

Classical Languages K–10 Draft Syllabus Engagement Report

November 2022

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Introduction

The NSW Education Standards Authority (NESA) has redeveloped the *Classical Languages K–10 Draft Syllabus* guided by our revised [syllabus development process](#) in response to the recommendations of the NSW Curriculum Review (Masters 2020).

The purpose of this engagement report is to document the feedback received from *Classical Languages K–10 Draft Syllabus* consultation and the actions taken by NESA in response to the feedback.

The consultation process began with the release of the draft syllabus on 19 March 2022. Stakeholders were invited to participate in public and targeted consultation activities.

Consultation methodology

NESA's consultation on the *Classical Languages K–10 Draft Syllabus* commenced on 19 March 2022 and concluded on 2 May 2022. Information about the consultation process and opportunities to provide feedback were made available on the NESA website, in *NESA News*, through emails to key education stakeholders and on NESA social media.

Specific information regarding consultation activities is provided in the appendices.

Technical Advisory Group

The role of the Technical Advisory Group (TAG) is to provide expert advice and assure the quality of the outcomes and content of the draft syllabus to NESA and the Curriculum and Credentials Committee (CACC), as part of NESA's new syllabus development processes.

Each TAG member:

- received successive drafts of the syllabus and provided feedback on each revision
- provided advice about Classical Languages specific outcomes and content (suitability, relevance, accuracy, authenticity) in the *Classical Languages K–10 Draft Syllabus*
- provided advice about any controversial matters that may have arisen during consultation on the *Classical Languages K–10 Draft Syllabus*.

[Appendix 1](#) lists the TAG members for Classical Languages K–10.

Governance

The NESA Curriculum and Credentials Committee (CACC) exercises a delegated function on behalf of the Board, primarily to endorse syllabuses developed by NESA for the Minister's approval, as part of the program of Curriculum Reform.

The CACC endorses the syllabuses and provides advice to the Minister regarding the syllabus submitted for approval. It also provides advice to the Board on processes for syllabus review and development, endorses Higher School Certificate (HSC) examination specifications, and matters relating to educational measurement for the HSC.

In October 2022 the *Classical Languages K–10 Syllabus* was presented to the CACC for endorsement and this Engagement Report was presented for noting.

Public consultation

Online survey

An online survey was used to collect feedback from stakeholders about the *Classical Languages K–10 Draft Syllabus*. Survey respondents had the opportunity to provide feedback collected as both quantitative and qualitative data. There were 19 survey responses received (see [Appendix 2](#) and [Appendix 3](#)).

Targeted consultation

Targeted focus groups were held with specific groups to ensure feedback was inclusive of diverse student learners and to gather additional advice (see [Appendix 4](#)).

Three targeted consultation meetings took place between 28 March 2022 and 2 May 2022 for the following groups:

- Aboriginal Education stakeholders
- Diversity stakeholders
- Subject associations.

The targeted focus group meeting agendas included a briefing from NESA officers involved in leading the syllabus development process. Following the briefing, participants were invited to provide feedback. The design of questions, meeting format and collection of data were dependent on the focus of the targeted meeting.

Feedback from sectors

Sector Reference Groups (SeRGs) were informed of the progress of syllabus development and consulted on matters relating to syllabus implementation. Three written submissions were received from sectors that provided constructive and valuable feedback, which was used to further refine the syllabus after the consultation period.

Reporting on consultation

The data generated during the consultation period included quantitative and qualitative data which were analysed separately. The quantitative data was analysed to identify trends. The qualitative data, including survey feedback and meeting notes, was analysed to identify recurrent themes.

The strengths and key matters presented in this report were determined based on the relevance of the feedback (Appendices 1–5) to the scope of the project, and the salience and frequency of the matters raised. Minor matters raised during consultation, such as edits, errors of fact and terminology, will be amended but may not be represented in the report.

Summary of results and actions taken

Analysis of the quantitative Likert scale data in the online survey and targeted feedback showed support for the new syllabus with areas identified for further refinement. Key concerns were expressed about the place of translating as a focus area, the progression of learning in the outcomes in the *Understanding texts* focus area and the lack of grammar, and language-specific examples.

