The *Curriculum Perspectives* journal has been the flagship publication of the Australian Curriculum Studies Association (ACSA) for the past 30 years. In recent times much has been written about the contribution of its founding editor Colin Marsh, who was also the inaugural President of ACSA. Thirty years on the journal is still doing what it set out to do, helping those educators with a passion for curriculum or curriculum studies, to keep abreast of issues, policies, innovations and research in curriculum in its broadest sense.

The journal has a new editor, Professor Kerry Kennedy (Hong Kong Institute of Education) who has taken over the reins of this significant publication while the editorial board is reformed and the future of the journal is strengthened as we move into the digital age. Kerry, a former ACSA President is being ably supported by associate editors, Professor Katherine Moyle (Australian Council for Educational Research) and Associate Professor Deborah Henderson (Queensland University of Technology) both members of the current ACSA Executive.

The recently formed ACSA publications sub-committee together with the ACSA Secretariat and in particular, Katherine Schoo as ACSA Executive Director, are working on plans to ensure that the *Curriculum Perspectives* journal, remains Australia’s pre-eminent curriculum studies publication and the style of publication both online and in print is secured and guaranteed for future generations of curriculum ‘enthusiasts’. 
All of this is leading me to ask, have you read the *Curriculum Perspectives* journal, volume 35, number 1, April 2015? Why? Because it is a brilliant example of how this journal helps keep educators informed of what is happening in curriculum across this country. This edition enables educators to take a broad perspective of where curriculum finds itself at this point in time in Australia.

To begin with, four very interesting and thought provoking views of the Australian Curriculum review are provided by an academic consultant, a member of the review team, a university academic and a current school leader. Where else would you find a broader based, insightful and challenging overview of the review of the Australian Curriculum? What an exciting way to engage education communities and policy makers in robust discussion around the Australian Curriculum.

The paper that follows is by John Rose and Tanya Aspland and adds to the commendable compendium of articles that ACSA has published in the *Curriculum Perspectives* journal, since the concept of an Australian Curriculum was first mooted. This theoretical view of what has been happening to Australia’s curriculum is a fascinating contribution to the debate on the subject in this country at this time.

Finally, in the ‘Point and Counterpoint’ section, the often controversial History curriculum is centre stage and the various authors tackle the purpose of history. The articles approach the History curriculum across both primary and secondary education, and each article cleverly highlights the important contribution that the History Curriculum makes to society in general, to local communities and to the individual student.

It is a great edition of the *Curriculum Perspectives* journal and one which underlines the important of a professional journal supported by a professional association dedicated to curriculum and curriculum studies.

I implore you to make sure that your educational institution is a member of ACSA. However, to be certain that you have immediate access to publications of this calibre, why not become an individual member and receive this fantastic journal at home online or in the post. And don’t forget to register for ACSA’s biennial conference, ‘Curriculum leadership for a diverse Australia’ from Wednesday 30th September to Friday 2nd October at the Adelaide Convention Centre in beautiful South Australia. See you there.
Curriculum Perspectives

You will have noticed a change of name for this newsletter. It is no longer called Curriculum Perspectives newsletter edition but ‘ACSA News’. This change has been made to distinguish the newsletter from the journal. Previously Curriculum Perspectives has been produced with two journal editions a year and two newsletter editions a year. The journal will continue to have the name Curriculum Perspectives with two editions each year and the new ACSA News and will also be produced twice a year as an online newsletter.

ACSA members will be advised by e-mail when ACSA News is available on the ACSA website, so please ensure that you notify us of any change to your e-mail address.

ACSA Conference

If you haven’t already done so I urge you to take a look at the fabulous conference program we have put together for our national curriculum conference in Adelaide this year. You can find it on the ACSA website www.acsa.edu.au under events on the homepage. There are also direct links to the program and the abstracts and papers being presented in the next article in this newsletter.

The conference is titled Curriculum leadership for a diverse Australia and takes place on Wednesday 30 September to Friday 2 October 2015 at the Adelaide Convention Centre, North Terrace, Adelaide, South Australia. The conference is taking place at the end of school holidays for most states and territories and leads into a long weekend, so why not take advantage of Adelaide and all it has to offer and arrive a few days earlier or stay on afterwards.
ACSA Executive Elections

As always our conference year means it is time for ACSA executive elections. ACSA members should look out for postal ballot material which will be posted on Monday 31 August 2015 with a closing date of 5.00 pm Thursday 24 September. Results will be announced at the conference general meeting on Thursday 1 October 2015.

