

House of Representatives Standing Committee on Social Policy and Legal Affairs

Inquiry into constitutional reform and referendums

QUESTION ON NOTICE

Date of hearing: 07 October 2021

Outcome: Schools and Youth

Department of Education, Skills and Employment Question No. IQ21-000126

The Committee provided in writing.

Civics and Citizenship learning

Question

At its public hearing, the Committee heard from a number of witnesses who proposed that the way in which civics is taught in schools should be improved. Examples of proposals raised included the introduction of a regular constitutional convention in the curriculum, and the inclusion of teaching which explores the values underlying Australia's Constitution.

a. The current Australian Curriculum already contains a Civics and Citizenship learning area for students in years 7-10.

i. What is the Department's view on the effectiveness of this learning area? Are there ways it could be improved?

ii. Does the Department ascertain any information on how many or what proportion of schools use this material?

iii. Has the Department considered extending the civics curriculum to be a compulsory learning area for students beyond year 10?

b. How could a constitutional convention for students be arranged? Should the convention be included in the curriculum?

Answer

a (i) The Department is informed about the effectiveness of a learning area through the existing national and international assessment program which charts overall system achievement.

States and Territories participate in a sample assessment program (National Assessment Program – Civics and Citizenship (NAP-CC)), which runs every three years and tests students in Years 6 and 10. As noted in IQ21-000134, the Public and Technical Reports for NAP-CC are available on the ACARA website at: https://nap.edu.au/results-and-reports/national-reports#NAP_sample_assessments.

Education Ministers have tasked the Australian Curriculum, Assessment and Reporting Authority (ACARA) to refine, realign and declutter the content of the Australian Curriculum (the curriculum), including the Civics and Citizenship learning area. It is essential that the Curriculum embeds values that encourage young Australians to be proud and active citizens.

a (ii) Implementation of The Australian Curriculum: Civics and Citizenship Learning Area

State and territory governments, non-government education authorities and individual schools are responsible for the day-to-day delivery of education programs. They make decisions about how best to implement the Australian Curriculum taking into account their school and community needs. As a result, varied arrangements for implementation across

states and territories may result in different exposure to civics education for students. This variation is acknowledged in the *Australian Education Act 2013*.

The indicative time for Civics and Citizenship in the curriculum is 2 per cent across each of the years 3 – 10, which equates to approximately 20 hours per year (*Source: Curriculum Design paper, version 3, ACARA p. 9*). Note, this learning area is optional in Years 9-10. The Department of Education Skills and Employment does not have data on how many students are enrolled in Civics and Citizenship learning area in Years 9 and 10.

a (iii) The state and territory government and non-government education authorities determine how the Australian Curriculum is implemented.

Commonwealth, state, and territory education ministers endorsed fifteen senior secondary subjects across English, Mathematics, Science, History at the December 2012 Education Council Meeting and Geography at the July 2013 meeting as the agreed and common base for the development of state and territory senior secondary courses (ACARA Introduction to the Senior Curriculum ACARA website).

The Curriculum, Assessment and Certification Authority in each Australian state or territory (ACACA agency) manages the accreditation and assessment of the subjects that contribute to the state or territory's Senior Secondary Certificate of Education including determining any compulsory requirements for the purposes of eligibility to receive a Senior Secondary Certificate of Education.

Each ACACA agency provides a range of subjects in its Senior Secondary Certificate of Education. Within the range of subjects, the agencies adopt or adapt the senior secondary Australian Curriculum subjects from the Australian Curriculum, Assessment and Reporting Authority (ACARA) (*Source: The Australian Curriculum, Assessment and Certification Authorities website*)

b. Detail on the long-standing National Schools Constitutional Convention and the pilot expansion to Years 9 and 10 announced as part of the 2020-21 budget are provided in IQ21-000136.

