

Excellence and Equity: New South Wales Curriculum Reform

New South Wales. Ministry of Education and Youth Affairs, 1989

Overview of the document

76 page White Paper issued by Minister for Education and Youth Affairs, Terry Metherell, in November 1989. The Paper sets out a broad framework for curriculum reform in NSW. “The reforms give a new focus and structure to study in schools around Key Learning Areas and are concerned with providing for a broad education for the whole of life.” (p. 5)

Keywords

Equity; access; purposes of schooling; the core curriculum; Key Learning Areas; balanced education; creative flexible individuals; high self-esteem; lifelong education; common curriculum; essential learnings; students with disabilities; gifted children; values; coherent curriculum; core curriculum.

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Summary of Contents

MINISTER’S PREFACE

- Notes that the White Paper comes after a year of intensive consultation.

- States that “The recommendations chart a course of reforms designed to improve educational standards in our schools and improve the educational opportunities for each student.” (p. 5)
- Notes that the reforms “give a new focus and structure to study in schools around Key Learning Areas” (KLAs) and are designed to give a “balanced education” with opportunities to develop technological and vocational skills, and to strengthen the core curriculum through KLAs. (p. 5)

EDUCATIONAL REFORM IN NEW SOUTH WALES

- Notes that a review of the curriculum is part of Government’s broad reform agenda.
- States that “Essential elements of the Government’s reform strategy are:
 - a rigorous and balanced contemporary curriculum focused around a major core of essential learnings;
 - fair, publicly credible systems of assessment, examination, certification and credentialising with promote equity and excellence;
 - regular testing of students’ basic skills;
 - stronger school discipline codes and more effective welfare policies in government schools;
 - greater diversity and choice of schools for parents and students both within the government schools system and between government and non-government schools;
 - high quality leadership within government schools;
 - major devolution of management responsibility for government schools to the local level;
 - closer links with technical education and with commerce and industry; and
 - increased efficiency in education in the use of taxpayers’ money.” (p. 6)
- Notes a number of reforms taken since Government came to office in 1988 including: the reinstatement of the School Certificate as credential for year 10; the strengthening of the HSC with the re-introduction of an aggregate mark; basic skills testing; increased moderation procedures in year 10; and a range of other measures in the area of discipline, teacher promotion, de-zoning of schools, and breaking down the uniformity of comprehensive high schools with the increasing diversity and specialisation and the introduction of additional selective high schools.
- Refers to the Scott and Carrick Reviews. Notes that the Government has accepted the general thrust of the Schools Renewal Plan in the Scott Report. Notes that the draft Education Bill proposed by the Carrick Committee will form the basis for an Education Reform Act and that the recommendation to establish a Board of Studies has been accepted by the Government.
- Defines the school curriculum as something that “in its fullest sense, encompasses all of a student’s experiences over all aspects of school life” but notes that this review is primarily concerned with the “formal school curriculum”. (p. 8)
- States that “At the secondary level, the Curriculum Review has two closely linked tasks: to establish broad patterns of study for the public credentials of the School and Higher School Certificates, and to specify the Government’s curriculum expectations for schools.” (p. 8)

THE NEED FOR CURRICULUM REFORM

- Begins by noting the origins of the curriculum review, which includes “widespread community unease with the quality and focus of education”, and with the fact that young people “are not learning the right things” and “are not gaining the essential

skills” (p. 9). Also notes the magnitude of social, economic and technical change and that the current curriculum is not adequately responding to this change and mentions rising retention and the increased diversity of students staying at school. Notes that the Board of Secondary Education has been slow to respond to this change.