ACSA members will also be asked to consider and vote on two matters for constitutional change. The ACSA Executive has identified two issues requiring a change to ACSA’s constitution. The first relates to the fact that at present all voting must be done by postal ballot and the ACSA Executive would like to change the constitution so that the option of running a ballot electronically is included.

Members will be aware that ACSA is no longer producing the Primary and Middle Years Educator journal. The constitution refers to the appointment of the editor of the Primary and Middle Years Educator and in the interest of having an up-to-date and relevant constitution this needs to be removed. There will be more information among the papers in the postal ballot. I do encourage you to vote as the constitution requires a considerable number of members to vote to enable constitutional change.

I am looking forward to catching up with ACSA members at the conference in Adelaide.

Katherine Schoo
ACSA Executive Director

Chateau Tununda (below) and touring in the Barossa (previous page).
JOIN US IN ADELAIDE

FOR OUR 2015 NATIONAL CURRICULUM CONFERENCE!

Wednesday 30 September to Friday 2 October 2015

Adelaide Convention Centre, North Terrace, South Australia
CURRICULUM LEADERSHIP
for a diverse Australia

CONFERENCE AIMS
The conference has two themes: Leading curriculum learning areas, and Curriculum diversity and inclusion. It will facilitate dynamic conversation focused on leading curriculum teaching and learning to advance an inclusive and socially just educational foundation for a diverse Australia. Presentations will highlight curriculum leadership across all Australian Curriculum learning areas integrating cutting edge curriculum design which values and respects all learners.

The Australian Curriculum Studies Association’s 2015 Biennial Conference promotes a world class socially just curriculum enterprise, building a community of educators committed to leading, learning and sharing exemplary curriculum and pedagogy.

In respecting and valuing educational expertise, innovative and contemporary case studies will be showcased which build on learners’ lifeworlds and capabilities to enhance learning outcomes and opportunities.

This conference is for all educators across early childhood, primary, middle, secondary and adult learning spheres. It will invite debate about contemporary curriculum issues which facilitate collegial curriculum design and innovation in building future capacity of educators, curriculum specialists, policy and curriculum developers and leaders in educational settings.

CONFERENCE THEMES
There will be two main themes:
1. Leading curriculum learning areas: with a focus on—
   - Curriculum leadership
   - Curriculum integration
   - Community connections
   - Learner lifeworlds and voice
   - Educators as researchers
   - Child protection and safety

2. Curriculum diversity and inclusion: with a focus on—
   - Indigenous education
   - Multicultural education
   - Refugee/migrant and asylum seeker education
   - English as an additional language or dialect (EAL/D)
   - Special education
   - Exceptional learners
   - Gender and identity
   - Low socioeconomic status
   - Learner safety and wellbeing.

Register online here
Please note: When you register online you will be asked to select one workshop to attend for each of the eight workshop sessions. Abstracts for the workshops are available above.
**KEYNOTES**

**Our keynote speakers** (from left)
- **Professor Lester-Irabinna Rigney**, University of South Australia
  who will be presenting the Garth Boomer address
- **Hassan Mekawy**, Manager, Professional Learning and Networks, SACE Board of South Australia
- **Rob Randall**, Chief Executive Officer, ACARA
- **Dr Tim Soutphommasane**, Race Discrimination Commissioner, Human Rights Commission
- **Kelly Vincent**, SA Dignity for Disability MLC

**PANELLISTS**

Day one of the conference concludes with a Q&A panel chaired by **Amanda Blair**
followed by complimentary drinks and canapés.

**Our panellists** (from left)
- **The Hon Kate Ellis** MP, Shadow Minister for Education
- **Professor Barry McGaw**, Immediate past Chair, ACARA
- **Emeritus Professor Alan Reid**, University of South Australia
- **Professor Lester-Irabinna Rigney**, University of South Australia
- **Senator Penny Wright**, Senator for South Australia

Follow us on Twitter @ACSACurriculum#ACSA2015
ACTIVITIES

We have more than 60 stimulating workshops and papers to choose from!

