NATIONAL CURRICULUM PROJECTS MANUAL

Charlotte Sandery
FOREWORD

For some years the various TAFE Authorities in Australia have been co-operating in the development of curricula in particular areas, and since the 1970s the term 'National Curriculum Projects' has come to be applied to such co-operative activities.

In 1982 the national body--the Conference of TAFE Directors--which represents all such authorities established a Curriculum Projects Steering Group to advise the Conference and to foster and monitor the development of national curricula.

Over the years considerable experience has been built up with regard to the task of development of national curricula and the CPSG decided that it would be of considerable benefit to produce a manual embodying the collective wisdom of those experiences for the assistance of those who are, or will be, engaged in such activities. They may not all be members of TAFE and most will not be experts in the area of curriculum development. All will, however, be motivated by a desire to develop and improve curricula in the area in which they are working.

A draft manual was produced and, in its production, Ms Charlotte Sandery of the TAFE National Centre for Research and Development played a key role. Subsequently, the draft was discussed at a workshop held at the Centre in early 1985 and the comments and suggestions arising from that exercise have been taken into account in the production of the present document.

Clearly, such a document in its first edition, must be seen as a pilot venture and in this regard comments and suggestions for its improvement will be welcomed. Such suggestions should be directed to Charlotte Sandery at the TAFE National Centre for Research and Development.

I commend the manual to all those who are engaged in the process of national curriculum development.

(L. P. Fricker)
Director General
SA Department of TAFE
Chairperson
Curriculum Projects Steering Group
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For the purposes of this document, National Curriculum Projects (NCPs) are those curriculum projects which are undertaken with the support and participation of all TAFE Authorities involved in teaching in that subject area, and which are overseen by the Curriculum Projects Steering Group (CPSG).

National curriculum projects were first undertaken in the 1970s (Jones, 1983, p.1), and the number of projects has continued to grow since that time.

Projects to date have primarily been concerned with the development of a National Core Curriculum.

National Core Curriculum is a term referring to a TAFE course provided for a single occupational area, where a core of knowledge, skills and curriculum practices has been agreed upon by TAFE Authorities as being common to the program conducted by each TAFE Authority. (Draft Glossary of TAFE Terms, 1984)

In 1982, the Conference of TAFE Directors established the CPSG to provide advice to the Directors on national curriculum projects. The CPSG continues in this capacity, co-ordinating and monitoring new and ongoing NCPs.

Membership of the CPSG is as follows:

- a representative of the Conference of TAFE Directors (Chairperson)
- a senior curriculum officer from each of the eight TAFE Authorities
- representatives of the TAFE National Centre for Research and Development, (one who is the secretary of the CPSG)
- a senior curriculum officer who is a nominee of the National Working Party of Women's Advisers in TAFE
- a nominee of Commonwealth State Training Advisory Committee (COSTAC)
A representative of the TAFE Council (TAFEC).

According to Jones (1983) and discussions by the CPSG, there are perceived advantages and disadvantages to the concept of National Core Curriculum Projects. The reader is reminded that the issues involved are complex and the interpretation of the advantages and disadvantages must be carefully considered.

**SOME PERCEIVED ADVANTAGES OF NCPs**

1. Achievement of **savings** of scarce national resources (money and human resources) by **sharing** TAFE Authority efforts in the production of
   
   i. industry/occupational surveys or task analyses
   ii. syllabus document
   iii. curriculum materials (e.g. teaching and learning resources).

2. Achievement of **minimum standards** of training nationally.

3. Enabling easier interstate **movement** of students and tradespersons who are required or choose to move interstate.

4. Fostering **liaison** with 'industry' on a national basis.

5. Becoming aware of national industry/technological **trends**.

6. Fostering interstate **co-operation** among TAFE teachers.

7. Promotion of a national acceptance and **status** of TAFE.

8. Encouragement of acceptance of the need for **licensing** relevant trade courses on a national basis.

**SOME PERCEIVED DISADVANTAGES OF NCPs**

1. Initial **cost** to set up projects--travel of TAFE Authority representatives.

2. Difficulty with ensuring each TAFE Authority **implements/adheres** to decisions resulting from projects.

3. Once agreed to, it may be more difficult to **change** the curriculum.

4. Imposition of an activity on top of state priorities which may distort state priorities.
5. The need for subsequent state curriculum development in order to implement national decisions.