- Discusses excellence and equity as broad concepts which apply to all students as the challenge to achieve their personal best. Notes that it is difficult, but not impossible, “to develop a curriculum, assessment and credentialising structure which balances the twin priorities of excellence and equity.” (p. 10)
- Discusses the links between schooling, the economy and the world of work and argues for a broad, general education. States that “The culture of our schools should reflect, in a balanced fashion, a concern for the development of the individual and the values and skills of both the world of world of work and the broader world.” (pp. 10-11).
- Notes the difficulty of predicting with any certainty what vocational skills will be required in the future and argues “The only fair certainty is that creativity, flexibility and adaptability will be increasingly important. The focus therefore has to stay on the key general skills such as the ability to read with understanding, to speak and write clearly, and to think critically and creatively, and the ability to solve practical, real-life problems” (p. 11)
- Notes the central and compulsory place in the curriculum up to year 10 of mathematics and science. Notes that this will be maintained and strengthened by encouraging more students (especially girls) to study at higher levels and that the curriculum will be restructured to include a greater focus on technology. Also argues for an increased focus on priority modern languages, especially Asian languages, for vocational as well as educational, social and cultural reasons.

PURPOSES OF SCHOOLING

- States that “The overall content and balance of the curriculum, including this mix of “general” and “vocational” elements, can only be determined in the context of a clear, widely endorsed agreement as to the fundamental purposes of schooling.” (p. 11)
- Notes that the broad goals for New South Wales Schools will be:
 - “To provide an excellent education for all young people, being one which develops their talents and capacities to full potential, and is relevant to the social, cultural and economic needs of the nation.” (p. 12)
 - “To enable all students to achieve high standards of learning and to develop self-confidence, optimism, high self-esteem, respect for others, and achievement of personal excellence.” (p. 12)
 - “To promote equality of educational opportunities, and to provide for groups with special learning requirements.” (p. 12)
 - “To respond to the current and emerging economic and social needs of the nation, and to provide those skills which will allow students maximum flexibility and adaptability in their future employment and other aspects of life.” (p. 12)
 - “To provide a foundation for further education and training, in terms of knowledge and skills, respect for learning and positive attitudes for life-long education.” (p. 12)
 - “To develop in students: the skills of English literacy, including skills in listening, speaking, reading and writing; skills of numeracy, and other mathematical skills; skills of analysis and problem solving; skills of information processing and computing; an understanding of the role of science

and technology in society, together with scientific and technological skills; a knowledge and appreciation of Australia's historical and geographical context; a knowledge of languages other than English; an appreciation and understanding of, and confidence to participate in, the creative arts; an understanding of, and concern for, balanced development and the global environment; and a capacity to exercise judgment in matters of morality, ethics and social justice." (p. 12)

- "To develop knowledge, skills, attitudes and values which will enable students to participate as active and informed citizens in our democratic Australian society within an international context." (p. 12)
- "To provide students with an understanding and respect for our cultural heritage, including the particular cultural background of Aboriginal and ethnic groups." (p. 12)
- "To provide for the physical development and personal health and fitness of students, and for the creative use of leisure time." (p. 12)
- "To provide appropriate career education and knowledge of the world of work, including an understanding of the nature and place of work in our society." (p. 13)

PRESCRIBED PATTERNS OF STUDY AND THE CORE CURRICULUM

- Notes that the desirable level of prescription in the overall pattern of study for the School Certificate and the HSC is much debated and asks, "Within this framework, what, and how much of the curriculum should be a mandated core?" (p. 13)
- Notes that there is no debate over whether there should be a mandated core but much debate on what that should entail.
- States that "As a fundamental point, the Government accepts responsibility for ensuring that all students in our schools have access to a balanced and relevant core curriculum. It rejects the extreme and largely unguided devolution to individual schools of responsibility for structure, content and coherence of curriculum that has characterised recent educational experimentation in some Australian States." (p. 13)
- Notes that this position was strongly supported in responses to the Discussion Paper.
- Notes that the Government favours "strong curriculum guidelines" but not "undue prescription" and that apart from the core, prescribed requirements will allow for "diversity and choice within a broad and balanced common curriculum." (p. 13)
- Notes that the minimum time specifications outlined by the Board is highly contentious. Notes that the Government does not agree that such prescriptions on time guarantee that schools will meet curriculum objectives but instead advances the position that "Syllabus requirements can be specified adequately through clear statements of objectives and expected outcomes in terms of skills and knowledge." Argues that inflexible minimum time requirements are a barrier to innovation, accelerated progression and flexible school arrangements. (p. 14)
- Notes that the Government "favours a more balanced and less prescriptive approach" with "mandatory curriculum requirements" specified in terms of "objectives, content and expected outcomes". Notes that this is consistent with the recommendations of Carrick Report. (p. 14)
- Outlines the reform as follows:
 - "The new Board of Studies will systematically rework its course requirements for the School Certificate and the Higher School Certificate to eliminate the current specification of mandatory, minimum hours of face to face teaching. The Board will define its course requirements in terms of objectives, content