Strengths

The clear organisation and structure of the new syllabus was identified as a strength with explicit outcomes and appropriate content. The inclusion of content related to intercultural understanding and application of knowledge were seen as strengths. Stakeholders indicated that the focus on understanding texts would allow students to develop depth of knowledge. The examples were well received by all stakeholders.

Access content points for students working towards Early Stage 1 outcomes were welcomed and the Years 7–10 Life Skills content was supported. References to Aboriginal histories and cultures and the building of identity connected to culture was identified as a strength.

Key matters

Themes that emerged from consultation included the need for language-specific content examples, and grammar. The progression of learning in the outcomes of the focus area *Understanding texts* was identified as an area to strengthen.

Stakeholders requested an explanation of some key terminology.

Actions taken

Targeted consultation to seek advice and review actions on feedback was sought from critical friends, an expert writer and members of the TAG. Outcomes have been refined and progression across stages has been addressed. The focus area *Translating texts* was removed and content related to translating has been included in the *Understanding texts* focus area. The content has been strengthened and made more explicit. Language-specific examples and advice on teaching grammar will be provided as support material to complement the syllabus content.

Draft syllabus feedback and NESA responses

Summary of feedback received from 19 March to 2 May 2022

The following is an overview of the feedback received during consultation.

Strengths of the draft syllabus

Feedback	Sources
Syllabus is evidence-based and emphasises the unique nature of classical languages.	Submissions Survey TAG
Syllabus has a clear organisation and structure with explicit outcomes that identify the essential knowledge, understanding and skills.	Subject associations Submissions Survey TAG
Content is streamlined and shows a clear progression of learning between stages.	Subject association Submissions Survey TAG
Inclusion of high-quality examples including examples for Life Skills content and strong links to Aboriginal and Torres Strait Islander histories and cultures.	Aboriginal Education Diversity Submission Survey TAG
Focus on texts is supported and seen as a gateway to understand the ancient and modern world.	Submission Survey TAG
Strong focus on intercultural understanding and application of knowledge.	Subject associations Submission Survey TAG

Key matters

Key matters	Sources	Response to the key matters	NESA actions
Support material required to provide guidance for teachers with varying experience and expertise.	Submission Diversity	To be addressed in support material.	Teaching advice and support material will be provided.
Some terminology questioned.	Submission Survey Aboriginal Education	Terminology was reviewed.	Terms will be glossed such as anaphora, elision markings, transliterate, verb inflection. 'Extinct' was replaced with 'endangered'.
The progression in outcomes in the <i>Understanding texts</i> focus area needs to be improved.	Submission	Progression was reviewed and checked by expert writer and TAG.	Outcomes were refined to strengthen progression.
Concern that translating was a focus area with a discrete outcome and not included in the focus area <i>Understanding texts</i> .	Submission Survey	Discussed with expert writer, TAG and critical friends.	Translating has been removed as a focus area. The outcome and content has been included in the focus area <i>Understanding texts</i> .
Request for outcome to include grammar for Stage 2.	Submission	Discussed with expert writer, TAG and critical friends. Not supported.	Grammar will not be included in outcome for Stage 2. Teachers can teach grammar at an earlier stage of learning if appropriate for the language and the students.

Key matters	Sources	Response to the key matters	NESA actions
The content group <i>Supporting translation with resources</i> is superficial and does not allow for linguistic or cognitive progression.	Submission	Reviewed by expert writer.	Removed content group and included the content in the <i>Understanding texts</i> content.
Some confusion about what is meant by simple and complex texts.	Submission Survey	To be addressed in teaching advice.	Teaching advice/support material will provide guidance on text complexity.
Concern that text complexity is too challenging in Stages 4 and 5.	Submission Survey	Reviewed text complexity in the focus area outcomes.	<ul style="list-style-type: none"> ▪ The term 'predictable texts' has replaced 'simple and/or complex texts' in Stage 4 ▪ The term 'moderately complex texts' has replaced 'complex texts' in Stage 5.
Some content is too general; language-specific examples and grammar should be included.	SeRG Submissions Subject association Survey	Reviewed by expert writer and TAG.	<ul style="list-style-type: none"> ▪ Language-specific examples will be provided. ▪ More specific content related to knowledge of the language system was added ▪ Grammar will be included in support material.
More examples focusing on Aboriginal histories and cultures were requested for Life Skills.	Submission	Reviewed by Curriculum Adviser Aboriginal Education.	Additional examples focusing on Aboriginal histories and cultures have been included in Life Skills content.

