South Australian Curriculum, Standards and Accountability Framework

IMPLEMENTATION PLAN
2001 to 2002
South Australian Curriculum, Standards and Accountability Framework

IMPLEMENTATION PLAN
2001 to 2002
## Contents

### Introduction

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the SACSA Framework?</td>
<td>5</td>
</tr>
<tr>
<td>Why do we need the SACSA Framework?</td>
<td>6</td>
</tr>
<tr>
<td>How will learners benefit?</td>
<td>7</td>
</tr>
<tr>
<td>How was the SACSA Framework developed?</td>
<td>7</td>
</tr>
<tr>
<td>How will the SACSA Framework continue to develop?</td>
<td>8</td>
</tr>
<tr>
<td>What’s new in the SACSA Framework?</td>
<td>8</td>
</tr>
<tr>
<td>What’s different about the SACSA Framework in relation to previous frameworks?</td>
<td>9</td>
</tr>
</tbody>
</table>

### Implementation

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the implementation requirements within department sites?</td>
<td>11</td>
</tr>
<tr>
<td>How will the requirements be met?</td>
<td>11</td>
</tr>
<tr>
<td>How will the implementation process be coordinated?</td>
<td>12</td>
</tr>
</tbody>
</table>

### Support for implementation

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is the SACSA Framework to be made available?</td>
<td>13</td>
</tr>
<tr>
<td>What materials and resources will be available to support the implementation?</td>
<td>14</td>
</tr>
<tr>
<td>How will site leaders and educators learn more about the SACSA Framework?</td>
<td>15</td>
</tr>
</tbody>
</table>

### Summary

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the initial key dates and actions?</td>
<td>17</td>
</tr>
<tr>
<td>Who can I contact for further information?</td>
<td>18</td>
</tr>
</tbody>
</table>
FOREWORD

High quality teaching, learning and care for South Australian children and students must have as its base an excellent curriculum. As curriculum is the sum total of all teaching and learning activities in our schools and children’s services it is every educator’s priority concern.

The South Australian Curriculum, Standards and Accountability (SACSA) Framework is the outcome of over eighteen months of developmental work involving thousands of South Australian educators. These educators have built upon current best practice in South Australia, Australia and overseas. As a result, it is not only a uniquely South Australian curriculum framework, but a world-class one of which we can be proud.

Implementation of the SACSA Framework is a department priority for 2001 and 2002. Just as we worked together as a community of educators to develop the Framework, we need now to work together as a community to put it into practice. All department programs and projects will have the SACSA Framework as a common reference point for teaching and learning.

This document is the first in a series which will provide information about implementing the Framework. Its purpose is to assist site leaders in working with staff to put in place plans and processes for incorporating the SACSA Framework into teaching, learning and assessing programs and as a basis for reporting to parents and caregivers and the community about learners’ achievements.

Geoff Spring
CHIEF EXECUTIVE
Department of Education, Training and Employment
November 2000
INTRODUCTION

What is the SACSA Framework?

The South Australian Curriculum, Standards and Accountability (SACSA) Framework comprises curriculum Key Ideas and Learning Outcomes upon which learners from birth to year 12 can expect their education to be built. The Framework forms the basis for educators to design programs which suit the needs of learners in their settings and which emphasise local priorities. The SACSA Framework recognises the contribution of local decision making in successful learning while also ensuring that all learners have common curriculum through the Key Ideas and Outcomes. The Framework supports continuity and balance as each learner progresses through birth to year 12 learning programs in our centres, services and schools.

Curriculum Bands

The SACSA Framework is made up of four Curriculum Bands:
- Early Years (birth to year 2 described in three phases: birth–age 3, age 3–age 5, reception–year 2)
- Primary Years (years 3, 4, 5)
- Middle Years (years 6, 7, 8, 9)
- Senior Years (years 10, 11, 12).

Each Band includes an introduction to the characteristics of the learners in that Band and consequent implications for teaching, learning and assessment. Each Band describes the Curriculum Scope and Standards for the learners in that group.

Curriculum Scope

The Curriculum Scope is organised around Learning Areas in which Essential Learnings, Equity Cross-curriculum Perspectives and Enterprise and Vocational Education are interwoven.

The Key Ideas within each Learning Area contain the fundamental concepts of the Framework.

The Key Ideas are a required part of the Framework.

