

# ***Implementing Ministerial Paper No. 6***

Ministry of Education, Victoria, 1986

## **Overview of the document**

A4 size cardboard folder containing pamphlets and booklets sent to schools.

## **Keywords**

Access; success; participation; mixed-ability groups; non-competitive assessment; inclusive curriculum; gender, class, and social background; inclusive curriculum; democratic schooling.

## **Contents**

### **PAMPHLETS:**

1. An Introduction to Ministerial Paper No. 6
2. Approaches to Teaching and Learning
3. The Inclusive Curriculum
4. Student Participation
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6. Ways of Grouping Students
7. The Areas of Learning
8. Assessment
9. Reporting

### **BIBLIOGRAPHIES:**

1. School Organisation
2. Negotiating the Curriculum
3. Ways of Grouping Students
4. Integration
5. Parent Participation
6. Teaching Languages other than English
7. The Education of Girls
8. Assessment and Reporting

### **PAPERS ON EDUCATIONAL ISSUES AND STRATEGIES:**

1. Access and Success
2. Individual Differences
3. Learning and Learning Styles
4. Teaching Strategies
5. Negotiating the Curriculum
6. Assessment and Reporting

## **Summary of Contents**

### **PAMPHLETS**

- These were prepared by the State Board of Education to explain major themes set out in Ministerial Paper No. 6.

### **1. An Introduction to Ministerial Paper No. 6**

- Summarises the guiding principles in Ministerial Paper No. 6 and notes that it provides the guidelines for school policy.

- Defines curriculum as content, methods in teaching, school organisation and assessment and reporting.
- Notes that the whole school community should be involved in determining school policy (parents, teachers, students) with the final responsibility falling to school councils.
- Outlines the purpose of schools as to provide a “broad, general education for all students” and to “prepare all students to enter fully into the life of their society”.
- Describes how schools should achieve this with: mixed-ability classrooms; learning building on previous learning; student participation in all areas of learning; student decision making in learning; basing assessment on achievable goals; ensuring students understand what is expected of them; and avoiding competition.
- Discusses how schools should teach in terms of creating a connection between learning areas and notes that students should develop sense of themselves as learners.

## **2. Approaches to Teaching and Learning**

- Sets out guiding principles for teaching and learning – that students should have access to “challenging, comprehensive and purposeful learning educational experiences” and that “all students experience success in their learning”.
- Describes ways of helping students “develop a sense of themselves as learners”.
- Describes ways that teachers can assist students to “learn in a variety of ways”.
- Notes the importance of overcoming barriers to learning including gender, class and social background.
- Argues that students should be encouraged to understand the relationship between learning and action, and application of learning beyond the classroom.

## **3. The Inclusive Curriculum**

- Notes that schools must ensure that curriculum “recognises the contribution to Australian society, and societies generally, of women as well as men, of people from non-English speaking backgrounds, and people of various socio-economic backgrounds”.
- Notes that schools are responsible for ensuring that courses enable students to understand the influence of race, ethnicity, class and culture.
- Notes that teachers must ensure that their courses reflect the lives of both boys and girls and students from a variety of cultural backgrounds.

## **4. Student Participation**

- Outlines the guiding principle for participation in schools as to include all of the school community.
- Outlines strategies for student participation, including opportunities to participate in: administration and policy development; social, cultural and sporting activities; their own learning; others’ learning; curriculum review and school advocacy; and their own assessment.

## **5. Parent Participation**

- Outlines reasons and strategies for encouraging parent participation.

## **6. Ways of Grouping Students**

- Outlines policies for grouping students and notes that schools should:
  - Provide learning experiences which build upon students’ previous learning.

- Provide a caring and supportive environment.
- Avoid offering students courses based on low expectations which do not challenge them or which prevent them from progressing.
- Provide opportunities for students and parents to contribute to decisions about student allocation to classes.
- Design courses so that students may participate in each area of learning.
- Outlines a policy against streaming.

### **7. The Areas of Learning**

- Describes how school programs should offer learning in the seven areas outlined in Ministerial Paper No. 6 in a “comprehensive and coherent way”.
- Outlines course planning in terms of sequence (that learning should build on previous learning) and choice (that students should be allowed choice but have their options limited).