Draft program available here

Abstracts for workshops available here

Conference activities at the stunning Adelaide Oval—optional but not to be missed—book early as numbers are limited

Adelaide Oval tour
6.00–7.00 pm Thursday 1 October 2015
This tour takes you behind the scenes to the inner workings of this iconic ground. You will be guided through the stadium by expert volunteer guides whose passion for the oval is infectious and their stories captivating.

Conference dinner
Cathedral Room, Adelaide Oval
7.00–11.00 pm Thursday 1 October 2015
The elegant Cathedral Room is located on level three of the Eastern Stand and provides guests with a premier view of one of Adelaide’s heritage landmarks.
A COMPARISON…

States’ implementation of the Common Core State Standards and the Australian Curriculum: A comparison of the change process in two countries

This report by Michael Watts, an education consultant based in Tasmania, presents the first comprehensive evaluation of key elements of the actions that states in the USA and Australia took to implement the Common Core State Standards or Phase One of the Australian Curriculum.

The report can be accessed at:

Other enquiries about the study can be forwarded to the author at:
316 Churchill Avenue, Sandy Bay, Tasmania 7005
E-mail: michaelgwatt@internode.on.net
The report presents the findings of a three-year study, consisting of the following components.

1. Antecedent conditions affecting policy making are discussed in relation to the Common Core State Standards and the Australian Curriculum.

2. Profiles of 46 states and the District of Columbia outline their actions in implementing the Common Core State Standards and eight states and territories outline their actions in implementing Phase One of the Australian Curriculum.

3. A rubric adapted from a diagnostic tool, developed by Achieve and the U.S. Education Delivery Institute, is used to analyse the strength of the actions employed by states. The analysis of state-level implementation of these innovations focused on the preliminary phase, ‘organise to implement’, and the first two implementation actions: ‘align instructional materials’; and ‘train educators’.

4. The results, which show that the strengths of states’ capacities varied widely across the preliminary phase and the two implementation actions, focused on the following aspects (see box).

The preliminary phase sets out a process for a state education agency to organise implementation based on seven building blocks: aspiration; internal leadership team; timeline; budget; gap analysis; guiding coalition; and communications. The capacity of states in the USA and Australia were equal and strong for aspiration and internal leadership team. Although states in both countries varied widely from weak to strong for guiding coalition, the capacities of states in the USA and Australia were equal. On the other hand, the capacities of states in Australia were weaker than states in the USA for timeline, gap analysis, budget and communications, although there were wide variances between states in both countries.

Implementation action one sets out a process for a state education agency to disseminate aligned instructional materials to teachers. A pattern of north-eastern and mid-western states using local-level procedures and south-eastern, southern and western states using state-level procedures to adopt instructional materials persists in the USA. A pattern of all states and territories using local-level procedures to adopt instructional materials prevails in Australia. The capacity of 19 states in the USA that use state-level procedures to provide delivery plans for selecting, procuring and distributing adopted materials to teachers is stronger than states in the USA or Australia that use local-level procedures.

Implementation action two sets out a process for a state education agency to support high quality or promising providers train teachers and monitor teachers’ participation in professional development. The delivery plans that states use to train teachers are complex. Professional development is provided directly to teachers by state education agencies, regional structures, districts or vendors, or indirectly by electronic means, professional associations, intermediary organisations or train-the-trainer models. In the USA, state education agencies depend on the widespread use of train-the-trainer models to train large numbers of teachers. In contrast, state education agencies in Australia do not use train-the-trainer models extensively, but it is more difficult to understand the nature of the training provided to teachers, because this information is not easily accessible by the public.
From one generation to the next, membership numbers of professional associations, of unions and of political parties in Australia wax and wane. Past, present and future priorities change as members join and members leave. The only constancy from year to year is the constancy of change. In this continuously morphing flux, what should curriculum leadership look like? Who owns it and who does not? What is the best way forward for school curriculum to continue to have purpose and significance?
A defining moment in the evolution of Australian Curriculum was when Professor Peter Karmel stated that curriculum needed to be relevant, meaningful and enjoyable (1973). This principle underpinned the Disadvantaged Schools Program (DSP), whereby schools obtained funding for programs that met those criteria. In the same year R.S. Peters famously quipped that the impact of any curriculum lay more in the quality of its journey, than in the arrival (1973).

