The Australian Educational System

An overview

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Overview of education system

Australian Federal Government

Queensland Department of Education, Training and the Arts

NSW Department of Education and Training

Vic Department of Education and Early Childhood Development

NT Department of Employment, Education and Training

SA Dept of Education and children’s services

ACT Education and Training

Tas Department of Education

WA Department of Education and training
http://www.eddept.wa.edu.au/
The Australian Government’s agenda for schools

• Goal 1:
  • Australian schooling promotes equity and excellence
• Goal 2:
  All young Australians become:
  • – successful learners
  • – confident and creative individuals
  • – active and informed citizens.

Melbourne Declaration on Educational Goals for Young people (2008)
The Future of Schooling in Australia

- a national curriculum in english, maths, the sciences and history;
- guaranteed funding to both Government and non-Government schools;
- a $1.2 billion Digital Education Revolution that over time will provide access to a computer for every student in years 9-12, and
- a $2.5 billion Trade Training Centre program across Australia to build trade training centres in Australian secondary schools.
Priority areas:

1. The quality of teaching and school leadership
2. Early childhood
3. School retention and transitions from school
4. Curriculum
   - achieves a solid foundation in skills and knowledge on which further learning and adult life can be built
   - develops deep knowledge and skills that will enable advanced learning, and an ability to create new ideas and translate them into practical applications
   - develops general competencies that underpin flexible thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise
5. Accountability
   - Assessment and public reporting
6. A commitment to improving Indigenous student outcomes
7. A commitment to parents and the community
Early Childhood: Belonging, Being and Becoming

• By 2013, all children in the year before formal schooling will have access to 15 hours of Government-funded, play-based early childhood education, for a minimum of 40 weeks per year, delivered by degree qualified early childhood teachers in public, private and community-based preschools and child care.

• The Australian Government is working with state and territory governments to develop a national Early Years Learning Framework (Draft) with specific emphasis on play-based learning, early literacy and numeracy skills and social development.

National curriculum?

• agreement on eight common areas of learning, a socially just approach to schooling and a focus on the outcomes of the learning process in schools – what children learn: English, Mathematics, Science, the Social Sciences - History, The Arts, Health & Physical Education, Languages and Technology

• Curricula in all States and Territories up to the start of Year 11, broadly follow the Adelaide Declaration.
National curriculum framework

Learning Areas:
- English
- Maths and science
  - mathematics
  - science (including physics, chemistry and biology)
- Languages
- Humanities and social sciences
  - history
  - geography
  - economics
- The arts (performing and visual)
- Health and physical education
- Cross disciplinary learning areas
  - technology (including ICT and design)
  - civics and citizenship
  - business
Australian Curriculum Assessment and Reporting Authority

• ACARA is responsible for the development of Australia’s national curriculum from Kindergarten to Year 12, starting with the learning areas of English, mathematics, science and history, for implementation from 2011.
School systems

Government schools = 68%
- Preschools
- State primary schools
- State Secondary schools

Non-government schools = 32%
- Religious schools
- Independent schools
- Home schooling
Education is state funded and managed

- Kindergarten
- Preschool
- Primary
- Secondary - Senior Secondary Certificate in Education
- University /Tafe
- Home schooling
Academic year

The school year is divided into four terms and runs from late January/early February until December. There is a short holiday between terms and a long summer holiday in December and January.
School structure

- School education is compulsory between the ages of 6 and 16 (Year 1 to 10) and comprises 13 years. It includes:
  - a preparatory year before Year 1: not compulsory but almost universally undertaken
  - primary schooling: 6 or 7 years – Years 1-6 or 1-7
  - secondary schooling: 5 or 6 years – Years 7-12 or 8-12.
QLD Curriculum is organised around eight Key Learning Areas:

- English,
- Mathematics,
- Studies of Society and the Environment,
- Science,
- Arts,
- Languages Other Than English,
- Technology and Personal Development,
- Health and Physical Education
Curriculum

- Syllabus documents that identify essential learnings
- **Standards** to be achieved
  Standards will be available for each key learning area (KLA) at each year-level juncture (by the end of Year 3, 5, 7 and 9)
- Assessment

- Key findings: High levels of productive classroom practices; enhanced school organizational capacity; high quality external support when enacted in tandem - *produce improved social and academic outcomes for students.*
National Benchmarks

• The National Assessment Program in Literacy and Numeracy (NAPLAN) is a new national assessment of literacy and numeracy skills for school students in Australia at Years 3, 5, 7 and 9. The results provide common information about student performance to parents and teachers across Australia.
• Achievement in reading, writing, language conventions and numeracy
• NAPLAN- [http://www.naplan.edu.au/](http://www.naplan.edu.au/)
• Myschools- profiles schools
Dimensions of Productive Pedagogies

- Intellectual quality
- Connectedness
- Supportive classroom environment
- Recognition of difference

## Teacher differences

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<tr>
<th>High</th>
<th>Low</th>
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<tr>
<td>believed they could not force students to learn</td>
<td>believed students were responsible for their own learning</td>
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<tr>
<td>believed they were responsible for providing opportunities for student learning</td>
<td>believed factors outside teachers’ control largely determine student outcomes</td>
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<td>planned tasks that focus on the development of skills and concepts</td>
<td>taught to the middle</td>
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<td>subverted the curriculum</td>
<td>assumed some students would learn &amp; some would not</td>
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<td>recognised problems with assessment</td>
<td>saw themselves as explainers of information</td>
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<td>had high levels of extra-curricula involvement</td>
<td>focussed on content</td>
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<td>talked about their failings and effort to change</td>
<td>were guarded about their own work “under surveillance”</td>
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Providing resources

• human eg
  – Teachers
  – Specialist teachers
  – Teacher aides

• material eg
  – Texts
  – Technology
How would you score?

• **Year Nine National Test**

• **How did Australia score?**
Assessment

- Formative assessment: to monitor student progress and inform teachers about planning
- Summative: to assess student performance for reporting purposes
How do we assess?

Data Gathering Techniques ....

Observation

Consultation

Focused Analysis

Self- / Peer-assessment

Instruments
- anecdotal records
- interview
- running record
- checklist
- writing samples
- checklist
- reading conference
- cloze activity
- standardised test
- attitude survey
Australian education

• Aims to develop our students so they will reach their potential, be active citizens and contribute to the advancement of the country in a global market
Issues-

• National decline in student performance-

• Pisa results- reading
  – 2002- 2\textsuperscript{nd} position
  – 2004- 4\textsuperscript{th}
  – 2006- 6\textsuperscript{th}

• Decline in top performing students-
  long tail of underperforming students

• Engagement
Thank you