Appendices – Engagement participation

Appendix 1: Classical Languages K–10 Technical Advisory Group Engagement

The Technical Advisory Group (TAG) acquired ongoing feedback over a 12-month period from experienced teacher practitioners and other experts in the Classical Languages area. The TAG met 4 times to provide this ongoing feedback.

Technical Advisory Group members

Expert	Organisation
Nathan Bottomley	Sydney Grammar School
Rocco Criscitelli (until April 2022)	Deceased (previously PLC Pymble)
Kate Edwards	University of New England
Philippa Johnson	Eileen O'Connor Catholic College
Dr Sarah Lawrence	University of New England
Dr Ari (Leonard) Lobel	University of Sydney, Kesser Torah College and Moriah College
Dr Emily Matters (until December 2021)	Deceased (previously North Sydney Girls' High School)
Dr Robyn Moloney (until July 2022)	Retired (previously Macquarie University)

Appendix 2: Online survey demographic data

NESA received **19 responses** to the Classical Languages K–10 survey

Two of the **3 education sectors** were represented

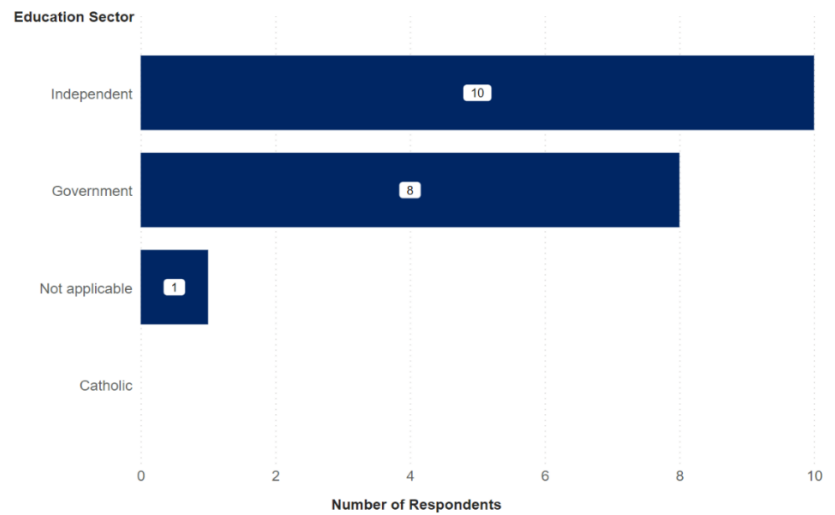


Figure 1: Educational sector of respondents to the Classical Languages K–10 'Have your say' survey

Respondents came from a range of education contexts, with a majority of **16 out of 19** being **secondary school teachers**

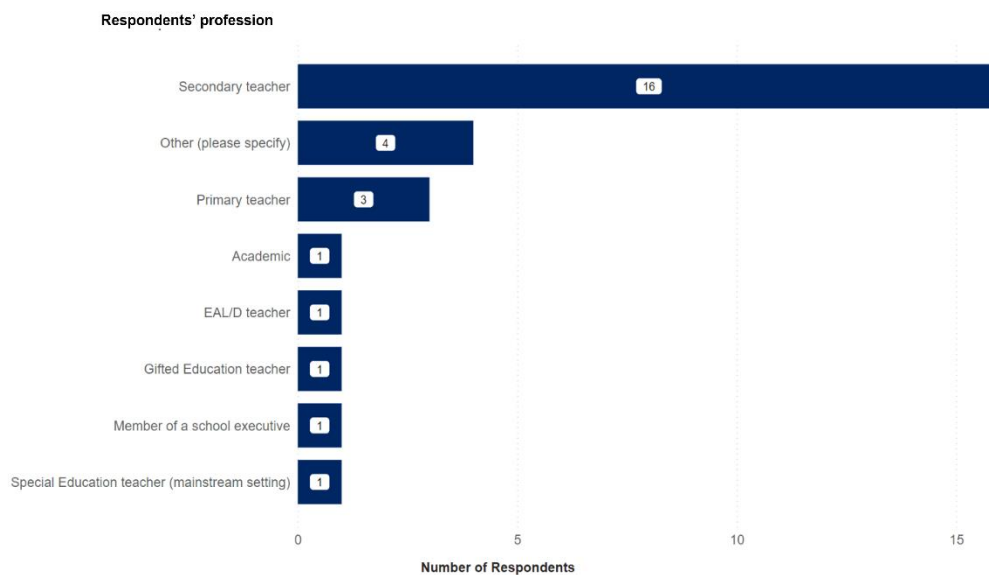


Figure 2: Profession of respondents to Classical Languages K–10 'Have your say' survey