House of Representatives Standing Committee on Social Policy and Legal Affairs

Inquiry into constitutional reform and referendums

QUESTION ON NOTICE

Date of hearing: 07 October 2021

Outcome: Schools and Youth

Department of Education, Skills and Employment Question No. IQ21-000134

Ms Sharon Claydon MP on 07 October 2021, Proof Hansard page 1-2

Students lack of knowledge of civics

Question

CHAIR: Thank you. Dr Baxter, when I visit schools, which I love doing—one of my favourite jobs as an MP is going to schools and talking about government, the law, the legal profession and parliament and how they all operate together—one of the things that continues to strike me, particularly as I talk to students in in years 11 and 12, is the lack of knowledge of civics. I'm wondering whether you can help inform the committee about what we're currently doing, where we see the challenges with our civics education and how we can improve upon it.

Dr Baxter: Certainly. Thank you, Chair; that's a nice initial kick-off for me. I might start by saying that we hear quite a bit that, for children and young people, there is this deficit. It's certainly something that we hear anecdotally. We do have some assessment that points us to what we actually know about how children and young people are going with their civics understanding and their understanding of the key institutions of our democracy. There is the National Assessment Program—people know it as NAPLAN; the NAPLAN series. As part of that suite of tools, we have a National Assessment Program test in civics and citizenship, which helps to assess how children and young people are going in grades six and 10. It's not an every year test; it's one of our sample tests that occur every three years. So we do have data on how children and students have been progressing in their civics and citizenship studies for 2004, 2007, 2010, 2013, 2016 and 2019, and it's due to take place again next year. It looks at student skills, knowledge and understanding of the system of government, civic institutions, the judicial system, history and the values underpinning Australia's democracy. It has an attitudinal component as well. So it does seek to understand the attitudes of students towards civic related activities and engagement in those activities at school and in the community.

I'll give you a bit of a sense of how that works.

...

Ms CLAYDON: Maybe we could TABLE—some of that more granular data. I don't know about the others, but I'd appreciate more of a helicopter kind of view, if you could.

Dr Baxter: No problem.

Answer

The Australian Curriculum, Assessment and reporting Authority (ACARA) releases a public report after National Assessment Program (NAP) sample assessments have occurred, that provides a national comparison of student performance against the relevant framework. A technical report is also released which ACARA advises 'aims to provide detailed information about the conduct of the NAP sample subject, i.e Civics and Citizenship, so that valid interpretations of the relevant results can be made, and future NAP sample assessment cycles can be undertaken'.

All of the Public and Technical Reports for Civics and Citizenship, since 2004, are available on the ACARA website at: https://nap.edu.au/results-and-reports/national-reports#NAP_sample_assessments.

For ease of reference, the 2019 report is available at <https://nap.edu.au/docs/default-source/default-document-library/20210121-nap-cc-2019-public-report.pdf>.

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QUESTION ON NOTICE

Date of hearing: 07 October 2021

Outcome: Schools and Youth

Department of Education, Skills and Employment Question No. IQ21-000135

Mr Andrew Wallace MP on 07 October 2021, Proof Hansard page 3

Civics - state comparison

Question

CHAIR: In the states where civics has been compulsory such as, as I understand it, New South Wales, how does the proficiency level of New South Wales students compare with those in states and territories where it's not compulsory to undertake that?

Dr Baxter: I'd have to come BACK TO YOU— on that; I don't have that data in front of me. It's certainly data we could acquire for you from ACARA. If you are planning to have a direct discussion with ACARA, are they would probably have that at their fingertips.

CHAIR: Okay. I'd like you to come back to the committee in the first instance with those figures. That would be great.

Answer

As advised in response IQ21-000134, All of the Public and Technical Reports for Civics and Citizenship, since 2004, are available on the ACARA website at: https://nap.edu.au/results-and-reports/national-reports#NAP_sample_assessments.

Page 55 of the 2019 Public Report provides a comparison of 2019 student achievement among the states and territories. The related data is presented as a table and shows the percentages of Year 6 and Year 10 students in each proficiency level in 2019 nationally and for each state and territory. For ease of reference a copy of this table has been provided below. A copy of the full report is available at: <https://nap.edu.au/docs/default-source/default-document-library/20210121-nap-cc-2019-public-report.pdf>.