6. The lag period in responding to community needs.

7. The ongoing cost involved to complete national curriculum activities.

8. The growing number of projects to be maintained and monitored by CPSG.

There continues to be debate related to these perceived advantages and disadvantages. Many people question how often students relocate while they are studying and whether the existence of common curriculum facilitates this mobility any more than existing mechanisms. The cost question is probably the most controversial in that 'it appears' that national curriculum projects costs far exceed the costs for a similar TAFE Authority based project. One must be cautious, however, to feel confident that the project costs being compared are in fact comparable. Quality of curriculum development products versus the value of commonality of products may be one determining factor which resolves the debate.

Another factor which needs consideration is the long term benefits that should result from national curriculum activities.
The structure which facilitates National Curriculum Projects is depicted in figure 2.1.

It is hoped that figure 2.1 clarifies the responsibility for the administration of National Curriculum Projects. The roles (as of this writing) of the relevant individuals and groups in this structure are described below.
CONFERENCE OF TAFE DIRECTORS

. Receives recommendations from CPSG on the allocation of TAFEC funding.

. Recommends projects to TAFEC for funding.

. Suggests projects and directions to the CPSG.

. Approves project outcomes for usage by TAFE Authorities.

TAFE COUNCIL (TAFEC)

. Consults with Conference of TAFE Directors to identify joint projects for funding by Designated Grants. (Note: These were previously referred to as Particular Purpose Grants.)

. Formally approves recommendations from the Conference of TAFE Directors.

. Allocates funding to TAFE Authorities for specific projects.

. Receives audit statements.

CURRICULUM PROJECTS STEERING GROUP (CPSG)

. Advises Conference of TAFE Directors on national curriculum projects on a regular basis.

. Recommends projects to Conference of TAFE Directors, including project objectives.

. Monitors progress of projects.

. Provides advisory and/or supervisory support for project personnel.

. Endorses project outcomes to Conference of TAFE Directors.

. Recommends re-allocation of funding to projects when necessary.

NOTES: The CPSG meets four times a year (usually in February, June, September and November). The meetings are held in Adelaide at the TAFE National Centre for Research and Development. The meetings are minuted. A newsheet and progress chart of national curriculum projects are produced. These items are available for review by contacting your TAFE Authority's CPSG member.
TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT

. Carries out the secretariat function for CPSG. The Executive Director (or his nominee) of the Centre is the Executive Officer of the CPSG.

. A research and development officer is a member of the CPSG.

. Research and development officers are frequently involved in national curriculum projects. This involvement, a consultant role, is most often provided when the task force method is adopted to conduct specific projects.

. Specialist/consultation services can be provided by Centre staff as required by particular project objectives.

. Archives all project documents and products.

. The Centre is a venue for project meetings when needed.

TAFE AUTHORITY

. Submit project proposals.

. Agree to convene the project on behalf of CPSG.

. Local resources are utilised to carry out the objectives of the project and its activities.

. Supervise project administration.


. Details of the methodology, beyond those specified by the CPSG, are the responsibility of the convening authority.

. CPSG member is responsible to the CPSG for the effective management of the project.

. Formalise the industry input.

. Implementation of project outcomes. NOTE: Curriculum implementation decision making is a TAFE Authority based responsibility and not a national one.

. Submit all project documents to the Clearinghouse Officer.
NON-TAFE ORGANISATIONS

Because much of the work of national curriculum projects is concerned with issues related to occupational education, persons from the occupational community should be involved. The extent of this involvement will, of course, depend on the nature of the project objectives. For example, if the project objective is to conduct an occupational analysis a broad sample of the industry would be involved. If, however, the project objective is related to materials development a few relevant persons may be asked to critique the products produced.

NOTE: Because these are national projects, the responsibility to consult relevant occupational colleagues cannot be overly stressed.
As stated in Section 1, a National Curriculum Project (NCP) is one that is undertaken with the support and participation of all TAFE Authorities involved in that course and which is oversighted by the CPSG. Curriculum projects of a similar nature are sometimes conducted by several, but not all, TAFE Authorities. These projects are referred to as co-operative curriculum projects.

In this section, the factors related to projects are identified.