and expected outcomes for students of various ages and levels of ability. In the interim indicative time allocations will be specified as a guide for schools.” (p. 14)

KEY LEARNING AREAS

- Notes that the six KLAs proposed in the Discussion Paper were met with wide support and that “The curriculum in New South Wales Schools will from 1992 be defined in terms of Key Learning Areas.” (p. 15)
- Identifies the following six KLAs for primary education: English; Mathematics; Science and Technology; Human Society and its Environments (including Modern Languages); Creative and Practical Arts; and Personal Development, Health and Physical Education.
- Identifies the following eight KLAs for secondary education: English; Mathematics; Science; Human Society and its Environments; Modern and Classical Languages; Technological and Applied Studies; Creative Arts; and Personal Development, Health and Physical Education.
- Sets out the skills and knowledge that constitute each KLA. (pp. 16-17)
- Notes that existing and proposed subjects will be placed in the most appropriate KLA but that as some subjects will not fit neatly into this new framework the Board will undertake a review. States that “The new Board of Studies will undertake a comprehensive review of the subjects within and across Key Learning Areas to identify those which do not fit easily within the Learning Areas and inappropriate duplication between subjects. Where appropriate, the Board will rework syllabuses and redefine subjects.” (p. 18)

CURRICULUM PLANNING K-12

- States that “The lack of continuity between primary and secondary schooling is a source of frustration to parents, students and teachers. It represents a failure of planning in curriculum and administration.” (p. 18)
- Notes that the KLAs represent an effort to improve continuity, as does the Scott Schools Renewal Plan to organise government schools into clusters and the Carrick’s Committee’s recommendation to replace the Board of Secondary Education with a new Board of Studies with responsibility for K-12. States that “The new Board of Studies and the Department of School Education will give high priority to achieving well planned, appropriate continuity from primary to secondary schooling. All syllabuses will be developed within a K-12 perspective.” (p. 18)

PRIMARY SCHOOL CURRICULUM

- Asserts the importance of primary school in the overall education process and outlines how primary schooling will be strengthened, especially through the KLAs, resources kits, basic skills testing, new curriculum documents and the new Board of Studies. (pp. 18-20)

SECONDARY SCHOOL CURRICULUM

- Outlines the need to strengthen the “overall common curriculum in the secondary school”. Notes that “This is the area of greatest disquiet among parents” and “The society for which we are preparing our young people is very complex, demanding and competitive. Technology permeates all aspects of life, and will do so increasingly.” Notes also that secondary schools have to cater for “expanded range of students” and criticises the Board’s response to these changes. (p. 20)

