



National Perspective

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The New Education Architecture





ASEPA Historical Context

- Started 1999
- Purpose
- Executive
- Current status
- Acknowledgements



National Agenda

- Political Limbo
- Work underway that will continue
 - National Curriculum
 - National Definition of Disability
 - Standards for Teachers and Principals
- Currently under construction and negotiation
 - National Partnership of Improving the Outcomes for SEN



National Definition

- First meeting in July
- Run by DEEWR
- Preferred definition to AEEYSOC by Dec 2010
- Then to MCEEDYA after that
- Bipartisan agreement on the need for this



Standards for Principals

- AITSL will run this process
- Draw on the work already completed by Principals Australia/ Teaching Australia, ACER, ACEL and others
- First meeting to take place in September



National Curriculum

- ASEPA have managed to negotiate so far with ACARA:-
 - Special Education Working Party
 - Commitment to work on Pre- Klevels for inclusion in curriculum
 - Commitment to investigate change of nomenclature from Year to Level
 - Inclusion in curriculum current K– 10 for Students with Special Educational Needs
 - On going commitment to continue to work together to ensure the curriculum reflects content for all learners



What is ACARA doing to meet the needs of every student?

- Guidance from working group
- More explicit statements about meeting the needs of each student
- Extending the curriculum sequence to explicitly describe learning 'prior to K'
- Targeted and expert advice to revise draft curriculum and to guide development of phase 2 and 3
- Position on senior secondary



Who is working on the Special Education working group?

Ian Copland	Manager, Student Support, DET, ACT
Fiona Forbes	President, Australian Special Education Principals Association (ASEPA)
Geraldine Gray	NCEC (SWD Coordinator, CEC NSW)
Lynne James	President, Australian Association of Special Education (AASE)
Cate Pinnington	ISCA (AIS NSW)
Jacqueline Burns	Curriculum Inclusion Manager DET, Western Australia
Brian Smyth-King	Director, Disability Programs, DET, NSW
Karen Underwood	Manager, Student Wellbeing, DEECD, Victoria



CURRENT HAPPENINGS

- Tracey Chappell – Bundaberg Special School working on developing the pre K curriculum and the trail of this in schools
- Margaret Lynch – working on advice to teachers and policy statements
- Helen Barrett – New Manager working with the working party, overseeing trial, pre K curriculum, K–10 development to include special education, advice to teacher and project manger for ACARA on the assessment project*



Assessment Project

- Crossing the Divide Project – Minister, DEEWR, wide support, ACARA
- Partners – Uni of Adelaide, Uni of Northampton UK and ASEPA
- Project Plan over the next 3 months and into the future



Roles for teachers and leaders in Special Education

- ACARA Trial
- ACARA Writing team
- Assessment Project – stage two



A couple of Questions to think about...

- How do we include students with disabilities into the K– 10 component of the Australian curriculum??
- What is realistic to make our students visible??
- What advice do teachers in all schools need to ensure that they are catering for students with disabilities in their classes??



Your Role

- Have a voice
- No time for a complacency
- Design the preferred future
- This is our time



Never doubt that a small group of thoughtful,
concerned citizens can change the world.
Indeed it is the only thing that ever has.

Margaret Mead

(1901 – 1978)



We Need You

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- www.asepa.org.au