### **8. Assessment**

- Outlines policies on assessment and notes that school assessment policies should encourage students to make a conscientious effort to achieve goals and “assessment policies should be based on high expectations of all students, irrespective of gender, class, cultural background or physical ability”.
- Outlines the “Conditions of Learning”. Notes that: as confident students achieve more, schools should encourage policies which promote self-confidence; schools should ensure that students are clear about their responsibilities; assessment should be based on success in achieving goals; and assessment should not emphasise comparisons between students.

### **9. Reporting**

- Argues that when developing reporting policies, schools should consider the following:
  - Focus on student achievement.
  - Let students know what is expected.
  - State clearly what has been achieved.
  - Be as objective as possible.
  - Include descriptions of student involvement.

### **BIOGRAPHIES**

- Provides annotated bibliographies (two sided A4 page size DL fold) on the following:
  1. School Organisation
  2. Negotiating the Curriculum
  3. Ways of Grouping Students
  4. Integration
  5. Parent Participation
  6. Teaching Languages other than English
  7. The Education of Girls
  8. Assessment and Reporting

## **PAPERS ON EDUCATIONAL ISSUES AND STRATEGIES**

- Involves a set of 6 booklets with the following contents:

### **1. Access and Success**

Foreword

I. What are Access and Success?

II. What Can School Councils and staff Do to Encourage Access and Success for All Students?

III. What Can Classroom Teachers Do?

IV. What Can Parents and Students Do?

V. What Can the State Education System Do?

VI. Final Comments

### **2. Individual Differences**

Foreword

I. Introduction

II. Differences in Abilities

III. Differences in Motivation and Self-Concept

IV. Differences in Pace and Style of Learning

V. Differences in Gender

VI. Differences in Social and Cultural Background

VII. An Overview

### **3. Learning and Learning Styles**

Foreword

Introduction

I. What is Meant By “Learning”?

II. Are There Common Learning Processes Across Content Areas?

III. What are Some Different Perceptions of the Learner?

IV. How Does Learning Take Place?

V. What is the Nature of Learning?

VI. What Processes Are Involved in Learning?

VII. What Effect Does Context Have on Learning?

VIII. What Are Learning Styles?

Summary of Learning Processes

### **4. Teaching Strategies**

Foreword

Introduction

What Are Teaching Strategies?

How Do Teaching Styles Differ?

What Kinds of Objectives Are There?

How Do Teachers Make Decisions about Teaching Strategies? A Case Study

Relating Teaching Strategies to Objectives

Relating Teaching Strategies to Learning Processes

Relating Teaching Strategies to Students’ Needs and Capabilities

Relating Teaching Strategies to Organisational and Contextual Issues

## **5. Negotiating the Curriculum**

Introduction

“Negotiation” as an Idea

Why “Negotiation”?

What is “Negotiation”?

How Does “Negotiation” Work?

Conditions for Participation

“Negotiating with Younger Students

## **6. Assessment and Reporting**

Foreword

### 1. Introduction

a. The Context of this Paper

b. The Structure of this Paper

### 2. The Overall Purposes and Climate of the School

a. Assessment and Reporting Reflect School Purposes

b. All Young People Have the Capacity to Continue Learning

c. Accounting for Student Differences and Avoiding Comparisons

d. Providing a Caring and Supportive Environment

e. Implications for Policy and Practice

### 3. School-Community Decisions about Organisation and Teaching Styles

a. Curriculum Decision Making

b. Content, Teaching and Organisation Are Linked with Assessment and Reporting Procedures

c. Providing for Differences in Pace and Style of Learning

d. Implications for Policy and Practice

### 4. Students’ Involvement in Their Own Learning

a. Participation in Setting and Assessing Goals

b. Success in Reaching Achievable Goals

c. Helping Students To Build On Previous Learning

d. Helping Students To Be Clear About What is Expected of Them and To Assist in Setting Goals

e. Implications for Policy and Practice

### 5. Improving Teaching and Learning Strategies

a. The Impact of Assessment on Learning

b. Focusing on What Students Have Achieved

c. Relating Comments to Student Work

d. Ability Grouping

e. Implications for Policy and Practice

### 6. Conclusion