • Lesson design and presentation • Case study analysis • Observation and reflection • Teacher interviews • Resource development • Differentiated resource adaptation • Comparative analysis of two or more disciplinary perspectives • Case study of a classroom or school practice • Stimulus-response task • Design a lesson or resource that integrates two or more perspectives • Reflective writing **Examples** • Design and rationalise your own school focussing on school architecture, physical classrooms settings, approved pedagogies, wellbeing and behaviour management theory and practice, inclusivity. • Define what engagement looks like, sounds like, feels like in a classroom. Then design a survey tool to measure student engagement in classrooms in their own school, collate data and present to the senior executive. • Create a rich task (for assessment) that synthesises students burgeoning understanding of quality pedagogy for student engagement, learning and student wellbeing. Rationalise your choices
Evaluate case studies of pedagogical methods, classroom management strategies, and student wellbeing practices to identify similarities, differences, contradictions, connections and interconnections that **support decisions for improving student engagement and success**	*Students are to explore and analyse information related to pedagogical methods, classroom management strategies, and student wellbeing practices, building on the content discussed in the CDs above. This analysis should involve an evaluation of the evidence presented, the logic behind the ideas and the structure of the arguments. Students should aim to identify patterns, contrasts and connections between different concepts and use these insights to form well-reasoned conclusions about the topic.* **Example topics** • Film study - Comparing and contrasting different pedagogical methods/ classroom contexts over time via film study (To Sir with Love vs Pleasantville, Dead Poets Society vs Dangerous Minds etc.) • Biography study • Compare and contrast classroom management practices over time • Appraise student wellbeing initiatives in schools and across the ACT jurisdiction – who it is for, what are its impacts and how are they measured? • Look at representations of teachers in films, TV, social media, print media, novels etc. What are the stereotypes and how does these play our in real life? Investigate more diverse/ accurate/ nuanced methods of classroom management and ways of being a teacher. • Literature analysis/ review based on school case studies related to pedagogical, behaviour management and/or student wellbeing models • Berry street Education Model

Critically analyse different perspectives from various disciplines, and the effectiveness of pedagogical tools, classroom management strategies, and wellbeing practices in promoting student engagement and success	*Students are to explore different perspectives about education, building on the content discussed in the CDs above. This critical analysis should involve examining, evaluating and interpreting information or ideas to understand their meaning, strengths and weaknesses.* **Example topics** • Maslow's Hierarchy of Needs • Gradual Release of Responsibility/ I do, we do, you do The art of modelling; AERO scaffold practice; scaffolding(we do, you do) • Response to Intervention EBSCO Response to Intervention; Essential components of RTI • Cognitive Load Theory Cognitive load theory NSW Edu • Philosophies of Happiness • student agency/choice • Observe a teacher/ classroom and evaluate specific pedagogies and/or classroom management practices. • Reflect on and respond to theorists/ practitioners from different disciplines– TED Talk Sir Ken Robinson – "Do Schools Kill Creativity?", Sir Michael Wilshaw speech at the 2016 TES Leadership Conference.
Skills	
Content description	**Elaborations**
Plan and undertake independent inquiries into teaching and engagement using methodologies appropriate to the question and **evaluate the reliability and usefulness of information**	*Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem.* **Example Methodologies** • Individual or group research project • Literature review • Research project • Interviews or surveys • Case study analysis • Observation and reflection • Comparative analysis • Annotated bibliography Assess the **reliability, bias, credibility, and relevance** of sources **Examples of inquiry topics** • Studies about pedagogy and engagement • Studies about the physical learning environment • Studies about overcoming barriers to access and success • Studies about classroom management and wellbeing

	Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts/theories/models/strategies/principles and a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem. • statistical analysis • conduct own survey • representing data in engaging ways-e.g. *Information is Beautiful* website Sources of established Data Sets AERO – Student wellbeing and engagement data ABS – data on students, staff and schools **OR** rather than a quantitative data science approach, Students could undertake a literature review on the chosen problems and critically analyse by comparing perspectives and data to determine their own point of view on the problem.
Communicate understanding, reasoned conclusions, and new insights about pedagogy, classroom management and wellbeing, **using academic integrity**	*This will be measured as students complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Education Contexts. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as letters, promotional scripts, essays, client plans, case notes.* *Only three to five tasks are permitted in a 1.0 unit.* **Examples of texts students can create** • Research essay or report • Presentation or podcast • Reflective journal • Infographic or visual summary • Peer teaching • Interpreting and using graphs, tables and diagrams/ data • Interview with Teacher • Essay • Seminar
Evaluate and reflect on personal progress and inquiry dispositions to **consider improvements** in learning practices and habits	*Students are required to reflect not only on what they have learned, but **how** they have learned, and how their attitudes and approaches to inquiry have evolved over time. This reflection supports the development of lifelong learning habits and prepares students for more independent and self-directed learning in future studies or careers.* **Suggested methods for reflection** • Learning journals or blogs • Self-assessment checklists • Reflection prompts and guided questions • Peer feedback and dialogue • Goal-setting tasks