Of the participants who are teachers, teaching experience varied, with **over half of respondents having taught for 16 years or more**

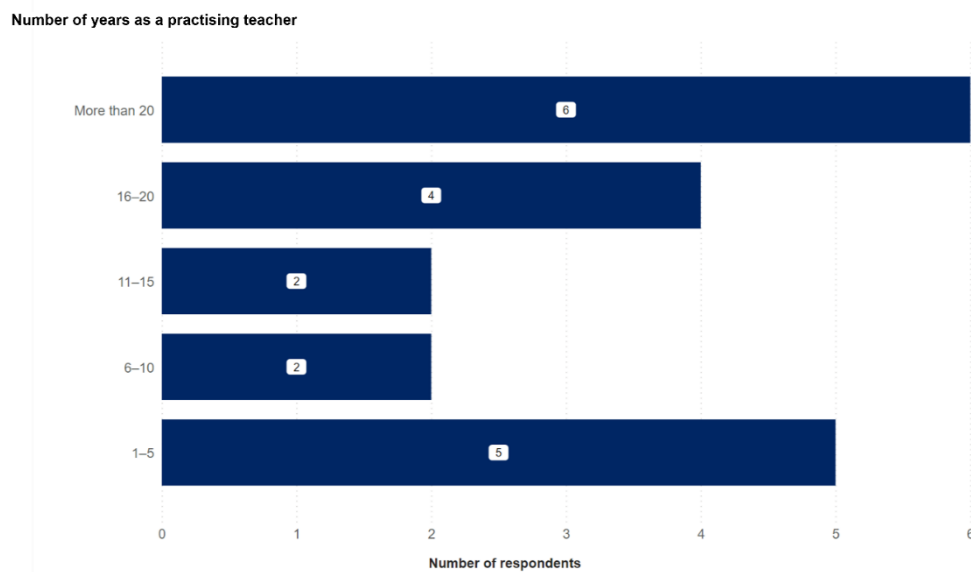


Figure 3: Number of years as a practising teacher for respondents to the Classical Languages K-10 'Have your say' survey

Stakeholders across **New South Wales** participated, with **13 out of 19 of respondents** coming from the **Greater Sydney area**