**SELECTION**

Projects are presently selected primarily on the following criteria, not all of which apply to every project:

- a national approach is important for the industry and the clients TAFE serves;
- a national approach will lead to a better quality curriculum product;
- a national approach will lead to a substantial saving in the cost of developing a curriculum product;
- all TAFE Authorities agree on the project as a priority project;
- the vocational area is a developing one, with a consequent need for TAFE to respond rapidly on a national basis;
- the study area is economically and/or socially important for Australia.

(Extract from Minutes of CPSG meeting 31 May, 1 June 1984, pp. 2-3)

**FUNDING**

National curriculum projects are normally funded jointly by TAFEC Grants and TAFE Authorities. (Funds are also provided from industry sources for some projects.)
In order to regularise funding arrangements across projects, the CPSG has determined aspects of the project work which can be claimed from TAFEC funds and those which should be absorbed by TAFE Authorities. These are as follows:

**Costs which may be met by TAFEC**

**Designated Grants funds**

1. The salary costs for work undertaken by the convenor/project manager of up to 20 days a year to $3,000. For salary costs above this, a rationale acceptable to the CPSG is needed.

2. The salary costs for work undertaken by a special project officer such as a teacher (if justified).

3. Travel subsidy for any return economy airfare over $250 for task force members to attend meetings. (This amount is to be reviewed in 1985.)

4. Travel and subsistence costs for working parties (if justified).

5. Major printing costs (e.g. survey forms, syllabus documents, reports). (Generally up to 50 copies of a syllabus document.)

6. Cost of travel and subsistence for the convenor/project manager should meetings be held in other than the convening State/Territory. (Note that it is normal practice to hold meetings in the capital city of the convening TAFE Authority.)

7. Other costs (e.g. costing of a particular part of a project which may be undertaken by a TAFE Authority)--if justified.

**Costs to be met by TAFE Authorities**

1. The normal organisational, administrative, clerical, postage, printing costs incurred by the convening TAFE Authority.

2. Travel (up to $250 return economy airfare) and subsistence for all task force members (excluding the Convenor).

3. Replacement costs for teachers to attend task force meetings and to undertake work between meetings.

(The above item are mainly from CPSG Newsheet, September 1983, pp.1-2.)
The establishment of a task force is presently the most commonly used process for undertaking a national curriculum project. The task force method is further explained in Section 5.

Co-operative project method is used when two or more but not all TAFE Authorities are directly involved in meeting project objectives.

Conference/workshop process could be used when determining the feasibility of a NCP or when attempting to make known its results (e.g. at a TAFE Authority).

Delegation of a project to a TAFE Authority may be the adopted process when the expertise required to meet the project objectives is located in a specific TAFE Authority.

Other processes such as employing a consultant or establishing a subcommittee may be used in association with one or more of the above approaches.

The process adopted to achieve the national curriculum project objectives will be based on the:

- nature of the project
- funds available
- human resources.

National curriculum projects can have a variety of objectives and produce a variety of products and other outcomes.

The outcomes of an NCP will be determined by the nature of the project.

Some possible outcomes could be:

- an occupational analysis;
- a list of occupational competencies;
- a national core curriculum syllabus;
- an item bank for use in student assessment;
- curriculum materials.
PROJECT MANAGEMENT

One of the TAFE Authorities is designated by the CPSG to be responsible for the management of the project. That TAFE Authority is referred to as the convening TAFE Authority.

A person within the convening TAFE Authority is designated as the convenor. The convenor is responsible in conjunction with the convening TAFE Authority CPSG member to achieve the objectives of the project. NOTE: The convenor's role in the task force method is further explained in Section 5.

APPROVAL

The Conference of TAFE Directors has resolved that the approval of a national core syllabus could be divided into two stages. The first is the approval of the Directors of the materials for use and the second is for each Authority to take up the material and introduce it into its system. (See implementation.)

(From CPSG minutes December 1984 p.2.)

IMPLEMENTATION

Curriculum decision making is the responsibility of individual TAFE Authorities. Therefore, if and how project outcomes are implemented is left to each TAFE Authority.

How the implementation occurs may vary. The following diagrams, developed by the Secretarial Studies National Curriculum Project Task Force, describe the possible ways the core syllabus document might be implemented. It is provided as an example only.