THE PLACE OF SCHOOL DEVELOPED COURSES IN THE CURRICULUM

- Notes that in a well balanced curriculum school developed courses should complement those developed the Board.
- Overviews the current situation regarding Board-developed courses and the increase in 'Other Approved Studies (OAS)'.
 - Outlines the reform as follows:
 - "The Government does not agree that the major way to achieve diversity and balance should be by a continuing proliferation of OAS courses. It is more appropriate, efficient and effective for the new Board of Studies to fulfil its responsibilities directly, and ensure that Board determined courses cover all important subject areas within every Key Learning Area, and that there are courses appropriate to all ability levels in all these Areas. The Board should also develop Board determined courses to cover areas of the curriculum in which there is widespread student and community interest." (p. 23)
- Discusses teacher involvement in curriculum development and notes that it is an important part of professional development, but that it should not constitute a major unwanted burden on teachers.
- Outlines reform in this area as follows:
 - "Board determined courses should not be so prescriptive as to preclude significant input by teachers who wish to adapt them to particular local needs or in line with their individual interests and expertise. Teachers should need to develop separate courses only in circumstances where there are particular local needs not otherwise met by Board determined courses." (p. 23)
- Discusses the rationalisation and coordination of OAS and school courses, ways of achieving "appropriate balance" and the assessment of OAS courses. Sets out several courses of action to address problems in these areas, including that the Board improve its coordination and rationalisation of OAS courses by reducing the current 10,000 OAS courses for years 11 and 12 to 500. Also notes that the Board will review its guidelines for assessment of OAS courses and that an independent review of assessment procedures for OAS courses for the HSC will be undertaken.

STUDENTS WITH DISABILITIES

- Begins with the statement, "It is important that our schools cater for and appropriately challenge all groups of students. This is one of the critical tests of our twin commitment to equity and excellence." (p. 25)
- Notes that for students with physical or sensory disabilities, the regular curriculum with the provision of additional support is appropriate, but for those with intellectual disabilities, different curriculum is required and that hence a curriculum statement for students with severe intellectual disabilities has been produced. Notes that this will be followed by a similar initiative for students with moderate intellectual disabilities and that the Board will also issue guidelines and support materials for students with moderate and severe disabilities, consult with special education groups, and review records of achievement for this group of students and special education will be given particular attention in a 1990 Ministry of Education teaching conference.

CURRENT CURRICULUM REQUIREMENTS YEARS 7-10

- Discusses requirements for the School Certificate and argues that while there are lots of offerings, at present it does not constitute a broad or well-balanced core. Details prescribed hours for subjects (around which the current curriculum is organised).
- Notes there is no provision for technological studies within the current framework.

FUTURE SCHOOLS CERTIFICATE REQUIREMENTS YEARS 7-10

- Outlines broad guidelines for future requirements based on learning experiences in all eight KLAs.
- Outlines the reform in this areas as follows:
 - “To ensure access to a balanced and broad curriculum for the School Certificate, students will engage in substantial study within all of the eight Key Learning Areas at some time over the years 7-10. This requirement will be phased in. In 1992 study in seven Key Learning Areas will be made mandatory. Study within all eight Key Learning Areas will become mandatory in 1996. In the interim, study within the Modern and Classical Language areas will remain an elective but with increasing priority. There will be no diminution in the current mandatory requirements for the study of English, Mathematics and Science for the School Certificate. Students will study in the Key Learning Areas of English, Mathematics, Science and Human Society and its Environment continuously in each of the years 7-10. The overall requirements for the School Certificate will not occupy the whole of the available teaching time within schools. Significant non-prescribed time will be available for discretionary allocation by schools and systems.” (p. 28)
- Details specific core and elective requirements including time specifications and notes that the KLAs of English, Mathematics, Science and Human Society and its Environments will constitute the largest core.
- States that “The new Board of Studies will advise Government by June 1990 on what mandatory elective study will be required for the School Certificate from 1992.” (p. 29)

