SACE Subject Renewal

Quality Curriculum Indicators

## Purpose

The Quality Curriculum Key Performance Indicators (KPIs) build on the principles of subject renewal set out in the new *SACE Subject Renewal Policy*, of:

* quality learning
* engagement
* innovation
* quality assessment
* manageability

From these principles, five features of quality learning form the KPI focus areas of:

* Growth in capabilities
* Conceptual and contextual learning
* Transformative learning
* Relevant, engaging learning
* Collaborative learning.

The Key Performance Indicators are derived from these features. To guide the work of reference and writing groups in renewing subjects, and enable the Board’s Accreditation, Recognition, and Certification Committee to measure the KPIs when evaluating and recommending subjects to the Board for accreditation, the KPIs are supported by a series of guiding questions, as follows:

| **KPI focus areas** | **Key Performance Indicators** | **Guiding questions  to measure KPIs** |
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| Growth in capabilities | * emphasis in the capabilities is shifted from ‘develop’ to ‘extend’ * the capabilities are integrated into the learning and assessment design in ways that highlight learning progression, transform learning, and nurture students’ cognitive flexibility | * where and how are the capabilities integrated? * where is there clear evidence of learning progression? * how do we know that this evidence shows learning progression, transforms learning, and nurtures students’ cognitive flexibility? |
| Conceptual and contextual learning | * subject design is reframed from topics to concepts * subject design is conceptually adaptable, futures-enabling, and technologically relevant * learning and assessment design focus on what students do with what they know, as well as on what they know | * how does the presentation of the overarching concepts of a subject, and their interconnectedness, enable coherent conceptual learning? * is there clear exemplification of how students engage with this learning? * where is the scope for the subject to be responsive to emerging understanding about learning and capabilities? * how relevant and adaptable is the integration of technology in learning and assessment? * how well does the subject enable students to integrate, apply, and synthesise knowledge, skills, understanding in unfamiliar or unanticipated contexts? * how and where does the subject enable students to scope and understand the nature and dimensions of a problem or challenge, use transferable skills, and develop the disposition to try different approaches? |
| Transformative learning | * the subject leads as well as responds to change * the subject enables students to create/collaborate on solutions, ideas, products that are purposeful, relevant, and engaging in themselves * the subject encourages and inspires innovative learning | * how flexible and adaptable is the subject’s conceptual framework, to achieve this? * how does the subject extend students’ creative and critical thinking? * what makes the learning innovative? what and where are the features? |
| Relevant, engaging learning | * the conceptual and contextual learning and the assessment are active (not passive) * the subject enables students to be self-directed learners * the breadth of study is adaptable and supports learning in depth | * what does active learning look like? in what ways is the learning active ? * to what extent do students have meaningful opportunities to develop as self-directed learners? * is there potential for breadth to restrict depth? (how much is too much?) * where is the scope in the subject’s conceptual frame to adapt to new ways of thinking and acting? |
| Collaborative learning | * collaborative learning is integrated into the subject in ways that move from transitional to transformational * the purposes of collaborative learning and assessment are clear in the subject design | * where and how is collaborative learning integrated? * what is the nature of the evidence of learning? * is there enough guidance and support for teachers and students? |
| Quality assessment | * reflects the nature of learning in the subject * focuses on students applying conceptual learning, skills, and capabilities in unfamiliar or unanticipated contexts * enables students to create/collaborate on purposeful, relevant, and engaging solutions, ideas, and products * encourages multimodal evidence * is manageable for students and teachers * does not focus on content coverage | * how creative is the assessment design, to reflect the nature of the learning? * how clearly do the assessments focus on higher-order thinking? * how purposeful, relevant, and engaging are the assessments? * do each of the assessment type specifications maximise the scope for valid task design? * how creative can students be in providing their evidence of learning? * is the assessment workload for students right? |