



QATA

Queensland Agriculture
Teachers Association



Queensland Agricultural Curriculum



Agricultural Education in QLD

With the progressive introduction of the National Curriculum, the Queensland Curriculum 2005 Subject area syllabus and guidelines for Agricultural education has been replaced by elements of the National Curriculum.

Agricultural Education from 2017 is an example of a learning area that provides curriculum connections where units of work from P-12 can be designed to incorporate various curriculum statements across the national curriculum.

Practicalities of assessing across areas and experiences of members have led to the development of the following model options.

Option One

Science Unit(s) Of Study

Biological Science Knowledge extrapolations

Skills

- Allows simple mapping of assessable elements and criteria
- Prepares students for General Agricultural Science in the senior phase of schooling
- Could incorporate Project based Agricultural Experiences
 - Inquiry based project

Option Two

Technology Unit(s) Of Study

Designed Solution for an Environment, Service or Product

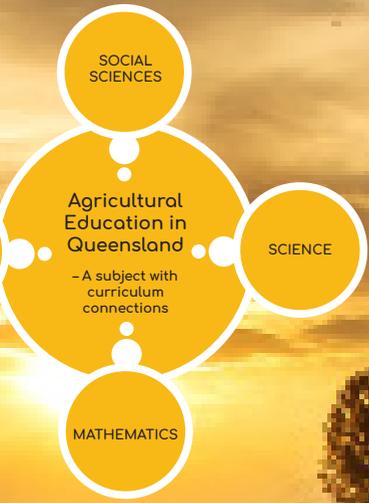
Food and Fibre strand of the Design and Technology Syllabus

- Easily articulates from combined strands in junior schooling to food and fibre specific outcomes in the middle school.
- Has a specific identified place in the food and fibre strand of the curriculum
- Does not adequately prepare students for all pathways if completed in isolation
- Could incorporate Project based Agricultural Experiences
 - Enterprise based project

Option Three



- Difficult to assess
- Difficult to give adequate time to multiple content statements
- Can incorporate STEM/Rich task activities, however difficult to formulate specific assessment performance criteria
- Could incorporate Project based Agricultural Experiences
 - STEM based project
 - Inquiry based project
 - Enterprise based project



Dimensions

To maximise the effectiveness of any food and fibre education delivered in schools, learning should be sequential.

The dimensions of this learning are:

Sustaining lives: Food and fibre that is essential to human life and must be managed in ways that support current and future generations

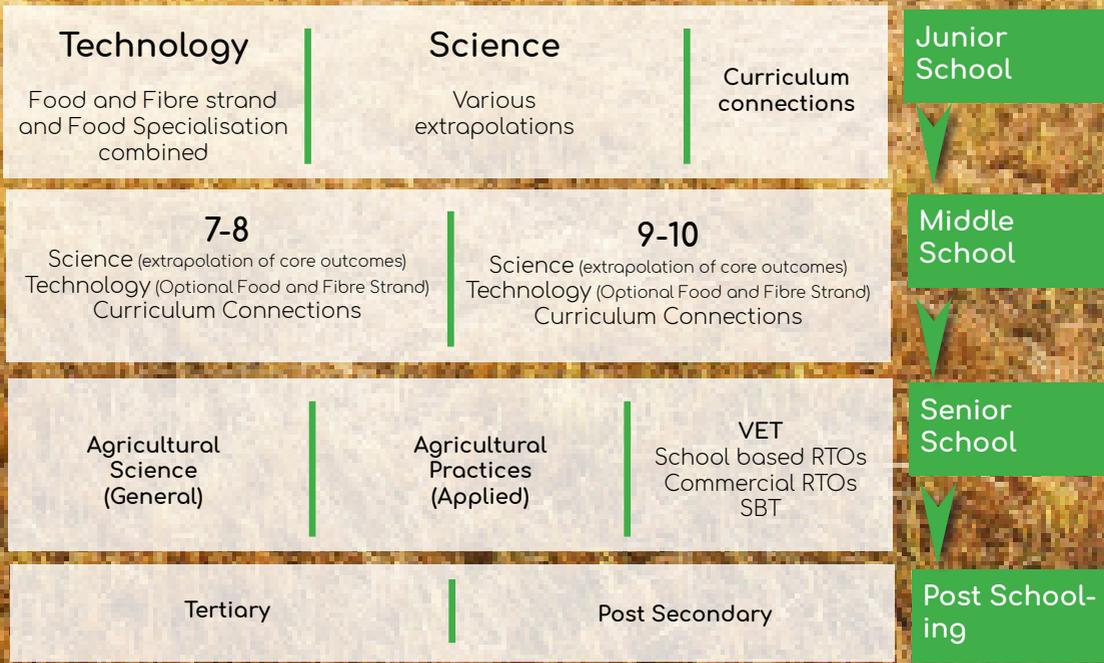
Resources: Physical, financial, social and environmental resources required to produce food and fibre and that this involves sustainable land and water management

Science and technology: Science and technology knowledge, skills and understandings that support sustainable food and fibre production

Economy: The value of primary industries to the Australian economy and Australia's development
People: The diversity of people involved in food/fibre production and their needs, careers and lives

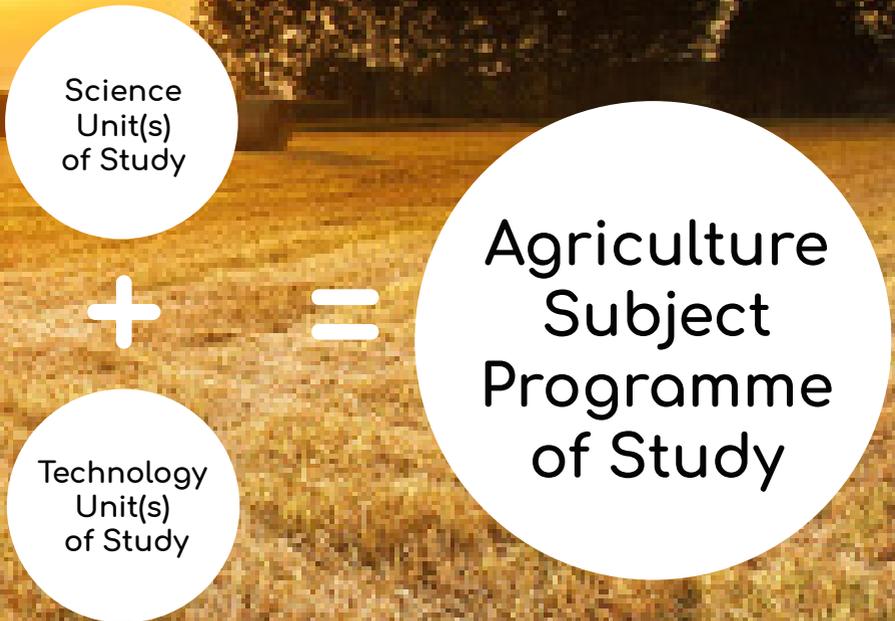
These dimensions of learning have been developed in consultation with Primary Industries Education Foundation Australia (PIEFA).

Pathways



Recommendation

The simplest way to ensure students are exposed to required learning outcomes while adequately preparing them for pathways available in senior schooling and beyond is to develop units of study based upon individual areas of study that form a rich collection of units that form a programme of study.



Further information can be found at www.qcaa.qld.edu.au

While information is provided as accurately and completely as possible, individuals and schools should ensure their own programmes of study are compliant with curriculum requirements.

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