Implicit in the adoption of the common core is an understanding that this material is a minimum common core which may be further supplemented, where required, by additional material to satisfy each TAFE Authority's particular needs. This will enable any current local training requirements to be met.
Some possible combinations are shown below:

NCC may stand alone as a course

NCC may form a basic component of a course

NCC may be a component of a course

NCC may end or link on to another course

MONITORING

Because the early NCPs were aimed at the development of core curriculum syllabus documents, the following information on monitoring deals with these.

Mechanisms for the maintenance of national core curriculum projects

It was decided that the following mechanisms could be used to maintain a national core syllabus which is being implemented by TAFE Authorities.
Ongoing monitoring of national programs

It is the responsibility of the convening TAFE Authority to consult with TAFE Authorities regarding the need for modification to the national syllabus. The convening/monitoring Authority should present a report to each September meeting of the CPSG dealing with any of the following as appropriate:

- proposed amendments to the NC syllabus document;
- the need for a major review;
- the need for a national meeting or any other activity;
- the currency of the national syllabus document.

The report on the above should be determined after consultation with (past) task force members or other officers where appropriate.

In addition, if there have been no major changes for five years after adoption, the convening/monitoring Authority should present a justification that the course should continue to be accepted in its present form.

No TAFEC funds are being recommended for allocation for this monitoring role, and costs are absorbed by the convening/monitoring TAFE Authority.

(From CPSG minutes September 1983 pp.4-5.)
SECTION FOUR: PROCEDURAL SEQUENCE FOR THE INITIATION OF NATIONAL CURRICULUM PROJECTS

Figure 4.1 represents the project initiation sequence.
The procedures relating to the concept proposal and the feasibility stage are described below.

CONCEPT PROPOSAL

The aim of the concept proposal is to determine whether there is sufficient national support to develop a detailed proposal.

The concept proposal must include:

. study area;
. proposed convening authority;
. the proposed general objectives of the project;
. description of need for national activity;
. description of present support for the project by TAFE Authorities, state training authorities and/or other relevant groups.

The development of the concept proposal can be initiated by:

. the CPSG;
. a TAFE Authority;
. an industry body;
. a Government Training Authority.

However, the actual preparation of the proposal will be undertaken by a TAFE Authority. This task will generally involve the Curriculum Branch, and a person with expertise in the occupational area.

The CPSG has an option of recommending funding for minor projects at this stage. The Conference of TAFE Directors has determined that 10 to 20 per cent of annual funding may be used for these minor projects.

FEASIBILITY STAGE

If the concept proposal gains the support of the CPSG, the project then moves into the feasibility stage.

The purpose of this stage is to develop a detailed proposal describing

. what needs to be done,
. how it will be done,
. when it will be done, and
. what resources will be required for the project.
This will especially examine:

a) **the aims of the project**—these could include the undertaking of an occupational analysis, the preparation of a NCC syllabus document, the production of a student textbook etc.;

b) **the processes to be used in achieving the project aims.** These processes could be different for different aims; thus one needs to sequence the steps for each outcome, and then determine appropriate procedures. Possible processes could include:

i) task force (involving all TAFE Authorities);
ii) one TAFE Authority;
iii) subcommittee;
iv) consultant;
v) adopt or adapt existing syllabus and/or materials;
vii) a combination of (i)-(vi).

c) **the duration of the project;**

d) **the total cost.**

The analysis of the aims will question and refine those presented in the concept proposal, based on as much available data as possible. For example, a national occupational analysis would probably not be necessary if four TAFE Authorities had collected such data in the previous year, and these occupational analyses demonstrated a high degree of consistency.

In order to consider the aims of the project, the following activities need to be undertaken prior to or during this stage:

- literature review
- developments in the industry
- developments in TAFE (See the National TAFE Clearinghouse booklets *Initiatives in TAFE*, and *TAFE projects in progress*);
- occupational analysis data;
- comparative curriculum data.

Once the aims are clarified, appropriate processes need to be determined. There is a need to attempt to balance processes based on 'efficiency' with processes based on 'effectiveness'. For example:
Efficiency could possibly be well achieved by one TAFE Authority doing the complete project, since it would be expected to be faster and at a lower cost. (It may not necessarily be a lower cost, since much time and expense could be spent in obtaining data which other TAFE Authorities have already collected.)

Effectiveness processes are generally considered to be those where the project outcome will have higher quality if there is involvement from all relevant stakeholders--TAFE Authorities, TAFE teachers, industry, Government Training Authorities, employee associations. This is, of course, vital if a body outside TAFE is involved in the accreditation process. In addition, it is considered that there is a much greater probability of effective implementation of the outcomes if there is involvement of the implementers in the development process.

