"Update on the national accreditation of the Expanded Core Curriculum"

Presented by: Melissa Fanshawe

Project background

- Employment is low for people who are blind or have low vision

- Skills contained in Expanded Core Curriculum assist to gain employment

- ECC is considered an 'extra' in schools

What are we doing about it?

- Target audience
- Aim
- Intention
- VET Certificates
- Units of competency
- Delivery

Target audience

Students:

- in mainstream schools, who are blind or have low vision
- in year 9-12
- Congenital, degenerative or childhood onset of vision loss

Can also be used by people who are blind or have low vision who need to upskill for employment or other persons, such as those with dyslexia who wish to access the units of competency.

Aim

To create a series of nationally accredited courses for students in year 9-12

- based on the ECC for students with vision impairment

- can be taught as a subject and be counted toward senior secondary

- can be accessed anywhere throughout Australia

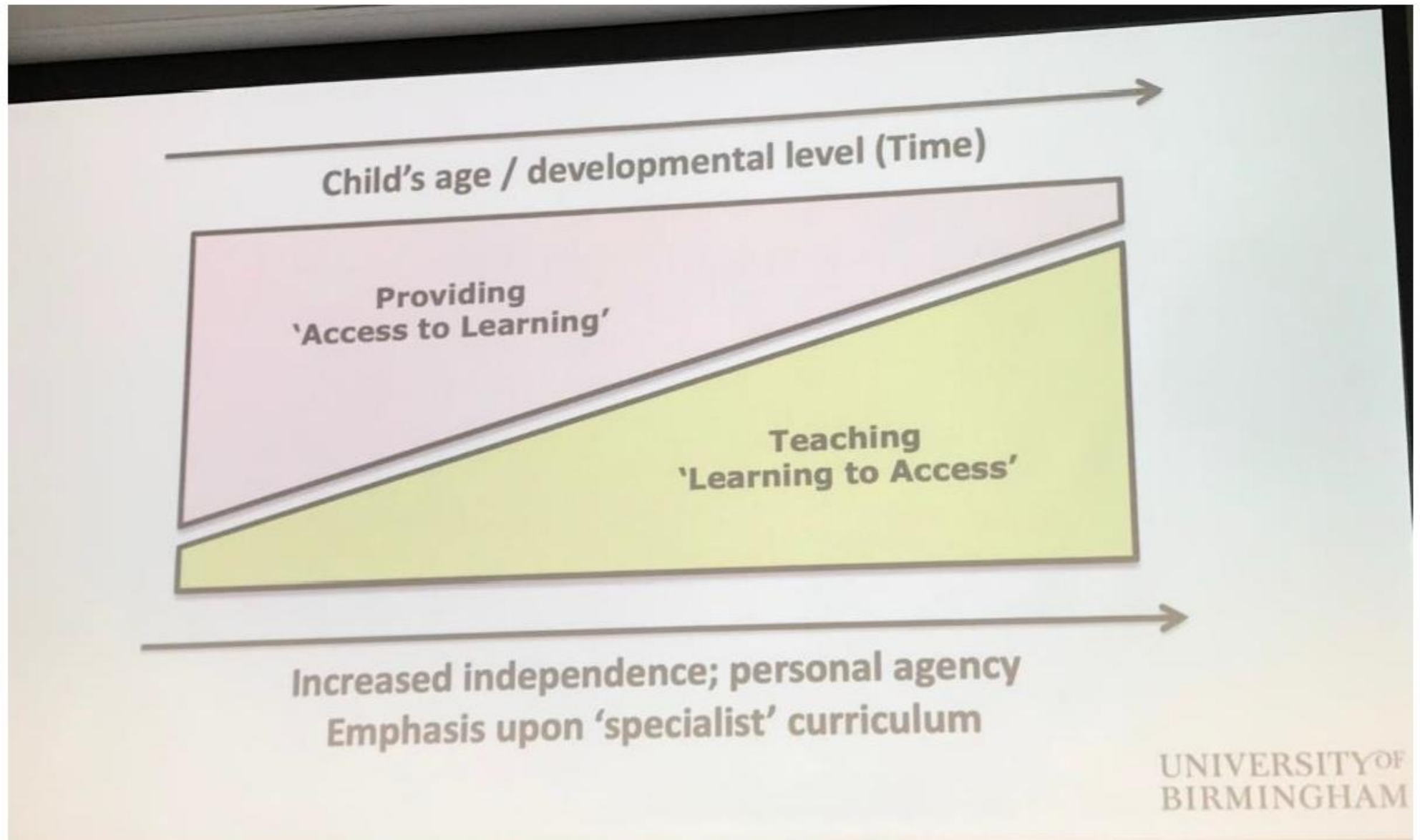- can be completed in any classroom, regardless of in school support available.