The word curriculum comes from the Latin curriculare, which is a verb meaning to run, and etymologically speaking curriculum began its meaning in post-Roman times as a competition and latterly, thanks to the influence of the Church through the Middle Ages, has come to mean a course of study which runs from point A to point B, covering defined content in a limited timeframe. In this sense a curriculum vitae is the course of a person’s life, their biographical journey to the time it is written. A mathematics curriculum, therefore, is a defined course of study for a certain age cohort covering a determined topic or series of topics that must be mastered in order for the student to progress onto the next curriculum portion in mathematics, one arguably at a chronologically later point in a learner’s journey and at an increasing level of sophistication and intellectual weight.

Large schools commonly have a director of teaching and learning, and a director of curriculum. The former examines pedagogical preparation, resourcing and delivery, the latter ensures curriculum is resourced with appropriate texts, delivered, assessed and reported. The deputy or vice principal ensures that staff, timetables and class numbers are logistically aligned. The short answer is everyone owns curriculum, and no-one owns curriculum. Nations and education departments own curriculum, so do schools, and the interpretation of curriculum is—surprise—best left to the expert classroom practitioner, the teacher. So between the ideological high ground of nationally inspired curriculum and the practical implementation of it in a classroom filled with inquiring minds there falls the shadow (with apologies to T.S. Eliot, The Hollow Men, 1925).

Curriculum and pedagogy have never been under more intense contestation and scrutiny by governments intent on gaining a political advantage and by parents intent on giving young people the best possible advantage in generation next. In changing from one millennium to another, the internet has made improved communication easier, faster, indeed virtually spontaneous. In the last 20 years or so, the rush to e-journals, e-books and self published blogs has accelerated at an unprecedented rate, dwarfing borrowing numbers of hard copy monographs from traditional community, school and university libraries.

Since 1983, the survival of the Australian Curriculum Studies Association (ACSA) has depended on a clear vision, a relevant mission and a committed purpose. It also depends on agreed core values that enable ACSA to continuously adapt to change and maintain relevance to meet new and emerging challenges and opportunities. What kind of curriculum leadership is required to meet the needs of ‘next gen’ educators?
Critical and reflective curriculum practice is the core advocacy of ACSA, because constant curriculum reform is the silver bullet to solving many social, economic and environmental issues we face, from pandemics and global warming to peaceful coexistence and from environmental challenges towards a possible future.

Curriculum is one of the most contested public spaces in our schools today for several key reasons. Everybody who went to school has an opinion on how curriculum can be improved. Stakeholders have an axe to grind and want a particular topic included. Politicians want to use curriculum to win votes. Just as the ready availability of information has exploded in recent decades, so has the number of voices that mostly have the best educational outcomes of our young people at heart.

Curriculum is never fixed, but a constantly shifting, developing, modifying and evolving concept. Why? Because human kind, scholarly pursuit, individual and national prosperity are never static, but always on the move. Curriculum it can be suggested, is more fickle than fashion. But there are certain constants.

The Cox Report’s five models of curriculum (1989)

- Curriculum as a vehicle of socialisation by passing on cultural heritage.
- Curriculum as cultural criticism — the ability to think critically.
- Adult needs — the ability to function in life and organise oneself.
- Cross curricular — the ability to read and articulate in other subjects.
- Personal growth — the ability to find out more about yourself and relationships.

Fast forward to the Melbourne Declaration (2008), and the educational goals for young Australians are defined as (Goal 1) Australian schooling promotes equity and excellence, and (Goal 2) All young Australians become successful learners, confident and creative individuals and active and informed citizens.

Curriculum leadership today should advocate the public good, should adhere to quality standards, should champion participation and engagement, and should develop thought leaders who can solve the challenges of the here and now as well as emerging and changing tests to our collective progress. Contemporary curriculum leadership should prepare young people to be adaptable, flexible, quick to consider lateral as well as linear or logical solutions.

ACSA (2014) engages in public discourse to ensure that the public good stays at the forefront of what is equally accessed by all young people in Australia today and tomorrow. The public good is about principles of social justice, equality of educational opportunity, equity and respect for the democratic rights of all. It is as much about literacy and numeracy as it is about personal empowerment and the ability to discern fact from fiction.