Evaluate, reflect on, and respond to the content studied to develop insight into teaching and engagement practices	*The goal is for students to **develop** a thoughtful, evidence-informed statement that articulates their response to learning and assessment. This response should reflect a critical engagement with the content studied, including tensions, contradictions, and evolving insights. The reflection could be completed either orally or in writing, as part of an investigation, experiment or- summative exam, or as a stand-alone summative task (e.g. journaling).* S*tudents need explicit teaching on how to reflect and opportunities to practice and receive feedback prior to assessment of this skills.* **Some suggested methods for reflection include** • Reflective writing • Philosophy development task • Peer dialogue • Visual or creative representation • Comparative reflection • Yarning circles • Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection • Other methods for reflection
Demonstrate **effective communication skills** including accurate and effective **use of disciplinary language**	*This part of the unit focuses on helping students communicate clearly, confidently, and appropriately within the context of educational studies. Students will learn to use disciplinary language, the specific terms, concepts, and structures used in education, to express their ideas.* *They will practice communicating in a range of formats (written, oral, visual, and digital) and for different purposes (e.g. explaining a theory, presenting an argument, reflecting on practice).* **Examples of student activities** • Glossary building • Structured academic writing • Oral presentations • Peer teaching • Infographics or visual summaries • Feedback and revision
Demonstrate **interpersonal and intrapersonal skills** to engage with chosen educational contexts or educators	*Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter and intrapersonal skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities.* **Examples of Tasks** • Group tasks and allocated roles • Interviewing peers and educators • Designing and presenting lessons • Lesson observation • Students lead mini seminars/lessons of topics and take questions • Jigsaw activities joint research processes

	• Conducting an experimental study as a group • Fishbowl Activity • Interviewing peers and educators

Curriculum in Action

In this unit, students investigate the nature and purpose of different curriculums, including the priorities, choices and silences of different curriculums. They examine the spoken and unspoken curriculums delivered in schools. Students evaluate different programs for implementing curriculum in schools. They synthesise their disciplinary knowledge and understandings of learning to translate curriculum into sequences for student learning in the classroom. Students investigate curriculum differentiation to plan for access to learning by all students.

Knowledge and Understanding

Content Description	Elaborations
Critically analyse the purpose and types of inquiry in education, including the skills, attitudes, and ethical considerations necessary for research into curriculum, differentiation and student learning	*This content develops foundational knowledge and critical thinking skills to support students in understanding how educational research is conducted and why it matters. Students will explore different types of inquiry used in education, including philosophical, sociological, and empirical approaches. They will also examine the ethical responsibilities of researchers, and the attitudes and skills required to engage in meaningful educational inquiry. They will reflect on how their own experiences and beliefs influence their understanding of these issues and their emerging philosophy of education.* **Purpose of Inquiry** • To improve teaching practice through cycles of planning, acting, observing, and reflecting. • Considering inclusive and exclusive curriculum • Consider hidden curriculum in schools and jurisdictions **Types of inquiry** • Qualitative • Quantitative • Mixed Methods • Action research • Historical survey of different education systems • Analysis of Australian curriculum – Reid Smith - Ochre **Ethical considerations** • Informed consent • Confidentiality and data protection • Respect for diverse perspectives and communities • Awareness of researcher bias and positionality **Example Inquiry Topics** Choose one or two topics to explore in depth through a series of lessons that build toward independent inquiry and critical analysis: • population level education outcomes • social justice and equity metrics • cohort characteristics and trends over time • textual analysis of school philosophies and curriculum documents • open-source analysis on curriculum commentary • consider justifications for the prominence and prevalence of particular subjects • benefits of studies in particular subjects