Table 3.6

Percentages of Year 6 and Year 10 students at or above the proficient standard nationally and by state and territory in 2019

State/territory	Year 6	Year 10
NSW	54 (±4.3)	40 (±6.9)
Vic.	53 (±4.2)	39 (±5.3)
Qld	54 (±4.6)	35 (±4.8)
WA	53 (±5.3)	45 (±7.0)
SA	43 (±5.3)	29 (±4.3)
Tas.*	47 (±5.1)	26 (±6.0)
ACT	66 (±7.2)	51 (±6.9)
NT**	40 (±7.4)	28 (±8.8)
Aust.	53 (±2.0)	38 (±2.6)

Confidence intervals (1.96*SE) are reported in brackets.

*The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

**The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

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QUESTION ON NOTICE

Date of hearing: 07 October 2021

Outcome: Schools and Youth

Department of Education, Skills and Employment Question No. IQ21-000136

Ms Peta Murphy MP on 07 October 2021, Proof Hansard page 5

School constitutional conventions

Question

Ms MURPHY: ... We had a lot of witnesses talk about not just constitutional conventions that the general public can be involved in—to the gentleman from the Department of Finance: don't worry, we'll get to you with some questions about that—but the ability to link in what is happening at schools and the idea of constitutional conventions that students are involved in. This would ensure that those students can be reached who aren't perhaps the self-selecting ones who participate in these sorts of events. You can take this question on notice and provide detail; I'm very happy with that. What exists at the moment in regard to the school constitutional conventions that you touched on? How much effort is being made to do the sorts of things I just talked about?

Dr Baxter: I think it's a reasonable comment that we know—particularly once you get beyond the regional conventions, beyond the state conventions, up to the national convention level—that some of the children do tend to be kids who are a bit self-selecting. They're potentially interested and have a high degree of proficiency anyway because of the selection processes. We are commencing a trial in 2022 to expand that and to really look at how to reach students in year 9 and 10 to get them involved in some of that at their local school level and nationally. As part of that, we are specifically interested in how to get more students engaged, not just those students who might already have a lot of that content to begin with.

Answer

The Australian Government-funded National Schools Constitutional Convention (NSCC) brings together students who are selected by the states and territories and, in some cases, those who participated in regional conventions.

Regional and state constitutional conventions are managed by the jurisdictions with no involvement from the Department of Education, Skills and Employment. The provider of the 2021 convention, the National Curriculum Services (NCS), has advised that states and territories are allocated student places at the national convention based on the size of the jurisdiction and jurisdictions manage selection in various ways. For example, in Victoria, schools nominate students to attend feeder conventions; however, in the Northern Territory and Tasmania, students apply via an application process. The NCS advise that the jurisdictions do consider gender balance, school sector, location and socio-economic mix.

The NSCC Pilot for year 9 and 10

As part of the 2021-22 Budget, the Australian Government announced \$2.2 million for the Youth Engagement Package. Part of this package included a one-year pilot in 2022 to expand the NSCC to students in Years 9 and 10. The Department of Education, Skills and Employment (DESE) is currently in the final stages of the related tender process.

The Department will discuss mechanisms to encourage participation by a broad spectrum of participants with the successful tenderer.

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QUESTION ON NOTICE

Date of hearing: 07 October 2021

Outcome: Schools and Youth

Department of Education, Skills and Employment Question No. IQ21-000137

Ms Peta Murphy MP on 07 October 2021, Proof Hansard page 5

Remote learning

Question

Ms MURPHY: ... Is work also being done on how to learn from all of the remote stuff we've been doing during the pandemic to do more outreach to enable all those kids to participate from their home schools in what's happening in Canberra?

Dr Baxter: Yes, absolutely. The PACER program, the High Court, the National Electoral Education Centre and the National Schools Constitutional Convention, as well as the emerging civics and citizenship curriculum teaching hub have all, over the last couple of years, pivoted to having a much stronger online presence. Students can go in and access those resources. The hub that I just mentioned will be specifically for teachers to look at more online teaching resources while they're in this lockdown environment. I think we have seen a reasonably successful pivot. In the case of PACER and the National Schools Constitutional Convention, they've almost, in a way, been forced there by dint of circumstances, but they've been quite successful in terms of take-up. We have some stats of hits that we've seen to some of those sites—I'll try to locate that while we continue to talk. We have seen quite good engagement through that pivot to online resources.