FUTURE REQUIREMENTS FOR GOVERNMENT SCHOOLS YEARS 7-10

- States the following in relation to future requirements:
 - “As is now the case, the Government will mandate curriculum requirements for government schools over years 7-10 which are additional to the minimum requirements set down by the Board of Secondary Education for the School Certificate” (p. 30)
 - “In government schools requirements for the English, Mathematics and Science Areas are currently considerably stronger than School Certificate requirements of 400 hours. They will remain at 500 hours over the 7-10 period or 125 hours.” (p. 30)
 - “In addition to the Board’s mandated core, government school students will study at least two additional, elective Board courses for the School Certificate.” (p. 30)
 - “The minimum time allocation for these electives will be 600 hours over the years 7-10. This 600 hours can be build up across two or more electives in any combination of 100-hour courses.” (p. 30)
 - Current requirements for Religious Instruction and sport will remain but there will be some organisation in the sports program to increase fitness.
 - “This will mandate for 3,400 hours or about 85 per cent of government school teaching time over 7-10.” (p. 30)

CURRENT HIGHER SCHOOL CERTIFICATE REQUIREMENTS YEARS 11-12

- Notes that the current requirements for the HSC are very open and that the only mandatory course of study is two units of English across both years.

FUTURE HIGHER SCHOOL CERTIFICATE REQUIREMENTS YEARS 11-12

- Notes that maintaining flexibility in the HSC needs “to be balanced against the growing importance of also giving them a strong, balanced knowledge and skill base” and that “there is little justification for allowing senior students to bypass entirely, study of mathematics, science and technology, or alternatively to bypass the humanities, social sciences, language and creative arts”. (p. 30)
- Notes that the Government favours a balanced pattern of studies based on the KLAs.
- States that from 1992, all candidates for the HSC will be required to study:
 - At least two units of English.
 - At least two units of study drawn from one subject within one of the following Key Learning Areas: Science, Mathematics and Technological and Applied Studies.
 - At least two units of study drawn from one subject within one of the following Key Learning Areas: Modern and Classical Languages, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical education.
 - Plus additional units of study to make up 11 units of study selected from the Key Learning Areas in a pattern which ensures study from at least four Key Learning Areas overall. (p. 31)
- Notes that the main difference between this and the current requirements is the mandatory range over a minimum of four KLAs rather than two and that this is to ensure students have access to broader education in senior secondary.
- Discusses Board determined courses and the balance between Board determined courses and school developed courses for the HSC. Notes that from 1992 students will be required to select at least six of their mandated 11 units of study for the HSC from Board determined courses.

CONTENT OF KEY LEARNING AREAS

- Notes that organisation of the curriculum into KLAs will have significant implications for existing courses, that courses that “do not fit comfortably” within any KLA will be reviewed and restructured and that new courses will be developed.

ENGLISH KEY LEARNING AREA

- Notes that “The Government accords the highest priority to the achievement of excellence in the teaching and study of the English language, from Kindergarten to year 12.” (p. 33)
- Notes that English is a fundamental to the goal of schooling as the ability to use language is key to student advancement.
- States that “The continuous study of English will remain mandatory in government schools for all students from kindergarten to year 12. The study of English will remain mandatory for both the School Certificate and the Higher School Certificate.” (p. 33)

HUMAN SOCIETY AND ITS ENVIRONMENT

- Notes that there are currently no mandated requirements for the study of particular subject areas so students could bypass entirely the study of History and Geography. Argues that given that one of the goals of schooling is to “properly develop in students a knowledge and appreciation of Australia’s historical and geographical context” (p. 38) this should be mandatory. Therefore notes that:
 - “History and Geography, with a particular focus on Australia and Asia, will be

- restored to the core curriculum for at least part of years 7-10.” (p. 38)
- From 1992, candidates for the School Certificate will study History and Geography (with a particular emphasis on Australia) for around 100 hours over the years 7-10.
- The Board will develop courses for Australian Studies by 1992.
- The Board will advise on the School Certificate requirements of History and Geography.
- Discusses Religious Studies and notes that the Education and Public Instruction Act mandates General Religious Teaching in government schools and that the continuation of this was recommended in Carrick Report. As there is currently no Board determined course in Religious studies, recommends that:
 - “The new Board of Studies will develop Board determined courses in Religious Studies for years 7-10 and years 11-12 by 1992.” (p. 39)