Thus the processes selected need to be an optimum blend of efficiency and effectiveness considerations. In determining this, the first step is to list the proposed outcomes. Some possible processes that could be used for two outcomes are described below.

For an occupational analysis--it may be appropriate for the bulk of the work to be performed by a subcommittee of about four persons (which would include an expert in occupational analysis). Frequent input on the data from all task force members could be obtained by correspondence or by phone.

For an NCC syllabus document--different solutions may be appropriate depending on whether the CPSG has specified a precise format for the document. If there is no such specification, a task force meeting could be held to develop such a specification. A subcommittee could develop the draft.

All task force members would discuss this draft in detail with colleagues (TAFE teachers), industry, and the State/Territory Government Training Authority. A meeting of the task force could be arranged to discuss the feedback and finalise the syllabus document.

According to Jones (see section 6) there are two approaches used in the process of national core syllabus documentation. The two approaches are referred to as reductive and generative.

The reductive approach seeks to discover what content is presently common in the syllabi, whereas, the generative approach seeks to identify what content should be common in the syllabi.
Both approaches have advantages and disadvantages. They are further discussed in Jones (pp. 24-26 see references section 6) and the reader is encouraged to review that reference. Regardless, of the approach selected, one should clarify the choice as appropriate to the task at hand.

It is a matter of fitting the means to the ends, in a balanced way.

Because many of these studies will use a feasibility meeting as the approved method, the CPSG has authorised the following guidelines for conducting feasibility meetings.

It is important to realise that there is interest in 'doing something' in the area of your project or the feasibility meeting would not be scheduled. But, it is also important to note that procedurally there are three possible results from a national curriculum project feasibility meeting. They are:

- a minor project
- a major project
- no further activity.

Who attends

If a meeting is part of your feasibility study, the usual representation is:

- a representative from each TAFE Authority
- the CPSG representative from the convening TAFE Authority
- a curriculum development expert from the convening TAFE Authority to act as convenor
- at least two persons from industry and/or government training authority and/or relevant association
- a TAFE National Centre representative.

Note that appropriate attendance, which may be different from above, will be determined by the CPSG at the proposal stage.

What is your charter

Participants should hold discussions in their local Authority and with appropriate industry personnel prior to attending the meeting.
The participants should come to the meeting prepared (preferably in writing and with papers distributed prior to the meeting) to discuss their views on what they believe are the priority objectives for curriculum development in the study area. These discussions should give consideration to various proposals in order to describe the:

- need for the activity
- scope and objectives of the proposed project
- project strategy
- cost implications.

The Convenor is required to compile comparative curriculum data and distribute it to all participants well before the feasibility meeting. The collation of current activity should be utilised during the meeting.

Additional objectives of the feasibility study should be to review the stated project objectives and the anticipated long term value of the project.

The feasibility team should also be encouraged to make recommendations regarding the continuation of a project (if any), and the form of that continuation (e.g. formal, non-formal etc).

Outcome of feasibility study

The major outcome of a feasibility meeting or study is a report to the CPSG.

This report must be completed and submitted to the CPSG member from the Convening TAFE Authority so that member can present it to the CPSG for consideration. This submission should be made at least three weeks before the next scheduled CPSG meeting. Each TAFE Authority representative must also report to their CPSG member the results of the meeting. If this briefing is not done the discussion of the report at the CPSG meeting can not be at the informed level that it should be.
SECTION FIVE: TASK FORCES

Because the task force is used so often to achieve the objectives of a national curriculum project, this section describes the membership, roles, and responsibilities for persons involved.

MEMBERSHIP

. Convenor: A person from the convening TAFE Authority with expertise in curriculum, and with skills in project management.

**NOTE:** It is preferable that the convenor not be a subject expert in the area with which the project is dealing.

. TAFE Authority representatives: One person from each TAFE Authority who has subject expertise and preferably curriculum skills.

It is important that these people hold positions of authority so that they can speak with appropriate authority at task force meetings, and will be involved directly in overseeing the implementation of the outcomes. The nature of TAFE Authority representation is left to the Authority and is dependent on local curriculum development policies and practices.