Curriculum leadership takes a critical lens to content to ensure curriculum is not infotainment, misinformation, or particularly ideologically driven (Howard in Ker, 2007). Examples of intelligent design (creationism) come to mind, Japanese history textbooks that avoid unpleasant past episodes, or, closer to home, the history wars, when various interpreters of history claim that their position should be privileged over others, such as Indigenous history over history since settlement, or Australian cricket versus global citizenship.

Contemporary curriculum leadership should prepare young people to be adaptable, flexible…
What the Australian Curriculum has managed to achieve thanks to wide ranging consultation, is a broadly consensual presentation of a History curriculum, one by which historians have agreed that historical knowledge and understanding and historical skills (terms, questions and analysis, perspectives and interpretation, explanation and communication) should be the two strands that frame any teaching of history. While certain stakeholders may continue to claim that particular historical emphases have been omitted or neglected, these can always be pursued as an elaboration.

Deciding what achievement standard should be in any curriculum, and what should not be, and at what developmental age band content or a particular skill set is best placed, is too important a series of decisions to be left to politicians or bureaucrats. Those who learned, know and regularly deliver curriculum are best equipped to decide on informed and agreed and desirable achievement standards. Educational practitioners, informed by academic best practice, add value and lead curriculum into new ages by contemporising topics and identifying the contestations to elicit learner’s reasoned opinions on challenges facing us. Curriculum leaders are not just perpetuators of conventional orthodoxies, but must innovatively and inspirationally demonstrate a range of possible solutions and ways of solving problems. In short, curriculum needs new age renaissance men and women, polymaths.

What is one standard for most may not be one standard for all, and here again teacher judgement (Hattie) is best placed to determine the appropriateness of curriculum to an audience, and appropriateness of assessment to educative gain. So what any standard should prevail in any given context is best determined by the sum of circumstances that determine that context. Which raises the question: can a standard be imposed? As a desirable benchmark, yes, but any uniform determination of absolute achievement must be subject to perspective and interpretation, just like the teaching of any form of history.
Curriculum and achievement standards are constantly shifting, difficult to nail down. What are essential criteria for effective curriculum leadership to work and maintain relevance? They are similar to the criteria that make for effective leadership anywhere, anytime. An effective leader successfully implements necessary change, based on an analysis of the ground, identifying ways to improve, and strategising the way forward. Leaders interrogate the present to find ways to improve future opportunities.

A current knowledge base of a curriculum specialisation is a primary requirement, being conversant with literacy and numeracy across the curriculum, language, humanities, mathematics, the arts, physical education and health, the sciences or a combination of detailed current content. Such curriculum appears currently circumscribed by the Australian Curriculum, although its iterative version control suggests that curriculum is as fickle as fashion, always subject to the vagaries of taste and shifting emphases. To engage in this arena, you have to know the content of your scholarly discipline. Otherwise, you are disenfranchised, or at best a marginal stakeholder because of some hobbyhorse or pet topic that you want to see included in a curriculum, such as animal rights, right to life, creationism, or euthanasia.

In summary, an agreed core of common values, a practising knowledge of curriculum content, and participation in the discourse, either as a teacher or an academic, are the base criteria that make for effective change management. When considering a curriculum leader for your school, ask:

- Can you glean the values of your preferred school leader, does the candidate disclose his or her commitment to such a national, common core understanding from a basis of specialised knowledge?
- How conversant do you think is your preferred candidate with current curriculum, either as a teacher or as an academic?
- What evidence do you have that your preferred candidate has demonstrated engagement with curriculum, publically championed curriculum in an inspiring and passionate way, contributed to the discourse, joined seminars and curriculum conferences that annually populate our calendars?
- Is your candidate an innocent bystander, standing on the rhetoric of their own polemics or partisan view, or is this person one who is an active educational practitioner. Until you do, you are just standing on the pavement watching the traffic pass.