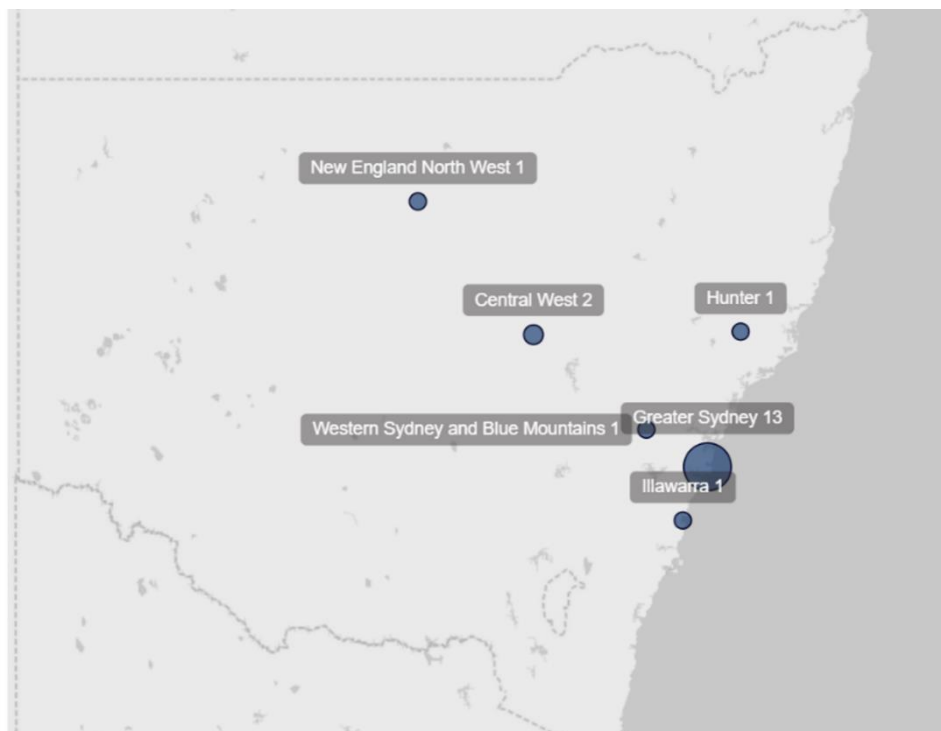


Figure 4: Map of New South Wales with the location and number of respondents to the Classical Languages K-10 'Have your say' survey

Appendix 3: Online survey quantitative data

Figures 5, 6, 7 and 8 provide an overview of survey quantitative data gathered on the outcomes and content.

Rationale and aim

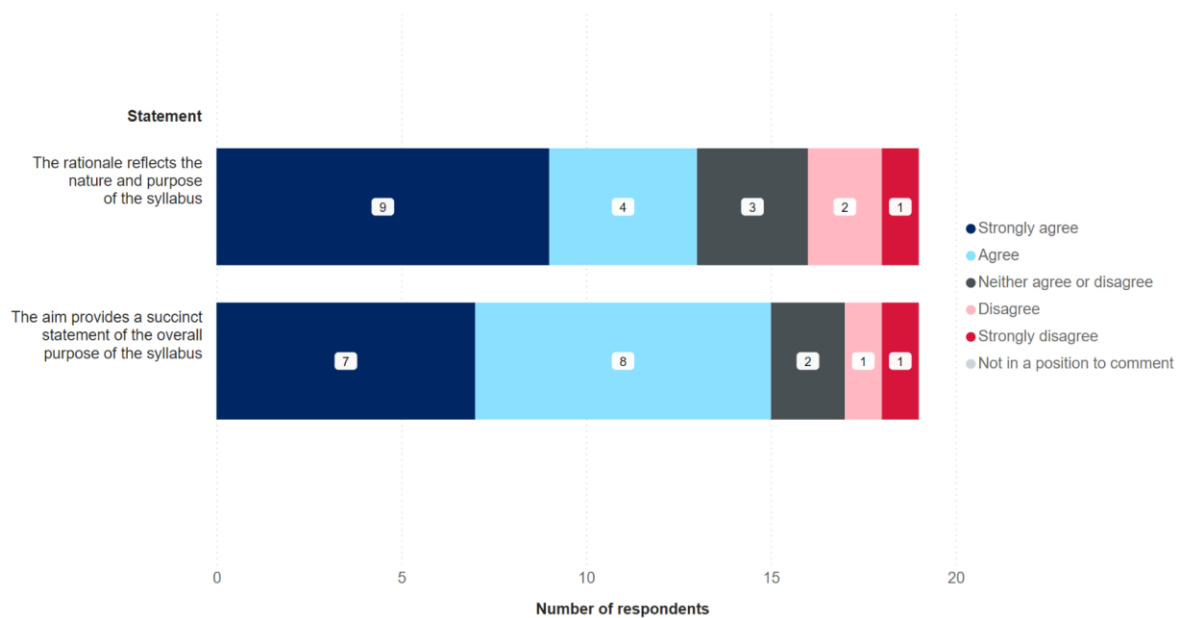


Figure 5: Number of responses to the question 'To what extent do you agree with the following statement?'