Standards

Standards are made up of Outcomes and examples of evidence. They comprise Developmental Learning Outcomes for the first two phases of the Early Years, Curriculum Standards for reception to year 10, and Year 12 Standards for senior secondary students.

The Outcomes are a required part of the Framework.
The Standards provide a common reference point for monitoring, assessing, evaluating and reporting on learners’ achievement and for tracking learners’ progress over time.

**Curriculum Accountability**

The SACSA Framework has been designed to enable:
- construction of a responsive curriculum
- provision of continuous feedback to learners
- implementation of intervention programs based on learners’ achievement data
- reporting to the learner, parents and caregivers and the community the Learning Outcomes and Standards achieved.

**Why do we need the SACSA Framework?**

The continuous nature of change in society and the generation of new knowledge affects our centres and schools and the communities they serve. To educate children and students to meet the requirements of the dynamic society in which they live and work, our curriculum also needs to be dynamic.

The SACSA Framework is the first South Australian framework which emphasises the dynamic nature of curriculum.

Curriculum is and needs to be dynamic because of the:
- increasingly varied and mobile profiles of our communities
- changes in our economic structures
- growth, accessibility and fluidity of knowledge and information
- improved understandings of individual learners and their changing needs
- persistence of old prejudices in society and in education and the appearance of new patterns of exclusion and discrimination
- expansion of the possible daily arena for teaching and learning activities
- changing employment community and changing global opportunities.

In this context it is not possible or desirable for a system-wide curriculum framework to describe all that should or could happen in teaching and learning activities in children’s services and schools. The curriculum should have no ‘walls’—but it should have a strongly centred core that informs and guides choice and learners’ development. The Framework’s Key Ideas and Outcomes provide this core.

The Framework, along with educators’ knowledge of their learners, is intended as the common starting and reference point in decisions about the focus of teaching and learning programs in Department of Education, Training and Employment children’s services and schools.
How will learners benefit?

The SACSA Framework places learners at the centre of the learning process.

The experiences, expertise, interests and needs of all learners form the basis for constructing curriculum. The characteristics of learners within each Band, as well as the characteristics of groups of learners, are acknowledged by the use of appropriate teaching and learning methods. A cohesive curriculum framework, rather than isolated segments of content, will enable learners to develop values, skills, dispositions and understandings to:

- respond to change and plan for futures
- develop a positive sense of self and group
- work well with a variety of others
- be independent critical thinkers
- communicate powerfully.

There are high expectations of all learners with the Standards providing common reference points for assessing and reporting learners’ achievement over time. Learners will:

- receive feedback about their learning
- be identified for support or specific intervention strategies
- participate in determining their learning programs.

How was the SACSA Framework developed?

Since March 1999 the Department of Education, Training and Employment has worked in partnership with Catholic Education, South Australia and the South Australian Independent Schools Board in developing the SACSA Framework. The Framework has been written by a consortium of the University of South Australia and the Council for Educational Associations of South Australia (CEASA). The Australian Council for Educational Research (ACER) calibrated the outcomes in the Framework so that we can be sure that the Standards are valid for relevant year levels and are compatible across the curriculum.

Thousands of educators throughout South Australia, including nineteen Experts Working Groups and four Band Reference Groups, have participated in the largest curriculum consultation and trialling process undertaken in South Australia. They have, for example, identified the:

- strengths and weaknesses in previous South Australian frameworks
- elements of a new birth to year 12 framework
- strengths and weaknesses in preliminary, trial and penultimate drafts of the SACSA Framework
- inconsistencies in the draft Standards
- key features of Curriculum Accountability
- new elements within the Framework, such as the Essential Learnings.

This collaboration and consultation has resulted in the development of a contemporary and uniquely South Australian curriculum framework which:

- will be recognised by educators as an extension of the content of previous frameworks
- captures the innovative practice evident in our schools and children’s services
• highlights the Essential Learnings, giving the Framework a futures-oriented focus
• is universal in that it connects to worldwide best practice in lifelong learning

How will the SACSA Framework continue to develop?

As educators work with the SACSA Framework from January 2001, they will identify which parts of the Framework are most effective and which require further development. Throughout implementation, information will be gathered about educators’ responses to and use of the SACSA Framework, especially its newer aspects. Based on this feedback, changing local needs and changing worldwide trends in curriculum development, the SACSA Framework will continue to be refined.

What’s new in the SACSA Framework?