**Participation and engagement**

The above criterion suggests that knowing the content is, in and of itself, enough. No, it isn’t. Curriculum at its best is contested, controversial, argued over and debated because only then, says Bertrand Russell, is the ground ready for personal opinion to grow from a basis of evidence (1991). So curriculum direction is shaped by participants who actively discuss, engage with, question, interrogate and write about the form and shape, scope and sequence and apply discretionary teacher judgement about what is taught, at what point, when and how.

**The past versus the future**

The history of pedagogy is the history of socialising our young into the conventional norms and practices by which we live. That is one view of the role of a teacher. By this perception teachers serve the function of passing on the richness of cultural heritage, enabling a functional literacy, a skill set on how to successfully live a daily life, how to survive and get by.
Effective leaders on the other hand are agents for change and go beyond functional ability to live. Curriculum at its best questions and critiques current practices, because out of this interrogation come new ways of seeing and imagining the world. Effective curriculum leaders are not satisfied with merely meeting community expectations, but, by virtue of their educational pedigrees, lead educational change by anticipating tomorrow’s needs and prepare students on how to deal with the world that they will come to live in, a world in which change is accelerating.

In this ‘next gen’ world, digital communication anywhere anytime is the new normative practice, pedagogy and changing societal expectations succumb to educators being a guide by the side, no longer a solitary sage on the stage. Since the Australian Curriculum, Assessment and Reporting Authority (ACARA) was legislated in 2008, constantly shifting version control of the Australian Curriculum, coupled with practically regular political inconstancy of policy as well as of direction and of funding coerce today’s learning communities to evolve and adapt to new software and technologies, to constantly modify learning and problem solving styles, assessment practices and to be ready to creatively innovate. ACSA’s challenge is also its golden opportunity.

Curriculum leaders, stand up and be counted! Curriculum is our core business, making students question and critique the world we share. Curriculum well delivered brings about incremental improvement of our world. Scientifically, philosophically, practically, using the logos we have all been given at birth.

References


ICT [Information and communications technology] in education! It seemed to drift into our lives until the day arrived when we had to address what we believed to be a paradigm shift in pedagogy.

The conjecture was that this was to be a shift of immense proportions with the prospect of there being significant changes in the way we taught our students, and the way they learnt. Changes that had no boundaries—no end!

This would demand a careful and cautious approach!

I like to think that we at St Andrew’s School (SAS) addressed, planned and executed the challenge reasonably successfully—given there were few models and no ‘off-the-shelf’ solutions to guide us.

This is our story!
To start with, an ICT Committee was formed and included a deputy principal, the computer services manager and the ICT teacher.

From here we established an ICT integration team (the Team) composed of a teacher from different year levels and specialist teachers. Their task was to establish clear criteria for the evaluation of the effects of integrating ICT within teaching, learning and administration.

The Team’s initial task was to scope the ICT scenario and present a ‘white paper’ which would allow us to better understand the applications, opportunities, technology and social, cultural (within the school), economic (for the school and parents) and logistical challenges we could expect to meet.

We had to identify:
- who the stakeholders were,
- their interests in the processes and outcomes,
- how best we could involve these groups and to what extent, and
- how to communicate with them and with what information.

But most importantly, we had to determine our vision for the project. What were we principally working toward? What had to be happening in the classrooms of SAS that meant we had ‘got it right’? This is easier said than done as the ‘vision’ was going to be dynamic and ever evolving.

The formal ICT vision statement decided on was:

*All students will leave the school as efficient, effective and responsible users of ICT, and with an appreciation of the impact of ICT on their world.*

I am aware this statement is quite broad, but it was felt that it gave the Team room to adjust and adapt to the mercurial nature of the project.

The informal objective was based on the phase, “Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime” where, if much of the existing teaching strategies was interpreted as ‘feeding our students fish’, then we wanted our students to be highly competent and innovative at ‘fishing’ in their ICT world, long after leaving SAS.

### Adopting an ICT philosophy

SAS had only recently undertaken a new strategic plan including a re-evaluation of its whole-of-school philosophy, values, goals and mission. It was fortunate that much of the subject matter addressed in that project was able to be extrapolated across and included in the development of an ICT philosophy. We did, however, need to address ICT on its own merits. There has been much occurring in ICT previously that enhanced learning and teaching using interactive whiteboards, desktops, laptops and iPads. Our next action was to move to a ‘bring your own device’ (BYOD) program.