Ms MURPHY: Thank you. Any detail about that, that you can provide after the hearing, we would find very useful. I can't speak for the chair, but I think it would help us in whatever report we do. This sounds like the sort of thing that other witnesses have told us is really important. If there's some work that's being done, it would be good to know what it is so that we're not reinventing the wheel.

Dr Baxter: That's good. As well as on that other material, perhaps we can come back to you on where we have made the pivot to online, what's been added in and where we have any traffic data for you that might be useful.

Ms MURPHY: That'd be terrific, thank you. Thanks, Chair.

Answer

Many of our civics and citizenship education programs were affected by the COVID-19 pandemic, which resulted in the need to pivot from face-to-face delivery to online.

Specific details on each of the impacted programs are provided below:

National Schools Constitutional Convention (NSCC)

Up to 120 students normally participate in the National Schools Constitutional convention each year. Since 1995, around 3,000 students have attended the national conventions and over 110,000 have participated in the state and territory and regional conventions.

As students were unable to travel to Canberra to participate in the NSCC in 2020 due to the COVID-19 pandemic, the event was postponed and then held as a virtual event on 1 October 2020, with a total of 46 students and 12 observers.

The event was conducted virtually again in March 2021 due to the impact of COVID-19. A total of 107 students and 20 supervisors participated in the 2021 national convention.

Australian Constitution Centre (ACC)

The COVID-19 pandemic has resulted in a significant reduction in the number of schools visiting the Australian Constitution Centre (ACC) in 2020-21 (see Table 1 in the background below).

However, ACC provides several resources for teachers and students on its website, including lesson plans on the Australian Constitution. Queries for usage data should be directed to the ACC via info@australianconstitutioncentre.org.au.

The Australian Government funding of \$2 million is supporting the development of 15 teacher/student learning resources for years 4-10 students. These resources are expected to be completed by February 2022.

Parliament and Civics Education Rebate (PACER) program

The COVID-19 pandemic has had a significant impact on PACER as the program provides subsidies to students to travel to Canberra to visit key cultural institutions. However, many of the PACER institutions developed and implemented digital programs during the pandemic. The list of eligible digital programs provided by PACER national institutions is at [Attachment A](#).

The Department developed the COVID-19 Eligibility Exemption Policy to allow schools the flexibility to undertake approved digital programs alongside a visit to Canberra to be eligible for the rebate.

As of October 2021, only one school has used the COVID-19 Exemption Policy to undertake a digital program at the Australian War Memorial to meet the eligibility criteria for PACER. As the eligibility criteria for the rebate requires schools to physically visit at least one national institution in Canberra, schools have opted to visit institutions when they have travelled to Canberra instead of undertaking a digital program.

However, the institutions have reported anecdotally that interest from schools in their digital programs has grown over the past two years and that schools are opting to utilise the programs as a part of their classroom Civics and Citizenship Education program. The Department does not capture data on participation in these programs unless they form part of an eligible PACER trip, the national institutions can provide further information about the level of engagement with their digital programs during the pandemic.