By building on the strengths of existing frameworks, educators’ current practice and current knowledge and worldwide trends in curriculum, the SACSA Framework explicitly captures for the first time:
• a birth to year 12 continuum which responds to the distinctive characteristics of learners and learning in each Curriculum Band
• Essential Learnings which are the understandings, dispositions and capabilities developed throughout life and to which all Learning Areas contribute
• Standards (Developmental Learning Outcomes, Curriculum Standards and Year 12 Standards) as reference points for monitoring, assessing, and reporting learners’ achievement.

The following features are explicitly interwoven within the SACSA Framework:
• constructivist approaches to teaching and learning which enable curriculum to be built on what learners already know and can do
• Equity Cross-curriculum Perspectives which provide a focus for inclusive teaching, learning and assessing
• Enterprise and Vocational Education across the curriculum
• literacy, numeracy and information and communication technologies developed in all Learning Areas.
What’s different about the SACSA Framework in relation to previous frameworks?

For the first time ever South Australian educators will work from a curriculum designed as one framework birth to year 12. There is coherence and cohesion across all Learning Areas within a Band and throughout the Framework as a whole. Duplication and overlap have been removed. These features make cross referencing between Learning Areas easier, especially when educators are planning integrated programs.

- The Framework comprises two required components for all educators’ curriculum planning, assessment and reporting: Key Ideas and Outcomes.
- The language of the Framework speaks to educators as professionals while maintaining a clear, consistent and direct style.
- The quantity of material has been reduced in comparison to previous frameworks. There is consistency in the use of Key Ideas and illustrative material, Outcomes and examples of evidence. This makes the Framework more manageable for local curriculum planning. It enables educators to make local decisions about the curriculum detail that will meet local priorities and the needs of their learners.
- There are fewer R-12 Learning Area strands (28) than in the Curriculum Statements and Profiles (37). There are no strand organisers.
- There are five Curriculum Standards in the SACSA compared with eight levels in the Curriculum Profiles.
- There are fewer Outcomes than in previous frameworks.
  In the Early Years there are 8 Developmental Learning Outcomes compared with 65 in the Foundation Areas of Learning.
  In the SACSA there are 72 Outcomes per standard across all R-12 Learning Areas compared with 112 per level in the Curriculum Profiles.
- The General Introduction has been streamlined into three accessible parts – the vision for SACSA; a rationale for the new aspects of the Framework; and a practical guide to using the Framework. A clear description of constructivist approaches to teaching and learning is provided.
- The Band structure of the SACSA Framework will assist educators to consider in their curriculum planning the distinctive characteristics of learners and learning at particular stages of their education and care.
- The Learning Areas have been transformed through the interweaving of the Essential Learnings, Equity Cross-curriculum Perspectives and Enterprise and Vocational Education. This is the most innovative and forward-looking feature of the Framework. Its effect is to describe learning actively, inclusively and practically. It offers educators a new basis for developing programs and learning activities that will actively engage children and students in their learning.
• The Outcomes and Outcomes sequences in the Curriculum Standards are set at the right level and reflect a valid sequence of development. A third and final ACER calibration process has been conducted to ensure this as well as consistency in "levelness" across the Learning Areas.

• Literacy, numeracy and information and communication technologies have been made explicit and developmental throughout the Framework, in all Learning Areas. This will provide a basis for all educators to address these critical aspects of children’s and students' education. Links are made with the National Literacy and Numeracy Benchmarks and the year 10 accreditation of Information and Communication Technologies Competencies.

• Key Competencies are included explicitly in the Framework. In the online version, educators will be able to search for them and link to a range of resources.

• The three phases of the Early Years Band are coherent and connected. They provide the basis for promoting smooth transitions by learners from care/preschool into schooling.

• The Senior Years Band articulates clearly with SACE, VET and other accredited senior secondary courses.
IMPLEMENTATION

What are the implementation requirements within department sites?

The implementation of the SACSA Framework is a department priority for 2001 and 2002. Site leaders, with the support of district and state office personnel, will work with staff to achieve the following requirements.

- From the beginning of 2001 all educators will review and adjust their teaching and learning programs and assessment practice to fit with the SACSA Framework.
- From the beginning of 2002 all educators will plan and implement teaching and learning programs and assess learners’ achievement using the SACSA Framework.
- By the end of 2002 all educators will report to learners and parents and caregivers about each learner’s progress in all Learning Areas in relation to the Learning Outcomes defined in the SACSA Framework.
- By the end of 2002 all sites and services will report to their communities about learners’ achievement in relation to the Curriculum Standards in the SACSA Framework.