The ICT integration team spent some time developing a SAS ICT philosophy, believing that this would be the yardstick by which all other decisions and policies would be measured.

There was much to read and many to consult in the development of this philosophy. It was felt that SAS had an obligation to not only its students, parents and teachers, but to the whole school community and indeed, the school’s reputation, to ensure that ‘we got it right’ first time. We wanted to ensure that the ICT ‘foundation stones’, i.e. the philosophy, was sufficiently robust, visionary and expansive such that it would serve the school for at least the ‘foreseeable future’ and previous experiences gave opportunity to reflect on the St Andrew’s context.
The philosophy addressed four areas which we believed were critical to the whole, being:

- **Leadership.** ICT enhances leadership to meet the expectations and respond effectively to the possibilities of today’s and tomorrow’s education environment.

- **Learning and teaching.** Teachers to integrate ICT into learning, assessment and reporting in ways that transform learning into more interactive and engaging environments for students.

- **ICT professional learning.** Teachers to routinely share with other teachers locally and globally and engage in professional learning that develops their ICT skills and their integration of ICT.

- **Learning spaces.** Learning spaces integrate flexible physical and interactive online spaces to provide continual seamless links to resources and local and global communities.

**The ICT strategic plan**

The strategic plan was developed by the Team following extensive consultation with the stakeholders and addressed, among others:

- identification and development of a SAS teaching and learning program for teaching staff,
- development of school ICT curricula by year level,
- calendar for the implementation of ICT programs to what year levels, when,
- policies for:
  - use of social media within the School
  - purchase and maintenance of devices
  - use of devices by students
  - quality behaviour
- planning and workflow,
- communication strategy,
- learning environment,
- resourcing,
- documentation,
- classroom essential agreements,
- key competencies for teaching staff,
- development and monitoring of digital literacies,
- support of professional learning.

**Network and infrastructure**

Our ICT technical team were asked to research and present their recommendations for the technical requirements in support of the program, and addressed:

- a school-wide audit of wireless services,
- data delivery and collaboration services,
- printing facilities,
- internet, proxy and monitoring services,
- recommendations for the school’s preferred devices,
- easy device recharging.

**Risk management**

We felt it important, given that we were all somewhat uncertain of the issues that lay ahead, that the School identify, as best able, the risks that might confront the project. Those we listed included:

- loss and/or theft of students’ devices,
- inappropriate behaviour and/or use of devices by students,
- identification of and specialised teacher support for selected students,
- non-achievement of key performance indicators.

**Social media**

It is important here to distinguish between purely ‘social’ media i.e. FaceBook, Twitter, Instagram and so on, and those apps that have an educational and learning component, of which there are many. Teachers are key to this as they determine the specific learning capacity of any media used.

The latter are, and in the main, limited to those apps which have relevance and are appropriate to the students’ class levels.

Policy guidelines for use within the school of the former had been very succinctly conveyed to our students and parents (see later in this article). I suspect that inappropriate use of social media within any school will always be an issue which demands vigilance, and I have no reason to believe that SAS will be any different.
Making the decision

We felt that the time invested in preparing a robust ICT philosophy and plan was well spent as it significantly narrowed down the options and alternatives.

So, what did we decide upon and why?

Students’ devices

It wasn’t difficult for the school to decide on iPads as the primary device for our students, the BYOD program for Year 6s and school iPads in other areas of the school.

The platform was familiar and Apple, with their volume purchase program for the iPads and their many thousands of education-related apps, books and customised learning programs for students had strong appeal.

Student operational software

While Edmodo was high on our list of software options, we felt it prudent (due diligence at work) to also review several other similar programs.

Edmodo had a number of features which could not be overlooked.

It is a popular program which:
- provided seamless integration for many students and teachers joining SAS,
- is as secure as can reasonably be expected in these times,
- allows teachers to have full control over, and moderate content,
- allows students to be invited into specialist groups.

Students can invite their parents into the program allowing them to monitor their child’s progress.

The roll-out

With general consensus now having been reached within the Team on the philosophy and strategic plan, it was time to take our recommendations to the broader school community and seek comments.

Our parents

We had identified that our parents generally do not have concerns with ICT as it is used to enhance learning but they did have several concerns with the implementation of the iPad program into SAS.