Parliament and Civics Education Rebate (PACER) Program - Mandatory Institutions

Face-to-face excursions	Facilitated digital programs
<p>Parliament House</p> <p>Schools must participate in:</p> <ul style="list-style-type: none"> a one-hour comprehensive guided tour, including the House of Representatives and Senate chambers and parliamentary exhibits. <p>And where possible:</p> <ul style="list-style-type: none"> a one-hour Parliamentary Education Office (PEO) hands-on education program - <i>minimum of 15 students required</i> and a half hour break in the Queen's Terrace Gallery with the opportunity to meet your member of parliament dependent on their availability. <p>Group size: maximum 50 students and 5 adults.</p> <p>For more details visit: peo.gov.au/book-a-program/parliament-house-program/</p>	<p>Parliament House</p> <p>Connect with parliamentary experts through <i>Parliamentary Insider</i> – the PEO's free video conferencing program for students in years 5 to 12. This one hour, curriculum aligned session explores the function and significance of Australia's democratic system of government. It does this through investigating:</p> <ul style="list-style-type: none"> how laws are made through Parliament the responsibilities of representatives the formation of government how government is kept accountable. <p>Program topics can be adapted to suit your area of focus.</p> <p>For more details visit: peo.gov.au/book-a-program/video-conferencing-program/</p>
<p>Museum of Australian Democracy (MoAD)</p> <p>Schools can select and book a one hour facilitated learning program. Designed for primary and secondary students; they are curriculum aligned, and explore and interpret the stories of Australia's democracy in the very place where decisions that shaped our nation were made.</p> <p>Group sizes: different group sizes for different programs and range from a maximum of 30 to 50 students.</p> <p>For more details visit: www.moadoph.gov.au/learning/teachers/school-programs/</p>	<p>MoAD</p> <p>Engage with Australia's democracy in one of our free facilitated digital excursions. Designed for primary and secondary students, they are curriculum aligned, interactive, and explore the special stories and secret spaces in the building.</p> <p>Three different programs are eligible:</p> <ul style="list-style-type: none"> <i>Democracy, Media and Me</i> – for Years 4-8, inspiring students to be active citizens and consider how they can make a difference in society <i>Rights and Freedoms</i> – for Years 9-12, unpacking historical events to explore how Aboriginal and Torres Strait Islander Peoples have used their voices to create change <i>It's My Right Isn't It?</i> – for Years 9-12, asking students to consider how they can use their democratic rights to be active and engaged citizens <p>For more details visit: www.moadoph.gov.au/learning/teachers/digital-excursions/</p>

Face-to-face excursions	Facilitated digital programs
<p>National Electoral Education Centre (NEEC)</p> <p>Schools choose from one of four 60 minute education programs – House of Representatives, Senate, Referendums, or Eligible Elector.</p> <p>Group size: maximum 45 primary students or 40 secondary students.</p> <p>For more details visit: education.aec.gov.au/visit-us/</p>	<p>NEEC</p> <p>(Existing) Schools can book a <i>Get Voting</i> pack be sent to their school. The pack includes everything required to run a fair and fun school election.</p> <p>(New, to be offered from August 2022) Suitable for students of all levels, this new facilitated digital program will explore key concepts of representation and voting. Students will experience the preferential voting system in action by participating in a House of Representatives election scenario, including counting the votes to achieve a result.</p> <p>For more details visit: education.aec.gov.au/getvoting/</p>
<p>The Australian War Memorial</p> <p>Schools can book:</p> <ul style="list-style-type: none"> • a one hour facilitated Education program in the galleries-entry on the hour from 9 am to 3 pm • limited availability for <i>School Wreath Laying Ceremony</i> program, or attendance at <i>Last Post Ceremony</i> • no self-guided visits in the galleries. <p>Group size: maximum 90 students Term 2 2021, 110 students from Term 3 2021.</p> <p>For more details visit: https://www.awm.gov.au/visit/schools</p>	<p>The Australian War Memorial</p> <p>Free, live and interactive virtual excursions are available on Thursdays and Fridays each week of term-up to three classes per session.</p> <p>45 minute themed programs run at 9.30am, 10.45am, and 1.30pm with some flexibility in case of clashes with timetables/ time zones. Both Primary and Secondary programs available.</p> <p>Group size: maximum of 100 students.</p> <p>For more details visit: https://www.awm.gov.au/learn/schools/VirtualExcursions</p> <p><i>Virtually there</i>-A pre-recorded virtual visit to the Memorial's galleries-Primary and Secondary versions available</p> <p>For more details visit: https://www.awm.gov.au/learn/schools/resources/virtuallythereprimary https://www.awm.gov.au/learn/schools/resources/virtuallytheresecondary</p>

