

Years 9 – 12 LEARNING AREA GROUPS (LAGs) Terms of Reference



Years 9 – 12 Learning Area Groups (LAGs) are to be formed for each Learning Area and meet as required to advise on strategic aspects of course provision, development, implementation and review. Expressions of Interest will be sought for representatives from the Department of Education, Independent Schools Tasmania, Catholic Education Tasmania, TasTAFE, University of Tasmania and Industry.

Where possible, membership of each Years 9 – 12 LAG will reflect a diversity of experience, including emerging and established teachers across all sectors in secondary and senior secondary education; academic, industry and sub-discipline expertise; gender and location.

The role of the Years 9 – 12 LAG is to provide advice relating to development, implementation and support of the Australian Curriculum, the senior secondary Australian Curriculum, Vocational Education and Training (VET)/Vocational Learning (VL), and Office of Tasmanian Assessment Standards and Certification (TASC) Accredited courses.

The Years 9 – 12 LAG, where appropriate, will provide analysis and advice in areas of curriculum development and review in years 9-12 including:

- analysis of the curriculum strategy, design, resources and materials needed for a learning area, from both a state and inter/national perspectives
- advice about the development of Years 9-12 curriculum, and evidence-based tools and resources produced to enable best practice approaches to teaching, learning and assessment
- analysis of course delivery and revision to support achievement and learning growth.

Years 9 – 12 LAGs may form working groups when and where required. The number, composition of the group and frequency of meetings will be dependent upon the scope of the work and determined by the Chair.

Membership of Years 9 – 12 LAGs

The Years 9 – 12 LAGs will include:

- One* Curriculum Teacher Leader/Principal Education Officer (CTL/PEO) (Chair) (1)
- One Years 11-12 (or 9-12) representative from each school sector, DoE, Catholic, Independent (3)
- One Years 9-10 teacher representative (with broad experience in the Years 9-10 curriculum and whose focus is on teaching up to year 10) (1)
- One VET/VEL representative with expertise in the area (1)
- One Tertiary teacher educator or educator with expertise in the area, University of Tasmania (1)
- One TasTAFE representative with expertise in the area (1)
- One Industry representative with expertise in the area (1)

In addition the Chair may invite additional members to provide expertise on specific matters.

*Some Learning Areas (e.g. HASS, Technologies) have two CTL/PEOs who will co-chair



Timeframe

Membership of LAGs will be for two years.

EOI Selection Criteria:

Curriculum Services will seek expressions of interest for Years 9 – 12 LAG positions.

For the 9-12 teaching positions on the Years 9 – 12 LAG (including DoE, Catholic, Independent School teachers, one specifically 9-10 teacher and one VET/VEL teacher)

- High level knowledge and expertise in the relevant learning area
- Demonstrated or emerging leadership skills and experience in an education context
- Demonstrated knowledge and understanding of contemporary education practices related to the learning area discipline in Years 9-12

For the: UTAS, TasTAFE and Industry representatives:

- High level knowledge and expertise in the relevant learning area in post-year 12 education and/or how it applies in business or industry
- Demonstrated leadership skills and experience in an education and/or industry context
- Demonstrated knowledge and understanding of contemporary practices related to the learning area discipline in Years 9-12 and/or Higher Education and/or Industry.

Ways of working and confidentiality

Aside from Learning Area expertise, the role of Years 9 – 12 LAG members is constructive, collaborative and advisory.

The way of working is inclusive and is developed through respectful, professional relationships and reflective practice.

It is a requirement to maintain appropriate confidentiality in all formal meeting processes to ensure the integrity of the process. Given the sensitive nature of many of the deliberations or discussions undertaken by Years 9 – 12 LAGs it is a requirement that matters discussed and deliberations undertaken during Years 9 – 12 LAG meetings are confidential.

Reporting

The Years 9 – 12 LAG will provide short progress reports (written or verbal) as required to the Curriculum, Assessment and Teaching Working Group.

Rights and responsibilities of Years 9 – 12 LAG members

Years 9 – 12 LAG members must:

- maintain confidentiality
- provide constructive advice as representatives from specific sectors
- consult with relevant personnel within their sector where appropriate and required
- read relevant papers and documentation
- provide advice within given timeframes.

Years 9 – 12 LAG members may:

- request the inclusion of an item on a meeting agenda, provided that it is within the remit of the Years 9 – 12 LAG to deal with such matters and the item is received in an appropriate time frame
- request an amendment to the minutes on the grounds that they are inaccurate
- have their input recorded in the minutes.

Years 9 – 12 LAG members must advise the Chair of:

- their planned absence from the Years 9 - 12 LAG for a period of time
- existing or potential conflicts of interest and stand aside when conflict of interest arises or may be perceived
- their resignation from the Years 9 – 12 LAG.

Meeting types and collaboration

Dependent on the nature of the work, Years 9 – 12 LAGs may be required to meet in person, via video conference, or collaborate via cloud technology, and via email.

Meeting procedures

- The CTL/PEO will chair and manage the Years 9 – 12 LAG, communicating agendas and minutes, or summaries of Years 9 – 12 LAG decisions
- Meetings will use standard conventions in relation to decision making
- Where appropriate, Years 9 – 12 LAG members may be asked to record meeting minutes
- Meeting minutes will be kept in an accessible space e.g. MS TEAMS by the Chair
- Participation in Years 9 – 12 LAG meetings will be on the basis of agreed ways of working or meeting norms based on fairness, equality, equity and needs
- Years 9 – 12 LAG's must achieve a quorum of Chair plus five members for a meeting to proceed
- Minutes will be circulated by the Chair and members will have an opportunity to provide comment before they are ratified
- The Chair may invite external advisors to attend group meetings or participate for certain agenda items.

Decision making

The nature of the meeting (deliberative, consultative, and strategic) will determine the decision making processes applicable for each meeting. For example, a meeting which requires the Years 9 – 12 LAG to consult on strategic direction for course development will be largely consultative. By contrast, a meeting at which the Years 9 – 12 LAG is requested to endorse a draft course prior to submission to TASC will be characterized by deliberative decision making processes. Decision making processes will be determined by the Chair.

The expertise and professional experience of Years 9 – 12 LAG members is highly valued, and the aim of any deliberation is to reach consensus, however in certain circumstances it is the role of the Chair to progress or provide final decision making.

Payments and support

Generally there will be no remuneration. Relief for teachers for extended work and tasks may be provided where there is an agreed need. Skype meetings will reduce the need for extended travel, and travel costs, where required, will be covered within reason according to DoE policies and guidelines.