Intention

This is not:

- New skills for students, they will have been working on ECC since diagnosis

- Replacing the role of specialists and teaching in schools

- Not a scope and sequence for Birth – Year 13 (which is on the agenda)

Rather:

- Focusing on student agency through 'learning to access' (McLinden et al., 2016).

Child's age / developmental level (Time)

Providing 'Access to Learning'

Teaching 'Learning to Access'

Increased independence; personal agency
Emphasis upon 'specialist' curriculum

UNIVERSITY OF BIRMINGHAM

McLinden, M, (2020). Access to Learning, learning to access. Keynote SPEVI International conference.

Benefits of VET certificates – Cert I, II, III, IV

"Participating in a VET course while at school may:

- provide credit toward your (Senior) Certificate of Education

- contribute to the calculation of your ATAR

- support your transition to employment, vocational and higher education".

https://www.qld.gov.au/education/further-ed/vet

CC50 Certificates I, II, III, IV in Access Technology

Units of competency

Orientation & Mobility	Access Technology tools
Visual/Braille Specialisation	Independent Living
Audio Skills	Career/ Self-Determination
Communication	Social & Recreation

Delivery

- Online VET courses

- Downloadable courses

- Subject allocated to VET courses

- Support from Teacher/Teacher Aide

- Online support and verification of assessment

Process

- Research & Ethics

- Who is involved?

- Funding

- Methodology& Timelines

Research & Ethics

- The research around this project has ethics approval from University of Southern Queensland H20REA244.

Who is involved?

- Project Lead – Melissa Fanshawe – qualified specialist teacher (RIDBC), teacher, school administrator, researcher and parent
- Project Sponsor – Vision Australia – national organisation committed to employability of people who are blind or have low vision by funding the project and hosting the LMS, providing free access for all students
- Specialist writers and experts to review content – knowledge & experience
- To date 96 stakeholders and hopefully more!

Funding

Thanks to financial and in-kind support from Vision Australia this project has been an important priority in 2020/2021.
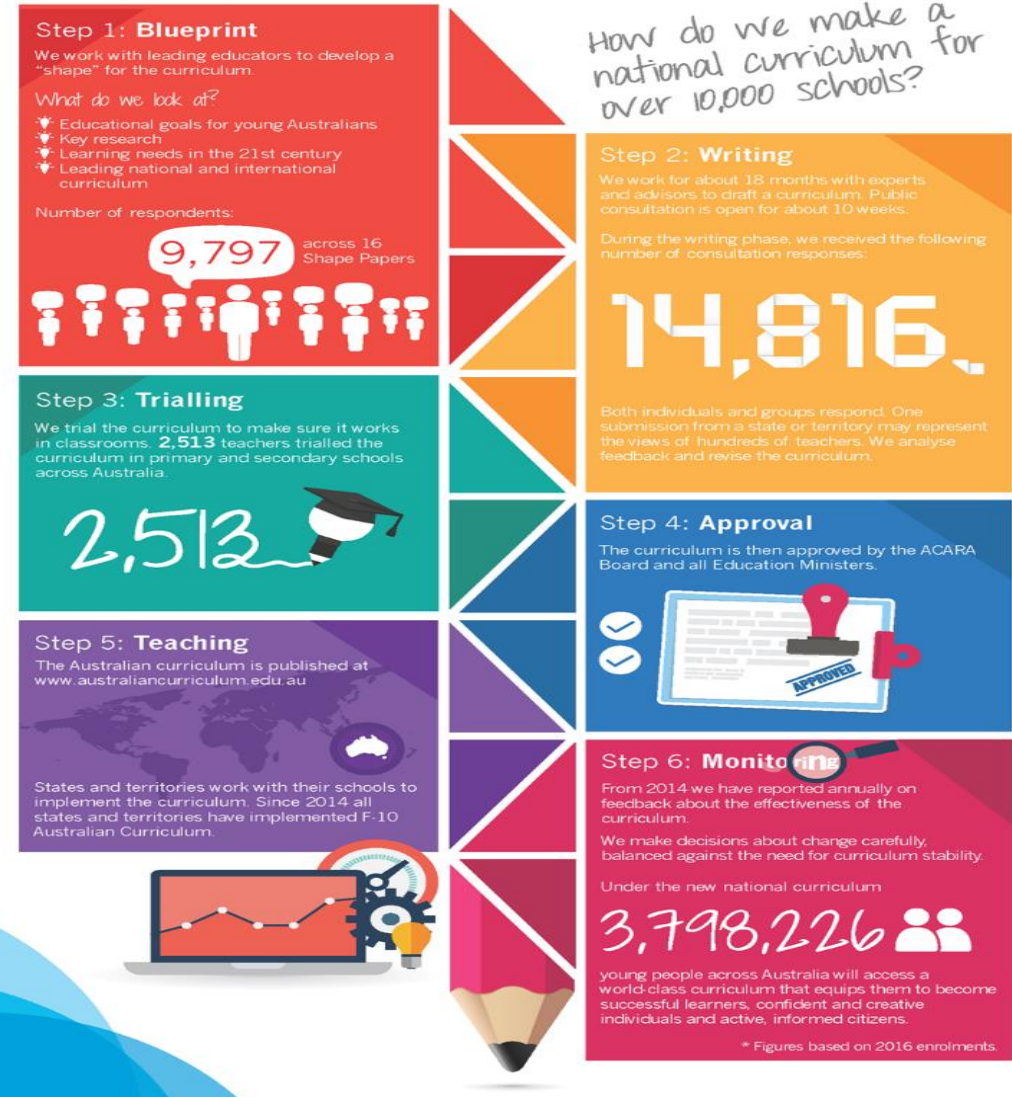
Methodology