Parliament and Civics Education Rebate (PACER) Program - Alternative Institutions

Face-to-face excursions	Facilitated digital programs
<p>National Museum of Australia</p> <p>Schools must participate in one of the following education programs:</p> <ul style="list-style-type: none"> • Meet the People (max 60 students) • Making a Nation (max 60 students) • A living Culture (max 60 students) • Indigenous Rights and Freedoms (max 60 students) <p>For more details visit: www.nma.gov.au/visit-us/school-visits</p>	<p>National Museum of Australia</p> <p>Schools may opt for one of the following digital excursions:</p> <ul style="list-style-type: none"> • The Australian Nation (max 30 students) • Fight for Indigenous Rights (max 30 students) • Endeavour Voyage: The Untold Stories of Cook and the First Australians (max 30 students) <p>For more details visit: nma.gov.au/learn/school-programs/digital-outreach</p>
<p>National Gallery of Australia</p> <p>Schools must participate in a 60 minute program, Stories of Australian Art, the National Gallery's PACER accredited program. Through the works of art, students investigate themes of identity, diversity and belonging as they see how artists communicate about experiences of colonisation, migration, occupation and activism. The program celebrates the resilience of Indigenous cultures and connections between art, people and Country.</p> <p>Group size: minimum 5 and maximum 60 students.</p> <p>For more details visit: https://nga.gov.au/learn/students/default.cfm</p>	<p>National Gallery of Australia</p> <p>Schools can participate in a 60 minute digital excursion, Stories of Australian Art, facilitated by Artist Educators. Through the works of art, students investigate themes of identity, diversity and belonging as they see how artists communicate about experiences of colonisation, migration, occupation and activism. The program celebrates the resilience of Indigenous cultures and connections between art, people and Country.</p> <p>Group size: minimum 5 and maximum 30 students.</p> <p>For more details visit: https://nga.gov.au/learn/teachers/planvisit.cfm</p>
<p>High Court of Australia</p> <p>60 minute tour of the High Court.</p> <p>Group size: maximum 20 per group including adults.</p> <p>For more details visit: www.hcourt.gov.au/about/tour-bookings</p>	<p>High Court of Australia</p> <p>Not available</p>

Face-to-face excursions	Facilitated digital programs
<p>National Archives of Australia</p> <p>Schools can participate in a 60 minute insightful educator led primary or secondary curriculum-aligned program that connect students with pivotal moments in 20th-century Australian history and explore themes from creativity and identity through to immigration, defence and reconciliation.</p> <p>Availability: Tuesday to Thursday, 10am to 4:30pm</p> <p>Group size: maximum of 45 students per group with a requested ratio of one adult per 15 students.</p> <p>For more details visit: www.naa.gov.au/learn/school-visits</p>	<p>National Archives of Australia</p> <p>Not available</p>
<p>National Portrait Gallery</p> <p>Schools must participate in a civics and citizenship or Aboriginal and Torres Strait Islander achievements and activism education program</p> <p><i>Civics and citizenship</i> In these programs we emphasise recognition of individuals from diverse backgrounds and fields of endeavour who have excelled and contributed to society. Students will discover ways to examine the portraits of significant Australians – past and present – through discussion, role play and drawing.</p> <p><i>Aboriginal and Torres Strait Islander achievements and activism</i> This program identifies significant events and ideas in Aboriginal and Torres Strait Islander histories, through key individuals who have shaped the political and cultural developments involved. Students will explore portraits via visual analysis, debate and pictorial representation; and discover how portraits can be used as historical documents.</p> <p><i>Group size maximum 45 students + 3 adults</i> For more details visit: www.portrait.gov.au/content/education</p>	<p>National Portrait Gallery</p> <p>Live and interactive virtual excursions are available on themes of civics and citizenship, and Aboriginal and Torres Strait Islander achievements & activism. Our virtual programs are for students of all levels, and run for 45-60 minutes (with scheduling to suit your school timetable or time zone).</p> <p>All participants are encouraged to explore new ideas, ways of seeing and to respond creatively, in order to understand and appreciate Australia’s complex history, its intriguing people and magnificent art.</p> <p>For more details visit: https://www.portrait.gov.au/content/virtual-excursions/ Bookings can be made here: https://www.portrait.gov.au/form-groupbookings.php</p>

