EDUMATE

Student Feedback

& Progressive Reporting

Part 4 of 4 - Curriculum Mapping

Curriculum mapping

Curriculum mapping is a practical method for a school's executive team to help permeate curriculum initiatives into the classroom. This method can be used to integrate more social experiences into teaching programs to promote social cohesiveness and team building skills. When asked about curriculum planning, people tend to focus on cross-curricular integration (such as ICT skills) or in increasing the level of numeracy and literacy in other subjects. However a very important part of curriculum mapping is ensuring that non-academic school values and beliefs are addressed in the school's curriculum. Reflecting upon the earlier findings of the benefits of social learning, this could be one area curriculum mapping could be used to greater affect.

Social activities can be included to teach children core skills like team work and some fundamental life skills like communication. Often overlooked is the importance of these skills later in life and to employers down the track. New communication and digital channels like social media are in some ways taking over. We would argue that as children transition from education to work, they're not equipped with the emotional intelligence to shape their communication to their audience through the correct channel.

Figure 25: Percentage of parents who believe their school tailors its curriculum to their child

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
Primary	Private (religious affiliation)	18.60%	52.40%	25.50%	3.40%
	Private (non-religious affiliation)	22.20%	55.60%	14.80%	7.40%
	Public (Government funded)	13.60%	47.10%	28.70%	10.60%
Secondary	Private (religious affiliation)	14.70%	50.80%	26.70%	7.90%
	Private (non-religious affiliation)	23.10%	50.00%	26.90%	0.00%
	Public (Government funded)	12.20%	43.60%	32.80%	11.50%
Total	Private (religious affiliation)	16.40%	51.50%	26.20%	6.00%
	Private (non-religious affiliation)	22.60%	52.80%	20.80%	3.80%
	Public (Government funded)	12.90%	45.50%	30.60%	11.00%

Parents are unlikely to understand the implications of curriculum mapping not being tailored to their child's learning. The benefits of tailored curriculum for each student are that it allowsadvantage to be taken of their skills, while focus can be honed in on their weaknesses.

Overall, 29 per cent of parents believe their child's school does not tailor curriculum to the students. This trends downwards considerably as students get older. The data shows that curriculum is not being tailored in secondary schools in particular.

> *76.8% of parents would like more information on the school's curriculum.*

Figure 26: Parents' responses to what they would do with additional information on the curriculum.
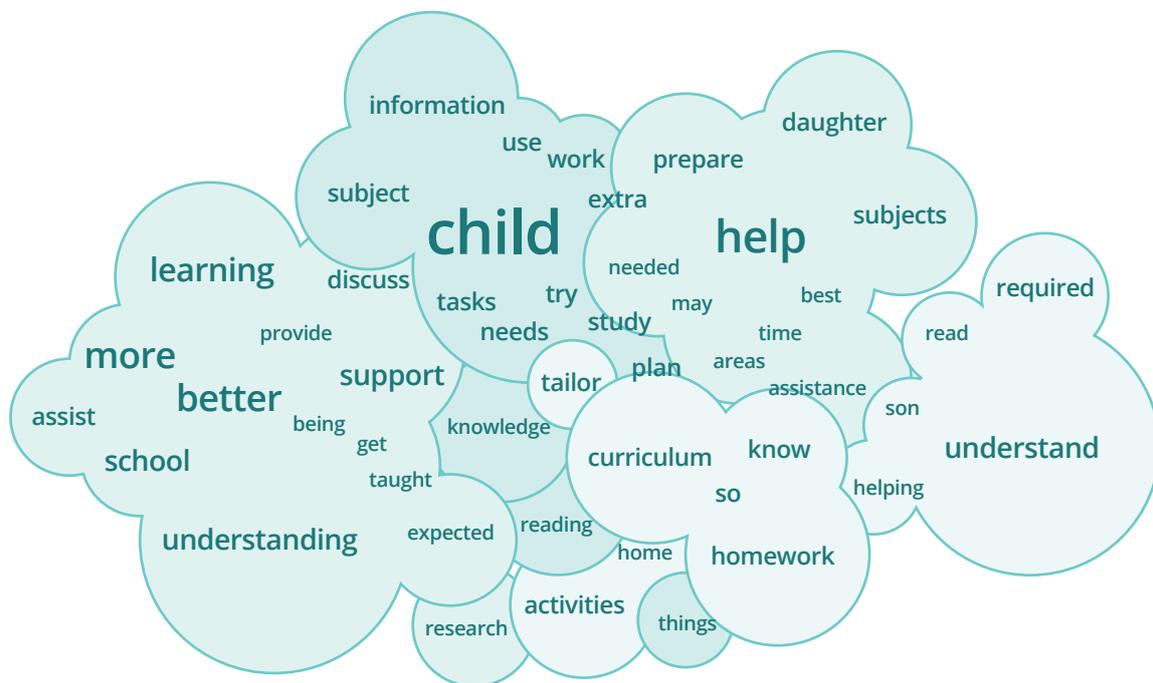
Parent understanding

If the parent has greater understanding of the student's strengths then they can help more in senior subject selection. This requires parents to be able to track a child's performance over time on particular subjects. Having this historical data available to parents and students will enhance decision making on future subjects and help career advisors support the child in looking at their further future study and career options.

> *It would be nice if schools placed less pressure on children in years 11 and 12. I think the focus should be more on their study and career goals and being tailored to that.*
> Parent, private secondary school, NSW

Conclusion

The data collected in this survey shows us that parents wish to receive more feedback from schools than they currently receive now. However the nuances of what type of feedback they wish to receive is quite telling. At the heart of this, parents want to see how their children aregrowing as individuals and what actions they can take to help foster, support and encouragethat growth.

We have shown that parents desire more feedback. This correlates with contemporary research in the types and methods of feedback that best serves students.

There is a healthy amount of time spent by parents reflecting with students, however it's clear that this time is being inhibited by a lack of feedback from schools on the students' currentacademic and progression standing. Traditionally this has been used with numerical results,ranks and places in cohort, however the efficiency of these methods needs to be questioned inlight of recent research in what's most beneficial for the student.

A progressive reporting cycle where feedback is given to students and parents immediately after each learning event or activity followed by a reflective process has merit. Particularly when this is conducted in the absence of marks. This cycle needs to be delivered in a sustainable wayso as not to cause additional work for teachers, our experience has shown this to be possible.

There is also evidence to suggest that when schools focus on social learning activities there is a more positive social environment in the school. Methods like flipped classrooms, where inherently there will be more team activities in the classroom, would seem to be an easy way to achieve this goal. To help teachers embrace this, the use of curriculum mapping is also anothertool that can help permeate social initiatives into the classroom.

Beyond the results

Beyond the results and analysis provided within the report, the data obtained through the survey framework can be sliced across multiple demographical variables. This will allow schools to analyse the results that are most applicable to them and use the data and analysis to help them form a robust student feedback and progressive reporting framework. This will ultimately build a community around the student's learning, resulting in the likelihood of improved performance.

To find out more about Edumate's research or to speak to someone further about tailoring the findings to your school, or our framework for student feedback and progressive reporting, please contact:

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