How will the requirements be met?

Leadership in the implementation of the SACSA Framework is the shared responsibility of all site, district and state office leaders.

The ways in which educators and leaders work during 2001 towards full implementation in 2002 will be determined by each site, building on its existing good practice and reflecting local needs.

Site leaders will work with their staff to develop and put into effect processes and plans which enable the requirements to be met at their site.

State office directorates will provide coordinated, whole-of-department support which includes teaching and assessing guides, other support materials, professional development programs and advice.

District superintendents will support site leaders to coordinate the implementation of the SACSA Framework in their sites and across sites.
How will the implementation process be coordinated?

Implementation of the SACSA Framework is a shared responsibility throughout the department. The SACSA Implementation Steering Committee will oversee and coordinate implementation activities at state and district level.

During the implementation process, leaders and educators at each site will determine the ways in which they will:

- initiate site-based activities to enable implementation of the SACSA Framework
- access professional development programs provided by local implementation groups and networks
- participate in familiarisation and professional development sessions organised by the state office SACSA Framework Implementation Group
- evaluate and provide feedback about statewide familiarisation and professional development activities and district or cluster implementation activities.

District superintendents will facilitate the formation of district or cluster implementation groups and coordinate implementation processes and plans at the district or cluster level. These groups will be informed by site needs and will:

- liaise with state office directorates to ensure support is provided to the groups
- promote opportunities for and provide assistance with professional development programs for leaders and educators
- evaluate the processes and progress of implementation at the district or cluster level and provide advice to the SACSA Framework Implementation Steering Committee in relation to this.

The SACSA Implementation Steering Committee will include site leaders and educators representative of the birth to year 12 range who are nominated by principals associations, the Preschool Directors’ Association and the Australian Early Childhood Association; a nominee from the Australian Education Union; district superintendents; and state office directors. The Steering Committee will be informed by advice from four Implementation Band Reference Groups, district or cluster implementation groups and other relevant department advisory groups.

The SACSA Implementation Steering Committee will:

- ensure coordination of support structures and processes across the department to facilitate the implementation of the SACSA Framework
- monitor the implementation process
- provide direction for the external evaluation of the implementation process
- report regularly to the department’s Schools and Children’s Services Advisory Committee about the progress of implementation.
**SUPPORT FOR IMPLEMENTATION**

How is the SACSA Framework to be made available?

The SACSA Framework will be published in print, CD-ROM and online formats.

In addition to being located on the SACSA interim Web site in December 2000, the SACSA Framework will be distributed to schools and centres at the beginning of the 2001 school year. Each site will receive between one and five complete birth to year 12 sets of the SACSA Framework.

The sets will consist of two folders containing the General Introduction, the Curriculum Accountability Policy Statement, four Curriculum Bands, various overview charts and a CD-ROM of the complete Framework.

Every educator will receive a SACSA Framework folder containing all of the above components except the Curriculum Bands.

Site leaders will receive a form for ordering print copies of the Curriculum Band components for educators at their site.

Individual educators in sites with learners in the Early Years, Primary Years and Middle Years Bands will be able to order one or two Bands. Educators in sites with secondary enrolments will be able to order one or two complete Bands or to select Learning Areas across the Middle Years and Senior Years Bands. The collated site order will be returned in March 2001 and orders will be delivered to sites in April 2001. This ordering process is a ‘one-off’ with no cost to sites.

A new interactive Web site will be available from March 2001. It will offer educators a range of features to support their program planning and professional development. These include:

- a fully searchable version of the Framework and other materials
- exemplary teaching and assessing guides and units of work
- moderated assessment tasks
- news, frequently asked questions and a feedback facility
- links and connections to other department initiatives and Web sites (e.g., Learning Technologies Project, Training and Development Unit)
- hyperlink to related resources available online beyond the department Web site, including EdNA resources
- professional development tools and activities
- the capacity for educators to construct electronically their own program plans and units of work by adapting resources available online
- a facility for educators to contribute practical materials they have developed for sharing with colleagues statewide.
What materials and resources will be available to support the implementation?

Teaching and assessing guides

The guides are resources developed by educators for their colleagues to use in adjusting their curriculum practices to align with the SACSA Framework.

The first set of guides, which will be examples of units of work from all Bands, will be distributed to all educators on the CD-ROM with the SACSA Framework in January 2001.