Face-to-face excursions	Facilitated digital programs
<p>Government House</p> <p>Schools can participate in a facilitated tour.</p> <p>Group size: 10 – 100 per group (including students and teachers)</p> <p>For more details visit: www.gg.gov.au/contact</p>	<p>Government House</p> <p>Not available</p>
<p>National Capital Authority</p> <p>Schools must participate in at least one of the following programs or tours:</p> <ul style="list-style-type: none"> • The Story of Canberra program (<i>12 – 30 students in each tour group, three groups each hour</i>) • How We Remember: ANZAC Parade memorials tour (<i>max 60 students</i>) • Our Shared Journey: Reconciliation Place tour (<i>max 60 students</i>) <p>Please note only one school will be allowed at any one site per hour.</p> <p>For more details visit: www.nca.gov.au/discover-and-learn/book-program</p>	<p>National Capital Authority (NCA)</p> <p>Schools may opt for one of the following digital excursions:</p> <ul style="list-style-type: none"> • National Capital Exhibition – virtual program: The Story of Canberra • Anzac Parade – virtual program: How We Remember • Reconciliation Place – virtual program: Our Shared Journey <p>Each program includes ‘Talk Back Time’ – live chat (on the platform of the teacher’s preference) for 15 – 20minutes with one a NCA presenter.</p> <p>Each program is bookable 1 group per hour.</p> <p>Group size: 35 per group</p> <p>For more details visit: www.nca.gov.au/discover-and-learn/book-program</p>

House of Representatives Standing Committee on Social Policy and Legal Affairs

Inquiry into constitutional reform and referendums

QUESTION ON NOTICE

Date of hearing: 07 October 2021

Outcome: Schools and Youth

Department of Education, Skills and Employment Question No. IQ21-000138

Dr Anne Webster MP on 07 October 2021, Proof Hansard page 6

Resource hub

Question

Dr Baxter: ... Our resource hub, that we have almost developed, is available for teachers rather than students. We are getting very close with that. Stage 1 of that project was a bit of a stocktake and gap analysis, and we're now looking at the final curation of resources to go up. While it is focused on teachers there are some really good resources that are used by members of the community more generally, such as the Discovering Democracy pieces and some short, animated videos on civics and citizenship education and why it matters, that can be used by parents and other members of the community as well.

Dr WEBSTER: Is that in multi languages?

Dr Baxter: I might have to defer to—Shane, do you know?

Ms Samuelson: I don't know that one. We'll have to take it on notice.

Dr Baxter: We can give you some material on notice about which languages it's available in or how people who are accessing these materials from other language groups get access to those.

Answer

The CCE Hub is being developed to support educators of students in years 4 to 10 deliver engaging civics and citizenship education in the classroom that is aligned to the Australian Curriculum.

The provision of resources in languages other than English is best placed with cultural institutions and other Australian Government Departments that support the public. The Australian Electoral Commission and the Department of Home Affairs produce a wide array of resources for various audiences, including content for migrants and refugees.