Outcomes and content

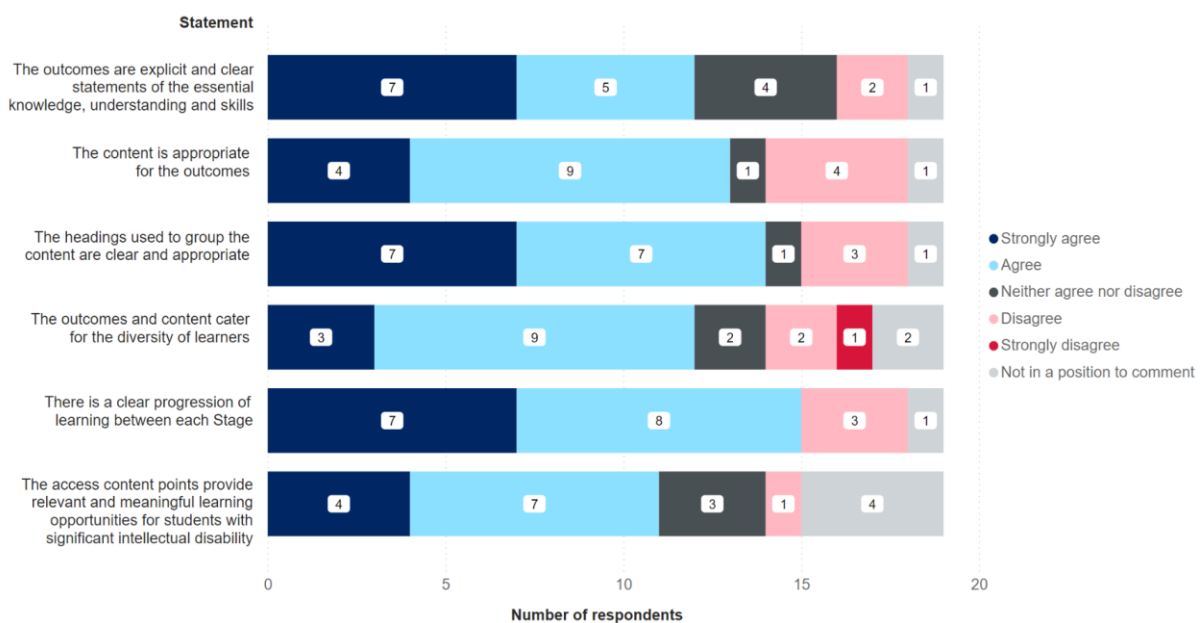


Figure 6: Number of responses to the question 'To what extent do you agree with the following statements for the outcomes and content?'

Life Skills outcomes and content

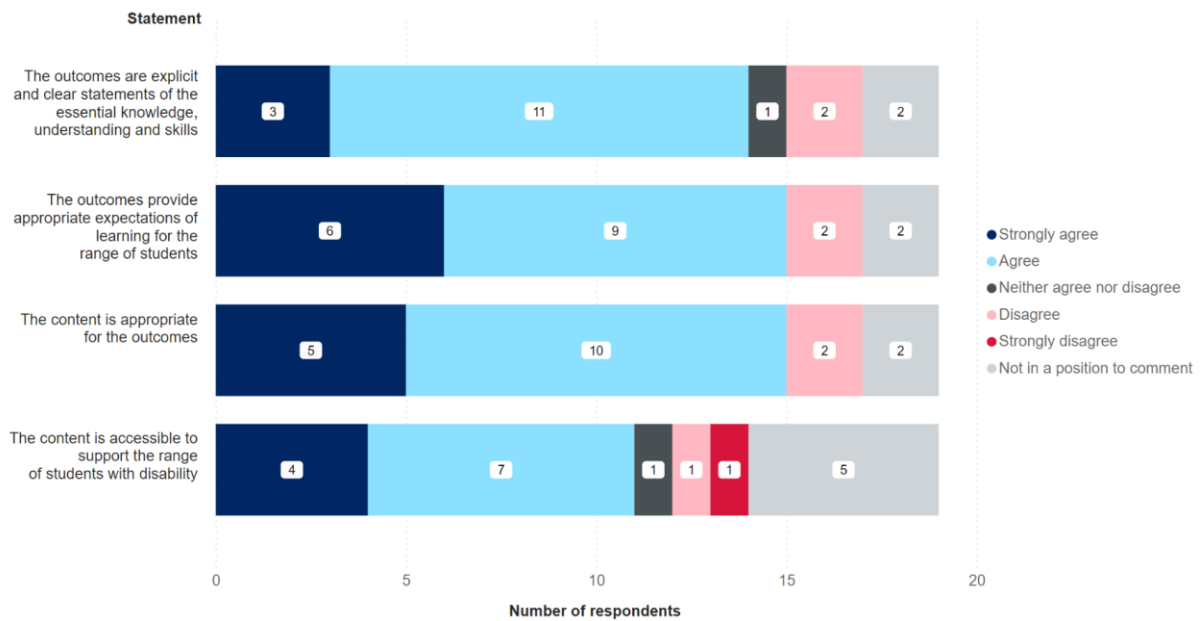


Figure 7: Number of responses to the question 'To what extent do you agree with the following statements for the Life Skills outcomes and content?'