A larger number of guides will also be published on the interactive SACSA Web site in March 2001.

The guides will include:
- exemplary teaching, learning and assessing materials published by authors renowned for their work in education
- examples of practice (units of work) developed by educators which are based on cutting edge frameworks and incorporate the newer areas of the Framework
- materials to support specific needs such as the skills underpinning effective use of literacy, numeracy and information and communication technologies.

Further examples of teaching, learning and assessing guides will go online as they are developed by individual educators, sites and networks as part of professional development programs. These materials will build into a dynamic resource of practical materials which will be constantly refreshed as educators share their work.

Learner pathways

Learner pathways are information and materials that will support educators to ensure access, participation and achievement for identified groups of learners. Materials such as the English as a second language (ESL) Scope and Scales, currently in development, are an example of a learner pathway. The revised Negotiated Curriculum Plan (NCP) is another form of learner pathway. As special measures these forms of pathways will be most effective if what is taught and how it is delivered is also influenced by the experiences and knowledge of the individuals and groups of learners involved.

Curriculum Accountability support materials

The Curriculum Accountability Statement is part of the SACSA Framework and will be distributed to each educator with the folder and CD-ROM in January 2001.

The statement makes explicit the notion of curriculum accountability being both a collective and an individual responsibility. The implementation of the statement will be supported through activities offered as part of the professional development program.

Moderated assessment tasks, developed by teachers, will provide their colleagues with a resource to determine the consistency of judgments against Outcomes in the Standards. The first set of moderated assessment tasks will be published on the interactive SACSA Web site in March 2001.
Learner achievement software

It is anticipated that a software package will be implemented gradually over the next three years in order to support educators and leaders to:

• maintain records of children’s and students’ learning against the SACSA Framework
• call up aggregations of records to display the learning patterns of individuals or groups
• provide valid learner achievement information for educators to plan appropriate further learning experiences for their children and students
• prepare reports to learners and parents and caregivers about learners’ achievement in relation to the Outcomes in the SACSA Framework
• efficiently provide data to contribute toward site planning for improvement of Learning Outcomes and to report this process in the site’s annual report
• provide accurate and valid data for use by state office personnel to contribute toward statewide strategies for educational improvement
• select from a store of curriculum materials from which educators can construct appropriate learning programs.

How will site leaders and educators learn more about the SACSA Framework?

During 2001 and 2002 site leaders and educators will be able to participate in a variety of professional development activities focused on the implementation of the SACSA Framework.

Site leaders’ SACSA Framework implementation program

A flexible program for site leaders has been developed to assist them in re-examining their role as leaders of curriculum change and to consider issues relating to the implementation of the SACSA Framework in their sites, including Curriculum Accountability.

Available during term 4 2000 and in terms 1 and 2 2001, the program will be tailored to meet local needs and be led on a district or cluster basis by the district superintendent with principals, preschool directors, district coordinators and a leader from Curriculum Policy Directorate.

Through the program, site leaders will identify, for example, ways of:

• incorporating the implementation of the SACSA Framework into site planning processes
• using educators’ networks to support the implementation of the SACSA Framework
• making explicit the links between the SACSA Framework and other department policies and programs
• facilitating site-based curriculum discussion and professional development about the SACSA Framework.

A CD-ROM of materials to support implementation of the SACSA Framework at their site will be provided to site leaders who participate in the program.
The program will be facilitated by leaders nominated by their district. These facilitators will access two days of training and will work closely with a leader from Curriculum Policy Directorate and their district or cluster SACSA Framework Implementation Group in presenting the program.

District or cluster implementation groups will liaise with state office directorates to organise additional activities, and provide specific support to enable leaders to assist educators to implement the SACSA Framework.

**Educators’ networks**

Sessions to familiarise educators with the SACSA Framework and teaching and assessing guides will be offered statewide during the first half of 2001. The dates and locations for these activities will be advertised at the beginning of 2001. In response to educators’ requirements, additional sessions will be planned during 2001 and 2002.

New local professional development networks will be formed in 2001 as a follow-up to the familiarisation sessions according to needs and issues identified by educators. Their purpose will be to support educators to review and adjust their teaching and learning programs and assessment practice to fit with the SACSA Framework.

Educators’ networks will:
- enable educators to explore together common issues and topics about the SACSA Framework
- support educators to investigate and implement the newer aspects of the SACSA Framework
- support the development of a wide range of practical teaching, learning and assessing materials and the sharing of these with other educators via the SACSA Web site.