Background

- On 4 March 2019, the former Minister for Education approved a \$1 million package over four years (2018–19 to 2021–22) to bring together a suite of resources to assist teachers to develop and deliver engaging CCE.
- Stage 1 of this project, completed in October 2020 was a stocktake and gap analysis, initial updating and curation of resources and scoping of hub design.
- Stage 2 of work, currently underway involves further updating of existing resources, development of new resources and design and build of a digital hub to act as a repository for easy to access, free, online resources that are reliable, current, high quality and aligned to the Australian Curriculum.
- The hub will contain:
 - a short, animated video on civics and citizenship education and why it matters.
 - a diverse range of curated resources for teachers. These will include updated materials previously developed by the Australian Government and currently sitting on ageing websites (for example, the well-used Discovering Democracy units of work for teachers at all year levels); and links to well-regarded resources from national and state civics institutions and other reputable organisations specialising in CCE.
 - easy to find curated information on CCE related programs and events.
- The first iteration of the CCE Hub includes links to resources developed by the following organisations:
 - The Australian Broadcasting Commission
 - Australian Constitution Centre
 - Australian Electoral Commission
 - Australian War Memorial
 - Centre of Democracy SA
 - Constitution Education Centre
 - Constitution Education Fund Australia
 - Crime Stoppers
 - Department of Veterans Affairs
 - Education Services Australia
 - Human Rights Commission
 - Immigration Museum
 - Museum of Australian Democracy
 - National Archives Australia
 - National Australia Day Council
 - National Film and Sound Archives
 - National Library Australia
 - National Museum Australia
 - Parliamentary Education Office
 - Philanthropy Australia
 - Queensland Curriculum Assessment Authority
 - Queensland Parliament
 - Reconciliation Australia
 - Reconciliation South Australia
 - State Library of NSW
 - State Library of South Australia
 - The Rule of Law Institute
 - Victorian Curriculum and Assessment Authority
 - Victorian Electoral Commission
 - World Vision.
- Once the CCE Hub is live, the project will continue to collate relevant resources to build upon the information base as required.

House of Representatives Standing Committee on Social Policy and Legal Affairs

Inquiry into constitutional reform and referendums

QUESTION ON NOTICE

Date of hearing: 07 October 2021

Outcome: Schools and Youth

Department of Education, Skills and Employment Question No. IQ21-000139

Dr Anne Webster MP on 07 October 2021, Proof Hansard page 6

Resource hub programs

Question

Dr WEBSTER: Thank you. The last question I have about it is, given that those materials are available for the general public, and I'm not sure exactly where people can find them easily, how do you evaluate the effectiveness of the programs?

Dr Baxter: We do have a program of evaluation, and I do have some material here about it. The constitutional conventions, I think, are subject to an evaluation. I might need to check the dates on that, including for the pilot expansion that I mentioned before. When I come back to you, on material, I can let you know the dates for that evaluation. As you know, we do generally build in evaluation as part of these pieces.

Answer

Specific information on the evaluation of the key Department of Education, Skills and Employment civics and citizenship education programs is provided below.

The Parliament and Civics Education Rebate (PACER) Program

Since the beginning of the PACER program, two internal reviews have been undertaken with the first finalised in 2011 and the second in 2018. Both evaluations have focused on the program's appropriateness, effectiveness, efficiency, and governance. The methodology of the evaluations included surveys and interviews targeting schools and PACER National Institutions. The evaluations have helped to identify and implement updates to the program to ensure the program is fit-for-purpose by meeting the policy objectives and serving the needs of stakeholders. For example, the findings from the 2018 evaluation showed that the cost of undertaking excursions had increased since the rebate rates, determined by the distance from Canberra, were established. These findings were used to permanently increase the rebate rates for zones further from Canberra.

National Schools Constitution Convention (NSCC)

Consistent with the evaluation clause contained in the contract for the NSCC, the Department may elect to engage a third party to undertake an evaluation of the Services provided. In addition, the Supplier of the Services is contractually obligated to provide the Department with both a Service Delivery Plan for the upcoming annual Convention, as well as a Final Report following the successful staging of the event. This includes seeking and collating feedback from participants following each convention. The feedback compiled is synthesised to inform future conventions.

In relation to the one-year pilot expansion of the NSCC, the department will negotiate with the successful tenderer in relation to specific evaluation requirements.

The Department evaluates the remaining civics and citizenship education programs as required.

Background

The question on program evaluation was raised following a query on whether the Department has programs that provide information to the general public. It should be noted that our civics and citizenship programs are targeted at educators and students to support their classroom learning. We therefore do not support the broader public, however our stakeholders, such as the Australian Constitution Centre at the High Court and the Australian Electoral Commission, do produce a wide array of resources for various audiences.

The cultural institutions are best placed to respond to queries on the evaluation of their resources.