We were aware that they were unsure of ‘what was going on’, and a little anxious that ‘everything was going to be different’.

They needed to be reassured that things were not going to be completely different and the variation between a traditional model of education and what will exist after the ‘roll-out’ will be the result of functional improvements in the achievement of learning outcomes.

We had planned for parents of our Year 6 classes to attend a presentation at the school at which we would restate our grounds for introducing iPads into the SAS classrooms (reinforcing it was essential that we do so) and what they could expect from the school and their children both educationally and administratively. The presentation included a 12-point model ‘home use device advice’ addressing:
- model healthy electronic use,
- educate yourself with electronics,
- create ‘no device’ zones,
- establish unplugged time,
- prohibit devices in bedrooms,
- reward device time for good behaviour,
- switching off Wi-Fi,
- avoid setting extreme limits,
- central charging,
- agreement on device time limits,
- asking children to explain their apps,
- encourage other activities.
Our students

Our participating students were introduced to their iPads via an ‘iPad introduction’ PowerPoint presentation which addressed:

- **why iPads?**
- technology Integration models,
- what is, and isn’t, acceptable usage and behaviour with their iPads including a 17-point ‘essential agreement’ between students and SAS,
- Edmodo,
- organisational and workload management.

We at SAS who had invested much time and effort now arrived at the launch point. We were very pleased and anxious as we, and as stated by one of my colleagues, ‘pulled the trigger’ on this project.

Monitoring and managing

It wasn’t expected that we would have thought of and covered off on everything, and hoped that there would be only small glitches and oversights to correct post launch. We weren’t disappointed!

Did we underestimate the enthusiasm and skill levels of our Year 6 students? Yes!

Was there overkill in the proposed training and instruction programs we thought our teachers would require? Yes!

Did we adequately prepare our internal ICT tech systems and support for the roll-out? Yes—but it is important to realise that the take-up was of such intensity that it does effect the amount of digital information traffic moving to and from the school.

How did our parents accept and respond to the changes to the regime? Overall, pretty well. With SAS being an R–7 school, our parents are younger and seemingly better aware and ‘savvy’ with the ICT revolution, and the new iPad way, both technically and from a pedagogical perspective.

All that is left now is for the school to closely monitor and manage the program. The Team still meet regularly to review progress and address the odd small issue that arises. Overall, I am most pleased that we spent the time and effort in the ‘front-end’ pre-planning which, I believe, made the ‘back-end’ tasks so much easier and effective.

For those schools embarking on this ICT journey, I wish you well and hope that our experiences here at SAS may have been some small help to you.

Note: Thank you to St Andrew’s Year 6 teachers for their implementation of the iPad program.

...we wanted our students to be highly competent and innovative at ‘fishing’ in their ICT world.
In the December 2014 edition of the Curriculum Perspectives newsletter nominations were called for the positions on the ACSA Executive of President, Vice President, Honorary Secretary/Treasurer and three general Executive members.

There was only one nomination received for the positions of President, Vice President and Honorary Secretary/Treasurer. The following are declared elected for the two-year term 2015–17 (term begins Friday 2 October 2015) as Officers of the Association.

- President: Judy Anderson
- Vice President: Deborah Henderson
- Hon Secretary/Treasurer: Christine Reid

The following nominations were received for the three general Executive member positions 2015–19:
- Michael Kindler
- Kathryn Moyle
- Deborah Price
- Jenene Rosser

A postal ballot is being held to determine three general executive members for the period 2015–19. Members of ACSA are invited to vote in the election. You will need your membership number to do so. You will find this on the address label of the envelope in which you received this information, otherwise please call the ACSA Secretariat on 02 6260 5660.

Voting for Executive Committee positions is by the optional preferential method; please place the numbers from 1 up to 4 in the boxes against the candidates’ names in your order of preference. You are required to indicate a preference for at least three of the candidates. You may indicate a preference for all the candidates. ■
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Institutional members are entitled to one login account to the members area of the ACSA website. Additional login accounts can be obtained for $30.

Prices are inclusive of GST except for overseas subscriptions.

For a membership application form, contact the ACSA Secretariat at the address on page 2 or download a form from the website www.acsa.edu.au

See you in Adelaide for our 2015 National Curriculum Conference!