Critically analyse the nature of curriculum **theories, models, researchers, ideas, issues, arguments and themes** and their evidence	*Building on the previous content descriptor, research or present key theories and models and analyse them to determine comparative validity by considering factors such as evidence base, logic, plausibility and correlation to lived experience. Theories might be accessed through academic texts or general education textbooks written for senior secondary or junior college settings.* Choose one or two **theories** to develop higher order thinking and evaluation skills and deeper, nuanced understandings of fundamental knowledge: • Hidden Curriculum; Teaching the Hidden Curriculum | Teaching Writing; Hidden Curriculum [Sociology]; The Hidden Curriculum | Part 1 of 2: Norms, Values and Procedures • Knowledge rich curriculum; AERO – A knowledge-rich approach to curriculum design; The importance of a knowledge-rich curriculum: A presentation by Christine Counsell - THE EDUCATION HUB; The role of knowledge-rich curricula in promoting deep thinking and complex skill acquisition - ScienceDirect; • Low variance curriculum; Teaching Approach - CECG Catalyst; Analysis of curriculum learning frameworks-Victorian Curriculum and Assessment Authority, April 2008; How to implement a whole-school curriculum approach: A guide for principals Investigate models to understand their assumptions/axioms, research base and use in real word policy and personal outcomes. Students access different perspectives and ideas about models to come to their own conclusions about the reliability and usefulness of models in explaining education outcomes. As models are complex and time consuming to investigate, it would be best to focus on one model. Models for investigation may include: • Spiral curriculum Jerome Bruner Theory of Cognitive Development; Perspectives on curriculum design: comparing the spiral and the network models; Spiral Curriculum | OER Commons • Integrated curriculum model; The Integrated Curriculum Model (ICM) - ScienceDirect; Integrating the curriculum across learning areas/subjects; What is Integrated Curriculum? - California Learning Resource Network • Whole person models: Developing a Person-centred Curriculum Framework: a whole-systems methodology; **Key researchers and ideas** • Dylan Wiliam – Assessment for Learning • John Dewey - Dewey's educational philosophy - THE EDUCATION HUB • Thomas Nielsen - Curriculum of Giving • Kimberle Crenshaw and intersectionality, feminist curriculum studies, Refractory accounts of feminist educational policy work: the case of Gender Equity: A Framework For Australian Schools | Curriculum Perspectives; "The world is failing girls and women": the enduring importance of feminisms in curriculum inquiry | Curriculum Perspectives **Issues and Arguments in Curriculum** • Standardisation vs Personalisation • AST Framework • Curriculum and Equity • social justice and inclusion • industrial and employability • Vocational Education and Training • Religious Education • Cognitive standards and skills required • maturity levels • Disability Standards for Education • Adult Education

Synthesise knowledge, skills and ideas of curriculum development to creatively translate curriculum into sequences of learning that promote accessibility and inclusivity for all students	Students are required to translate curriculum into sequences of learning that promote engagement for all students **Examples** • understand the difference between syllabus and curriculum • create a lesson sequence and/or program of learning • design and present a lesson plan • refine a task for a student/s with specific needs • develop a portfolio of appropriate and targeted resources • Project-based Learning • teaching and learning cycle • Understanding by Design • hybrid delivery approaches • Universal Design for Learning (UDL) Principles • Scaffolding and Differentiation • Culturally Responsive Curriculum • Co-Design with Students • Integration of Assistive Technologies
Evaluate case studies of curriculum models and programs to identify similarities, differences, contradictions, connections and interconnections and use this information to **inform decisions on Programs of Learning and lesson design** including differentiation	*Students are to explore and analyse information related to curriculum models, building on the content discussed in the CDs above. This analysis should involve an evaluation of the evidence presented, the logic behind the ideas, and the structure of the arguments. Students should aim to identify patterns, contrasts and connections between different concepts and use these insights to develop Programs of learning* **Example topics** • differing state, national and/or international curriculums • STEAM and STEM education • Steiner and Montessori • Comparing Traditional vs Inquiry-Based Models • Analyse inclusive education models • Review literacy intervention programs **POL -** Blend both approaches in your Program of Learning: use explicit instruction for foundational knowledge, then shift to inquiry tasks for deeper learning and differentiation.
Critically analyse different perspectives on their own curriculum and their impact on student learning and access	*e.g. neuroscience of explicit teaching, exploratory and inquiry-based learning, core and elective subjects, politics of global and nationalistic curriculums, presence of Colonial and Indigenous perspectives in curriculum, economics of whole person v industrial, individual needs v societal needs, learning sciences, capacity to predict education needs into the future.* **Examples** • Teacher-Centred vs Student-Centred Perspectives • neuroscience of explicit teaching • exploratory and inquiry-based learning • core and elective subjects • politics of global and nationalistic curriculums • presence of Colonial and Indigenous perspectives in curriculum