. Non-TAFE representatives: It is recommended that there be at least two members who can represent the views and concerns of the relevant occupational community on each task force. For a trade area, one representative should be a nominee of COSTAC, and the other a nomination of the appropriate National Industry Training Committee, where appropriate; for a non-trade study area, industry representatives should be nominees of professional, accrediting or employee associations with a demonstrated educational or training interest. Both these representatives can be from the convening State/Territory.

. TAFE National Centre for Research and Development Representative: This person usually functions as a specialist resource person with the function of providing curriculum development expertise. The person preferably should not be a subject matter expert.
ROLES AND RESPONSIBILITIES

Convenor

. Overall project management

The responsibility related to project management will vary depending on the nature of the objectives to be achieved. Convenors are encouraged to consult with their TAFE Authority CPSG member to clearly establish these responsibilities.

. Maintain project objectives

When a National Curriculum Project is approved the terms of reference related to it are specified. These terms of reference may be the objectives stated in the project proposal; but, they may not be. The Convenor must ensure that all persons affiliated with the project are notified of the exact objectives of the project and that the activities undertaken during the project are directly related to the approved terms of reference on an ongoing basis as amendments may be made at CPSG meetings. Convenors are reminded to review CPSG Newsheets and Minutes of Meetings which are forwarded to them by the CPSG secretariat. Convenors should advise task force members that these documents are available from their CPSG member and they should review them to ascertain any discussion or changes relevant to their project.

. Meeting organisation

The convenor usually chairs the meeting.

Task force meetings are to be held in the convening State/Territory, but may be held elsewhere if funds are available from other sources, and/or if the rationale for doing so is acceptable to the CPSG (from CPSG newsheet September 1983, pp. 1-2).

Extensive pre-meeting preparation is essential. Appropriate venue and accommodation must be arranged. An agenda must be prepared and distributed well in advance of a meeting. Four weeks notice of a meeting is required to enable the processing of travel documents. All CPSG members, the task force members, and the TAFE National Centre are to be notified of meetings.
Maintain and distribute records of meetings

This responsibility needs to be taken very seriously in that the members of a task force need the meeting record quickly to carry out the action decisions made at the meeting. This record can take the form of minutes, action sheets, newsheets, etc. Draft guidelines on non-sexist language is available (see section 6). CPSG members and the TAFE National Centre should also be sent a copy of these documents.

The preparation of a progress report for each CPSG meeting is the convenor's responsibility. This must be submitted to the Convening Authority CPSG member at least three weeks prior to the CPSG meeting. Convenors are cautioned to check the minutes for the meeting schedule.

Arrange for specialist resource persons as needed

Consultation with your CPSG member and/or the TAFE National Centre for Research and Development is recommended.

Liaison with national groups, task force members and relevant non-TAFE groups

This responsibility cannot be over stressed. (Note: See figure 5.1.)

Manage project funds

How this responsibility is handled will depend on the policies of each TAFE Authority. Consult your CPSG member.

Ensure that all documents are included in Initiatives in Technical and Further Education through the convening Authority Clearinghouse of the National TAFE Clearinghouse.

Apply for continuation funding for the project when the task force determines that there are further objectives that it feels should be addressed by the project.

Convenors are cautioned that project continuation is not automatic.
Task force members

. Pre-meeting preparation

This is extremely important in that meetings are usually held for 2 or 3 days with agendas that require intense discussion and decision making. Items for discussion should be distributed well before the meetings so that all members have time to canvas the opinions of their TAFE Authority colleagues and other relevant persons.

. Consultation about NCP before first meeting

A number of groups of people need to be consulted about the NCP prior to the first task force meeting. It will be critical to the success of the outcome of any NCP to consult with these groups.

Groups should be consulted with a view to:

1. informing them of the NCP initiatives;
2. gaining their suggestions or inputs prior to the first meeting;
3. gauging their support for the NCP concept;
4. securing their participation/involvement in the outcomes of an NCP, as required.

Consultations before the first meeting should include:

1. teachers (This consultation could be achieved via a teacher conference or meeting. Large States may only be able to consult with a 10%-20% sample of colleges and teachers.);
2. senior officers in own TAFE Authority;
3. employer group or association representatives;
4. employee group or union representatives;
5. senior officers of the State/Territory Government Training Authority;
6. curriculum and/or Industry Advisory Committee representatives;
7. senior Curriculum Branch Officers in TAFE Authority;
8. accreditation authorities.
. Produce project outcomes

The nature of the work done by task force members will of course be dependent upon the nature of the project and the objectives specified. Who will do what is determined during task force meetings.