Funding and the services of expert facilitators will be available to support the activities of educators’ networks. Further information about the formation of these networks will be provided to all sites at the beginning of 2001.

Department projects which are already underway will incorporate the SACSA Framework into their programs of professional development, further enabling educators to understand and use the Framework as they review and adjust their curriculum practices to align with it.
## What are the initial key dates and actions?

<table>
<thead>
<tr>
<th>Date</th>
<th>Product or service</th>
<th>Leaders’ checklist</th>
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<tbody>
<tr>
<td>November 2000</td>
<td>Chief Executive memos to sites advising of: • approval of the SACSA Framework • implementation requirements.</td>
<td>Display memos.</td>
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<tr>
<td>November 2000</td>
<td>Final draft posted on interim SACSA Web site.</td>
<td>Check Web site.</td>
</tr>
<tr>
<td>December 2000</td>
<td>Implementation plan distributed to all sites.</td>
<td>Share copies of implementation plan with site curriculum leaders.</td>
</tr>
<tr>
<td>January 2001</td>
<td>Full sets of the Framework distributed to sites (two folders of print material and a CD-ROM). Formatted version of the entire Framework available on interim SACSA Web site together with a sample of teaching and assessing guides. Every educator receives a SACSA Framework folder containing a CD-ROM of the complete Framework; loose-leaf print version of the General Introduction, Curriculum Accountability Statement and Band introductions; various overview charts; and folder dividers. Site leaders provided with details for ordering print versions of the SACSA Curriculum Band components required by each staff member.</td>
<td>Determine where the site’s full sets of the printed SACSA Framework will be located and accessed. Ensure every educator receives their SACSA Framework folder. Commence the SACSA Framework introduction for the whole community: staff, learners and parents and caregivers.</td>
</tr>
<tr>
<td>March 2001</td>
<td>New interactive SACSA Web site goes online. Features will include: • a fully searchable version of the Framework and other materials • approximately eighty exemplary teaching and assessing guides and units of work • approximately fifteen moderated assessment tasks • news, frequently asked questions and a feedback facility • links and connections to other department initiatives and Web sites (eg Learning Technologies Project, Training and Development Unit) • links to EdNA resources • professional development tools and activities • facility for educators to share practical resources and ideas.</td>
<td>Create opportunities for educators to access and interact with the new SACSA Web site.</td>
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**Who can I contact for further information?**

Details of further SACSA Framework implementation activities and resources will be provided to sites via regular implementation updates throughout 2001 and 2002.

The interim SACSA Web site at <http://www.sacsa.nexus.edu.au> contains information about the SACSA Framework development process. This implementation document will also be available on the Web site.

For further information about the material in this document contact your district superintendent or a senior project officer, SACSA in the Curriculum Policy Directorate, telephone (08) 8226 4393; e-mail <curriculum.policy@saegov.sa.gov.au>.

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<tr>
<th>Date</th>
<th>Product or service</th>
<th>Leaders’ checklist</th>
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<tr>
<td>March 2001</td>
<td>Site leaders submit first and final order for printed copies of the SACSA Curriculum Band components for educators at their site.</td>
<td>Place your site’s order for printed copies of SACSA Curriculum Bands for all educators at your site.</td>
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<tr>
<td>April 2001</td>
<td>Distribution of orders for printed Curriculum Band components to educators in sites.</td>
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<tr>
<td>Terms 1 and 2</td>
<td>Leaders’ professional development program and CD-ROM resource materials delivered in all districts.</td>
<td>Contact your district planning group about the leaders’ professional development program.</td>
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<tr>
<td>2001</td>
<td>Additional district activities to support site implementation.</td>
<td>Determine additional district activities to support you in implementing the SACSA Framework at your site.</td>
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<td>Program of SACSA Framework familiarisation activities for educators offered throughout the state.</td>
<td>Publicise familiarisation activities for educators.</td>
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<td></td>
<td>Educators’ professional development networks formed.</td>
<td>Establish structures to promote the formation of educators’ professional development networks.</td>
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<td>SACSA brochure for parents and caregivers distributed.</td>
<td>Encourage educators to participate in local professional development networks.</td>
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<td>ESL Scope and Scales statewide trial and finalisation.</td>
<td>Support educators and professional development networks.</td>
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<td>Participate in statewide moderation and consistency activities.</td>
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<td>Inform educators about online access to teaching and assessing guides.</td>
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