



STANDING COMMITTEE ON EDUCATION AND COMMUNITY INCLUSION
MICHAEL PETTERSSON MLA (CHAIR), JOHNATHAN DAVIS MLA (DEPUTY CHAIR), PETER CAIN MLA

**Inquiry into referred 2019–20 Annual and Financial Reports
ANSWER TO QUESTION ON NOTICE**

Asked by Mr Hanson MLA:

In relation to:

Curriculum (Education AR Page 47)

1. Each school "organises its curriculum to maximise opportunities". How different are ACT public high school curriculums?
2. If schools are different, how is it fair to lock parents into a particular school with a particular unique curriculum if doesn't suit their child?

Careers and Transitions (Education AR Page 47)

3. Beyond the "Pathways" website, is there an explicit career information and guidance element in classrooms for year 7 and 8 students?
4. To what extent is information provided by educators to students and parents informed, for example with regard to varied careers in key industries for the future such as Information Technology?

Vocational Learning Options (Education AR Page 47)

5. What is an example of a vocational learning option?
6. Does it provide training or a certification of some kind?

Minister Berry MLA: The answer to the Member's question is as follows: –

1. The ACT implements the *Australian Curriculum* as provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The *Australian Curriculum* defines what students should achieve and the expected depth and breadth of learning that should typically be demonstrated by age or developmental stage through their schooling. Schools have flexibility in how they implement and deliver teaching and learning programs and design whole school curriculum.
2. No ACT public school has a unique curriculum. All ACT public schools implement the Australian Curriculum.



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3. All students have access to the Pathways website, this includes year 7 and 8 students. Each public College has a Transitions and Careers Officer that works with their feeder public high schools to support the delivery of careers education to all year levels.
4. Under the Career Industry Council of Australia's (CICA) Professional Standards for Australian Career Development Practitioners (CDP), school career practitioners are required to stay up to date with current labour market information (LMI), trends and skill needs as part of their verified annual CDP. To support this, the Directorate facilitates a Colleges' Transition and Careers Officer and High School Careers' teacher networks. The networks provide career teachers access to information with respect to current and emerging trends and changes to the career's environment. This information guides careers counselling in schools and is provided to parents, students and the wider community as appropriate.
5. Vocational Learning Options (VLO) mostly consist of 10 - 12 sessions one day a week over a semester, delivered by an external registered training organisation (RTO) in an authentic learning or work environment.

An example of a VLO is the Hospitality course which serves as an introduction to a Certificate III in Hospitality. The VLO covers 4 core course competencies and is offered to students from years 9-12. It runs one day per week for 11 weeks and is delivered at CIT. Students are reported on and assessed by their home school for the unit. For students in Years 11 and 12, the unit contributes towards their Year 12 Certificate. In 2020, 20 students completed the Hospitality VLO.

VLOs are also delivered across a range of other industry areas including hairdressing, plumbing, tourism, make-up, commercial cookery, electro-technology, early childhood education, community services, business entrepreneurship, animal services, fitness and nursing, or other areas where student interest is identified.

6. Successful participation leads to the completion of a cluster of competencies from a nationally recognised vocational education and training qualification, such as Certificate III, Certificate IV or Diploma level VET qualifications.

Approved for circulation to the Standing Committee on Community Inclusion

Signature:

Date: 08/04/21

By the Minister for Education and Youth Affairs, Yvette Berry MLA