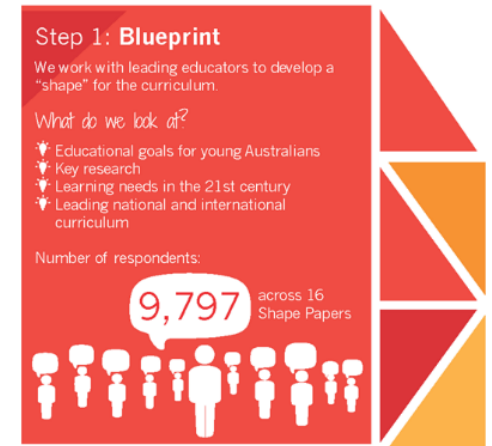Follows Australian Curriculum

design development

Methodology Step 1 (2019 -2020)

Follows Australian Curriculum design development

- Key literature reviewed

- Key programs available reviewed

- What's happening around the world? (UK VIEW)

- Vision Australia Project Employability Chief Practitioner created Developmental Milestones & Objectives 12-20 years

- Working parties of parents, teachers, O&Ms, advisory teachers, therapists & employers were asked for goals students needed for end of year 12

n = 96 (0.024 of 4 000 students) n = 9797 (0.0025 of 3 798 226 students)

Methodology Step 2 (2020 – 2021)

Follows Australian Curriculum design development

- Certificate content was mapped out informed by Step 1

- Experts in each area have reviewed sequencing

- We work with experienced professionals to draft curriculum

- Experts to review sequencing and content

- Public consultation for 5 weeks (May 2021)

- Necessary changes made

- Upload to Learning Management System

Methodology Step 3 (2021)

Step 3: **Trialling**

We trial the curriculum to make sure it works in classrooms. **2,513** teachers trialled the curriculum in primary and secondary schools across Australia.
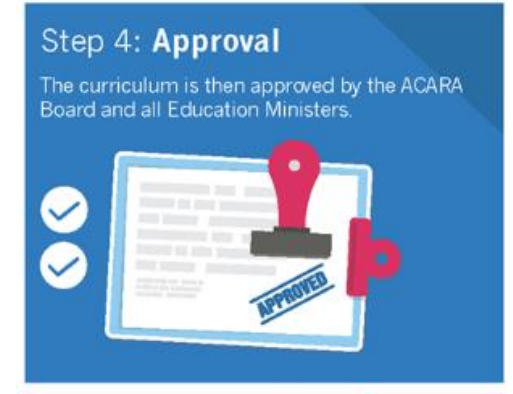
2,513

Follows Australian Curriculum design development

- Trial content in classroom 2021

- Trial in classrooms with Learning Management System 2021/2022

SPEVI
South Pacific Educators
in Vision Impairment

Methodology Step 4 (2021)

Step 4: Approval
The curriculum is then approved by the ACARA Board and all Education Ministers.

Follows Australian Curriculum design development

- Goes to Australian Skills Quality Authority for Approval

  - Process

  - Content

  - Assessment

  - Valid

  - Standards

Methodology Step 5 (2022/3 onwards)

Teaching

- Content will be available to all students and their teachers free of charge through Learning Management System

- Delivered in schools through VET course

- Assessed online through VET course and qualified assessor

Role of Advisory Teachers and O&M specialists

- Same service provision

- Provide a known time to visit

- Legitimise the importance of the ECC in schools for students

- Many of these skills would already be taught in earlier years, but the focus is on student agency "learning to access" (McLinden et al., 2016)

Methodology Step 6 (2022 onwards)

As per Australian Skills Quality Authority requirements

regular monitoring will take place through:

- Research

- Formal review

- Stakeholder feedback

How you can be involved?

- Expert reviewing

- Consultation response

- Trials

- Sharing with your students

References

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