CREATIVE ARTS

- States that “From 1992, for the School Certificate, students will be required to study within the Key Learning Area of Creative Arts for a minimum of around 200 hours at some stage across the years 7-10. Around 100 hours study will be in a Visual Arts subject and around 100 hours study will be in a Performing Arts subject.” (p. 40)
- Notes that “Government schools will continue to provide Music and Art either to meet this Board requirement or as elective study for the School Certificate.” (p. 40)

THE PLACE OF MODERN LANGUAGES WITHIN THE CURRICULUM

- States that “The place of languages other than English in the curriculum is one of the most important and difficult issues addressed by this review.” (p. 41)
- Canvasses a number of issues concerning LOTE are then canvassed and notes that “The study of languages other than English will be designated as an integral and essential part of the curriculum.” (p. 42)
- Discusses how much and when and notes that “The Government’s goal is for every student to have access to two years of language study in the junior secondary school and for a substantially greater number of students than at present to pursue in-depth, specialist study of priority languages throughout their whole secondary schooling.” (p. 42)
- Discusses the phased-in implementation and notes that from 1991 the study of a language for one year (around 100 hours) will be mandatory for the School Certificate for the 1996 year 7 cohort (1999 School Certificate).
- Identifies the following twelve priority languages to be taught in NSW schools: Arabic, Chinese (Mandarin), French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Russian, Spanish and Vietnamese.
- Notes that the Government will provide further resources to strengthening priority languages and that in terms of other languages “Individual schools or clusters of schools will be able to offer a language outside the priority group if there is community support and the school/cluster is able to provide a trained teacher on a stable basis.” (p. 44)
- Discusses strategies regarding delivery, teacher supply, coordination between primary and secondary language learning, flexibility in course provision and multicultural education policy.

PERSONAL DEVELOPMENT, HEALTH AND FITNESS

- Notes that “The Personal Development, Health and Fitness Key Learning Area requires major reorganisation and review... This Learning Area is concerned more directly than the other Key Learning Areas with the development of the whole person: with physical, emotional, social, moral and spiritual development. It focuses strongly on the development of self-confidence, physical well-being, self-esteem, social and physical/motor skills, decision-making and values and attitudes.” (p. 49)
- Notes that the current provision is not well developed and that there is considerable duplication. Notes that currently the only mandatory requirement in this area is 150 hours of physical education across 7-10 but that seventy percent of government schools offer formal courses in the Personal Development/Health area suggesting that there is a widely perceived need.
- Notes that there are aspects of both Health studies and Personal Development which should be designated as essential learnings. One area noted in particular is that of “Effective Drug and AIDS Education” and the importance of schools remedying the lack of seriousness with which these issues are addressed.
- Recommends that “All secondary students should have access to effective education on drugs, AIDS and related issues at appropriate stages in their development. The appropriate stage encompasses both the junior and senior secondary years.” (p. 51)
- Suggests that there needs to be better coordination and integration of Personal Development and Health and notes that:
 - “The new Board of Studies will by 1991 develop integrated courses in Health and Personal Development for years 7-10 and 11-12. It will review existing courses in Home Science and Life and Career Studies to remove inappropriate duplication with this new course.” (p. 51)
- Notes that the organisation of this KLA must be flexible so that non-Government schools can “design Personal Development courses or programs compatible with their own ethos.” (p. 52)
- Notes that integrated courses in Health and Personal Development for years 7-10 and 11 and 12 will be fully accredited Board determined courses.
- States that “Government schools will offer a minimum of 25 hours of a formal Health and Personal Development program to all students at some stage in the years 11-12. This minimum requirement will incorporate appropriate Drug and AIDS education.” (p. 53)
- Notes that the Department of School Education will review teaching resources in this area, that physical education will continue to be mandatory requirement for School Certificate and that from 1992 the new Board will require around 100 hours of Physical Education over the years 7-10 for the School Certificate.