. Liaison

This ongoing responsibility is of major importance. An underlying principle of national curriculum projects is maximising input from all relevant sectors of the occupational and educational communities. To emphasis the importance of this liaison responsibility, figure 5.1 is provided.
Communication can be achieved by using liaison activities such as:

- telephone calls
- newsletters
- conference(s)
- reports
- letters
- visits.
SECTION 6: CONCLUSION

This Manual has been prepared to clarify the concepts and processes related to National Curriculum Projects. Readers are encouraged to discuss the content with their local CPSG member or to contact the TAFE National Centre for Research and Development.

Supporting documents in the form of checklists, report forms, etc. are available. These documents have not been included because it is hoped that the personal contacts made to acquire them will contribute to appropriate application and utilisation.

Other TAFE National Centre for Research and Development publications which you may find helpful are listed below.

CENTRE PUBLICATIONS

Copies of all Centre publications are forwarded free of charge to TAFE Authorities. It is anticipated that a copy of each publication will be placed in the collection of each TAFE College library. Copies of all publications can be purchased from the Centre for the prices indicated.

HOW TO ORDER CENTRE PUBLICATIONS

Contact the Distribution Officer, TAFE National Centre for Research and Development, 296 Payneham Road, Payneham SOUTH AUSTRALIA 5070.

The documents listed below may be particularly helpful to you in your curriculum development activities.

Initiatives in technical and further education

The Centre houses and oversees the operation of the National TAFE Clearinghouse. Clearinghouse officers in each of the eight TAFE Authorities compile information on research and development reports and other works relevant to TAFE. This information is collated by the National TAFE Clearinghouse officer into the booklet Initiatives in technical and further education and published on a six-monthly basis.
Documents listed in the booklet can be obtained from the relevant State Clearinghouse officer, who also accepts material for inclusion in future booklets.

Price $4.00 each

**TAFE projects in progress**

Information is received from all TAFE Authorities and Government Training Authorities on research and development projects currently in progress in their respective Authorities. The information is compiled by the Centre and published every six months.

Price $5.00 each

**Beasley, B., & McLeod, J. Guidelines for writing trade teaching materials**

This document is a practical guide for teachers preparing written instructional materials for trade students. It includes sections on collecting and structuring information, how to tackle the writing task, the language of teaching materials, the layout of texts, the use of illustrations, charts and so on, and some ideas on trialling and evaluating the materials as, and after, they are written. The main thrust of the guidelines is the production of clear, straightforward teaching materials that students can read, understand and learn from. (49pp.)

Price $4.00

**Draft glossary of TAFE terms**

The definitions of TAFE terms in this document are based on definitions from a number of sources including the draft Australian Education Thesaurus. There has also been input from a number of TAFE Authorities. (35pp.)

Price $3.00

**Hardy, M. Draft guidelines for non-sexist language in National Curriculum Project documents**
Jones, N. *National Core Curricula: Development and implementation*

This report is an outcome of a project conducted by Mr Neil Jones which was concerned with evaluating the development and implementation of National Core Curricula (NCC) in Australian TAFE. National Core Curriculum is a term referring to a TAFE course provided for a single occupational area where a core of knowledge, skills and curriculum practices has been agreed upon as being common to the program conducted by each TAFE Authority. The conclusions of the evaluation support the concept of NCC as a process valuable to Australian TAFE, particularly in its capacity to lessen duplication of individual TAFE Authority effort and to promote the sharing of TAFE Authority material and human resources. (223pp.) N.B. References to Jones in this manual are to the Summary.

- Report $10.50
- Appendix $19.50
- Summary $3.50

Kenworthy B., & Schilling, R. *National development of instructional materials*

This report examines the various mechanisms by which materials production could be carried out on a national basis. It also provides guidelines on resource development which can be used by National Core Curriculum Task Forces. (80pp.)

Price $9.50

Sandery, C. *Occupational curriculum development: A guide for teachers of trade education*

This document was developed to provide teachers of trade education with practical guidelines in the area of occupational curriculum development. It addresses course development, course implementation, and the design of continuing education programs. (100pp.)

Price $7.00

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