	• economics of whole person v industrial • individual needs v societal needs • learning sciences • capacity to predict education needs into the future • Equity vs Excellence Perspectives • Decolonising curriculum
Skills	
Content description	**Elaborations**
Plan and undertake independent inquiries into curriculum using methodologies appropriate to the question and evaluate the reliability and usefulness of information	*Drawing on learning from the Knowledge and Understanding strands topics, students demonstrate understanding of a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem.* **Example Methodologies** • Individual or group research project • Literature review • Research project • Interviews or surveys • Case study analysis • Observation and reflection • Comparative analysis • Annotated bibliography Assess the **reliability, bias, credibility, and relevance** of sources **Examples of inquiry topics** • Analysis of debate on Woke curriculum using open-source analysis • Comparative analysis of closed and open curriculum jurisdictions • Close study of written curriculum versus curriculum taught and learned • Qualitative research on hidden curriculum experiences by population sub-set • Textual analysis of assessment task goals compared to curriculum goals **Drawing on learning** from the Knowledge and Understanding strands topics, students demonstrate understanding of concepts/theories/models/strategies/principles and a chosen problem by gathering empirical data or using an existing data set to analyse trends, correlations, distributions etc. in the data and validates or challenges findings using established research on the problem. • statistical analysis • conduct own survey • representing data in engaging ways-e.g. *Information is Beautiful* website

	Sources of established Data Sets ACARA - Year 12 subject enrolments Certification Data - ACT Board of Senior Secondary Studies Historical course enrolment statistics | NSW Government Texts Most Frequently Taught in US Secondary Classrooms Are Nearly Identical to List from Decades Ago - National Council of Teachers of English We can see the gender bias of all-boys' schools by the books they study in English Worldly reading: Teaching Australian literature in the twenty-first century Why do we recycle the same old texts in our English curriculum? Research_Report_What_literature_texts_are_being_taught_in_Years_7_to_9.pdf https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/explaining-curriculum-pcc/texts-used-in-classrooms/text-selection-notification National Centre for Education Statistics DataLab | Home **OR** rather than a quantitative data science approach, Students could undertake a literature review on the chosen problems and critically analyse by comparing perspectives and data to determine their own point of view on the problem.
Communicate understanding, reasoned conclusions, and new insights about curriculum, using academic integrity	*This will be measured as students complete tasks indicated in other CDs. Communication modes are ideally from the discipline and authentically represent communication in Education Contexts. Care should also be taken to keep in mind vulnerability to AI cheating, or AI be harnessed in the generation of texts. This range also includes written and spoken exams. Note that exams can contain a variety of written formats or genres such as letters, promotional scripts, essays, client plans, case notes.* *Only three to five tasks are permitted in a 1.0 unit.* **Examples of texts students can create** • Research essay or report • Presentation or podcast • Reflective journal • Infographic or visual summary • Peer teaching • Interpreting and using graphs, tables and diagrams/ data, • Interview with Teacher • Essay • Seminar
Evaluate and reflect on personal progress and inquiry dispositions to consider improvements in learning practices and habits	*Students are required to reflect not only on what they have learned, but **how** they have learned, and how their attitudes and approaches to inquiry have evolved over time. This reflection supports the development of lifelong learning habits and prepares students for more independent and self-directed learning in future studies or careers.* **Suggested methods for reflection** • Learning journals or blogs • Self-assessment checklists • Reflection prompts and guided questions • Peer feedback and dialogue • Goal-setting tasks

Evaluate, reflect on, and respond to the inquiry process and personal learning progress to develop insight into effective curriculum and planning	*The goal is for students to **develop** a thoughtful, evidence-informed statement that articulates their response to learning and assessment. This response should reflect a critical engagement with the content studied, including tensions, contradictions, and evolving insights. The reflection could be completed either orally or in writing, as part of an investigation, experiment or- summative exam, or as a stand-alone summative task (e.g. journaling).* *Students need explicit teaching on how to reflect and opportunities to practice and receive feedback prior to assessment of this skills.* **Some suggested methods for reflection include:** • Reflective writing • Philosophy development task • Peer dialogue • Visual or creative representation • Comparative reflection • Yarning circles • Kolb's learning cycle • Rolfe's framework of reflective practice • Gibb's reflective cycle • Group/team reflection • Other methods for reflection
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Demonstrate interpersonal and intrapersonal skills to engage with chosen educational contexts or educators	*Students may show these people skills within the contexts of tasks. This will involve group tasks in which students demonstrate effective inter and intrapersonal skills. Teachers will need to set up rubrics or observations opportunities that isolate the personal skills to make them assessable. Teachers will need to explicitly teach intrapersonal strategies and practices. Intrapersonal skills may need to be measured in combination with the reflection activities.* **Examples of Tasks** • Group tasks and allocated roles • Interviewing peers and educators • Designing and presenting lessons • Lesson observation • Students lead mini seminars/lessons of topics and take questions

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AUSTRALIAN CAPITAL TERRITORY