Government recommendations

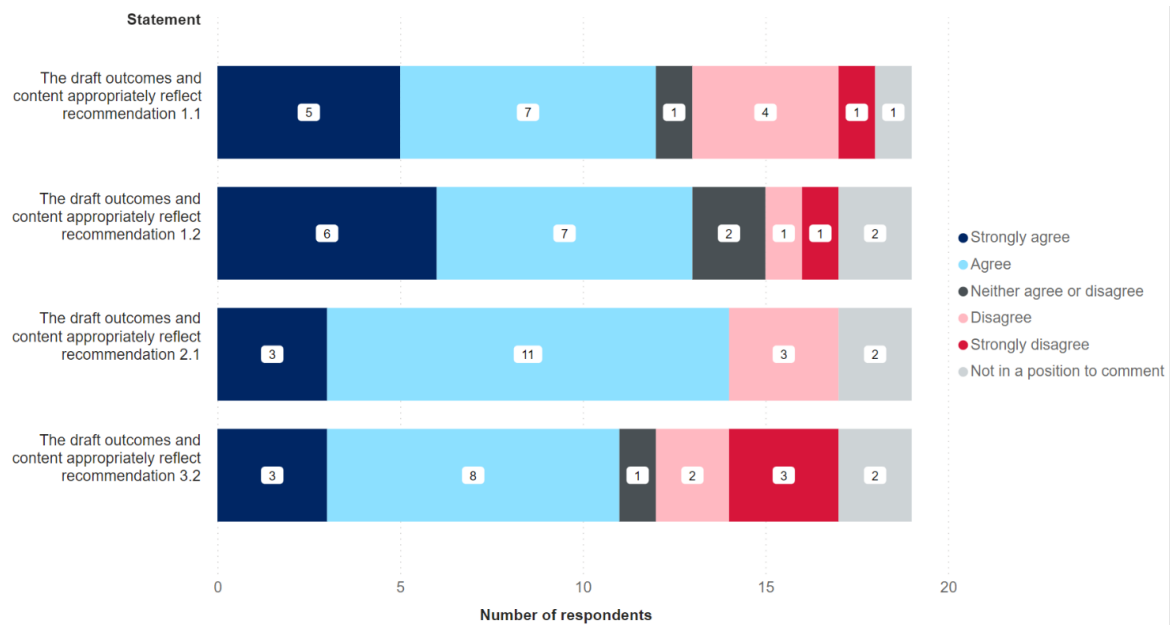


Figure 8: Number of responses to the question 'To what extent do you agree with the following statements?'

Appendix 4: Targeted focus groups

A total of 3 targeted focus group meetings were held during the 'Have your say' period. These meetings sought feedback from expert stakeholders on the *Classical Languages K–10 Draft Syllabus*.

Group type	Code	Location	Date (2022)	Number of attendees
<p>Diversity (Disability)</p> <p>This focus group acquired feedback from stakeholders on how the syllabus meets the needs of students with disability.</p>	Diversity	Online	29 March	5
<p>Aboriginal Education</p> <p>This focus group acquired feedback from Aboriginal and Torres Strait Islander stakeholders.</p>	Aboriginal Ed	Online	30 March	3
<p>Diversity (EAL/D and Gifted)</p> <p>This focus group was intended to acquire feedback from stakeholders on how the syllabus meets the needs of EAL/D students and gifted and talented students.</p>	Diversity	Online	1 April	Cancelled due to low numbers
<p>Subject association</p> <p>This focus group acquired feedback from various subject associations for classical languages.</p>	Subject association	Online	6 April	4

Appendix 5: Submissions

Organisation, groups and individuals
Association of Independent Schools of NSW (AISNSW)
NSW Department of Education (DoE)
Secondary Principals' Association (SPA)