TECHNOLOGICAL AND APPLIED STUDIES LEARNING AREA

- States that “Technology is an integral part of the modern world. Dramatic and rapid technological change is a basic fact of life for all students.” (p. 56)
- Notes the importance of young people being well-equipped to understand technology.
- Overviews current provision and notes that the Board of Secondary Education “was slow to respond to the curriculum implications of new and emerging technologies, especially for the senior secondary years.” (p. 57)
- Notes the computer studies has been identified as a major gap and in 1987 a Board determined Computer Awareness course for years 7-10 was developed and made available and a full Computer Studies course came into operation in 1988 and will be fully implemented from 1990.

- Notes that there have been concerns expressed that the Computer Studies 11-12 course is not appropriate for the full range of students and therefore notes that:
 - “The new Board of Studies will review its course in Computer Studies 11-12 to see whether additional elements, or an additional parallel course, should be developed to ensure that all students have access to an appropriately challenging course in this area of the curriculum.” (p. 57)
- Discusses gender stereotyping and notes that “This area of the curriculum is also severely gender stereotyped...Girls tend to have limited access to technology and design through Home Science, Textiles and Design and Art. Boys tend to have extensive, albeit narrowly focused, access through industrial Arts, Technical and Industrial Technology type courses.” (p. 57)
- States that “The planned changes within the Personal Development, Health and Fitness Learning Area, most notably the mandating of significant access by all students to the new integrated Health and Personal Development course, will ensure that boys have a more balanced curriculum...Similar reform is necessary to ensure that girls have greater access to technological knowledge and skills that is currently the norm. This is more likely to happen – and to lead to successful learning – in the context of a new, integrated course which can be comparatively free of traditional gender identification.” (pp. 57-58)
- Discusses Board determined joint TAFE-Schools courses, links with business, technology high schools, an integrated design and technology course, consultation in course development, mandatory provision, duplication and overlap, the place of Home Science in the Curriculum, teacher supply and resource implications.

ENVIRONMENTAL EDUCATION

- Notes that environmental education is an increasingly important part of the curriculum, that it is relevant to all KLAs and will be addressed in an across the curriculum perspective.

VALUES AND EDUCATION

- States that “The moral, ethical and spiritual development of students is a fundamental goal of education.” (p. 64)
- Notes that the Government has requested that the Department of School Education review its publication on ‘The Values We Teach’ and a revised version will be published in 1990 for government schools and made available to non-government schools for voluntary use.

EXCEPTIONALLY GIFTED CHILDREN

- States that “All too often the exceptionally talented and gifted child is neglected and discouraged within our schools.” (p. 66)
- Argues that the goals of excellence and equity should apply to all children including those who have disabilities or disadvantages.
- Notes that the Government has increased the number of Selective High Schools and established other Specialist High Schools which will allow many children “with exceptional talents” to be catered for more adequately. (p. 66)
- States that “broader reform is needed if gifted children are to be identified and given the opportunities to develop their talents” (p. 66) and makes the following points:
 - “The Board of Studies will review its rules relating to the School and Higher School Certificate to ensure they are formally accessible to students capable of accelerated progression through schooling.” (p. 66)

- “The Government will, in late 1990, release a comprehensive strategy for the education of exceptionally gifted children.” (p. 66)
- “The Department of School Education will review its provision for exceptionally gifted children and report to the Government by mid 1990.” (p. 66)

RANGE OF ELECTIVE OFFERINGS WITHIN GOVERNMENT SCHOOLS

- Notes that schools vary greatly in the number of and choice of electives they offer and that “The Department of School Education will establish clear guidelines for the number of elective subjects government schools may offer without seeking special approval from their Regional or Cluster Director.” (p. 67)

DIRECTIONS IN CURRICULUM REFORM: SUMMARY

- Summarises the directions of curriculum reform and outlines 79 proposals in all, many of which have been outlined in the chapter sections above.