



Education

REQUEST FOR TENDER

PART B – STATEMENT OF REQUIREMENTS

RFT NAME **Curriculum Design through
General Capabilities**

RFT NUMBER **DoE2298658118**

REQUEST FOR TENDER

PART B – STATEMENT OF REQUIREMENTS

Statement of Requirements

Contents

1	Description of requirement	3
2	Background/General Information	3
3	Objective and outcome	4
4	Definitions and applicable documents	4
5	Description and scope of work.....	4
6	Deliverables	5
7	Contractor resource requirements and qualifications	7
8	Approach and methodology	7
9	Reporting and communications	8
10	Performance level requirement	8
11	Contractor responsibilities	8
12	Government representative and support	9
13	Location of work and travel	9

1 Description of requirement

Through this Request for Tender (RFT), the Teaching Quality Unit (TQU) within the Department of Education (Department) is seeking a service provider (Contractor) to:

- 1.1 Work with them to develop, test, evaluate and undertake codification of processes to effectively embed Critical and Creative Thinking into pedagogy and assessment practices within the disciplines of science and history, stage 4 and 5. It is anticipated this will include both development and testing of specific models and resources with the view to understanding how they could be scaled at a systems level such that both content, and resourcing/development/delivery process are addressed.
- 1.2 Conduct a meta-evaluation of the initiative which would include the development of insights into enabling conditions and barriers, at a systems level, that impact upon ongoing improvement.
- 1.3 Advise on how developed process/es could be scaled across Key Learning Areas and the other General Capabilities - Information and Communication Technology, Personal and Social, Ethical Understanding, Intercultural Understanding (excluding Literacy and Numeracy) whilst being responsive to current educational reform including the NSW Curriculum Review.
- 1.4 It is anticipated the work outlined in this RFT will commence in October this year and be fully completed by the close of the 2022 school year.
- 1.5 This Request for Tender process will identify the single best value-for-money provider to undertake this work.
- 1.6 Note: There may be an additional phase of work separate to the deliverables outlined in this RFT document, required beyond the 2022 school year but this is dependent upon the findings of the initial evaluation, Departmental priorities and funding availability.

2 Background/General Information

- 2.1 General Capabilities are a key component of the Australian Curriculum, equipping young people with knowledge, skills, behaviours and dispositions for meaningful employment and agency in a changing world. The importance of strengthening the development of General Capabilities and raising their status within curriculum delivery has been emphasised nationally, with the *Review to Achieve Educational Excellence in Australian Schools 2018* ('Gonski 2.0').
- 2.2 Recent findings from both the NSW Curriculum Review and the work of ACARA identify a need to strengthen the evidence base on how best to teach the General Capabilities (excluding Literacy and Numeracy), including Critical and Creative Thinking. There exists a need to ensure that teachers and schools are adequately supported to teach and assess these capabilities so that students acquire the full range of capabilities required to succeed in the ever-changing world of learning and work.
- 2.3 In response, and aligning with the NSW Curriculum Review, the TQU is embarking on a program of work that will enable teachers, schools and the Department to more effectively embed General Capabilities into teaching, learning and assessment practices. The focus of this proposed contract is on changing teaching practice, pedagogy and assessment in the capability of Critical and Creative Thinking in stages 4 and 5 science and history with a view to how these processes could inform scaling to other General Capabilities, stages and subject disciplines.

3 Objective and outcome

- 3.1 Through a rigorous and iterative process, the TQU's program of work will see the development of a suite of nuanced curriculum, pedagogical and assessment resources and bespoke professional learning that is evaluated and scaled. This work will primarily be built by teachers, for teachers – supported by the TQU and other Department personnel.
- 3.2 The expected outcome of this work will be NSW-centric learnings on how to positively impact student learning outcomes, reduce equity gaps, build teacher capacity and scale rigorous support in a sustainable manner, using Critical and Creative Thinking in stages 4 and 5 science and history as impetus.
- 3.3 It is anticipated resulting product/s will have a strong evidence base, and codified process/es will be scalable across KLAs and the other General Capabilities - Information and Communication Technology, Personal and Social, Ethical Understanding, Intercultural Understanding (excluding Literacy and Numeracy), with sufficient flexibility to remain current as the findings from the NSW Curriculum Review shift into educational policy and practice. This approach will underpin all components of the Contractor's bespoke methodology.

4 Definitions and applicable documents

The following definitions and documents should be taken into account to ensure clarity in the interpretation of requirements.

- 4.1 The work of the TQU is informed by the [Review to Achieve Educational Excellence in Australian Schools 2018 \(Gonski 2.0\)](#) and the [NSW Curriculum Review](#).
- 4.2 'General Capabilities' refer to the set of seven capabilities as defined by the [Australian Curriculum](#) including Literacy, Numeracy, Information and Community Technology, Critical and Creative Thinking, Personal and Social, Ethical Understanding and Intercultural Understanding. Of note, the General Capabilities of Literacy and Numeracy are **outside** the scope of this work.

5 Description and scope of work

- 5.1 The Contractor will work collaboratively with the TQU and other personnel from across the Department, including leading educators, curriculum experts, data analysts, embedded evaluators and school-based teachers.
- 5.2 The Contractor will support the development, testing, evaluation and codification of processes that will embed robust, high quality teaching practice, pedagogy and assessment in the capability of Critical and Creative Thinking in stages 4 and 5 science and history as it occurs in the NSW setting.
- 5.3 The work delivered by the Contractor will include both development and testing of specific models and resources in Critical and Creative Thinking, stage 4 and 5, science and history that include analysis of learning tasks and student work samples.
- 5.4 Codified process/es will have the potential for scalability across KLAs, stages and other of the General Capabilities (excluding Literacy and Numeracy), and be responsive to changes in education related to the NSW Curriculum Review. Approaches will also be built with a view to scaling at a systems level such that both content, and resourcing/development/delivery processes are addressed.
- 5.5 The Contractor will be expected to attend, and at times convene, strategy meetings conducted either online or face-to-face as appropriate given the impact of COVID-19.
- 5.6 The project will consist of four broad phases (toolkit build, data capture, analysis and synthesis, and final evaluation) within which the Contractor will be required to provide tangible deliverables, leadership, advice and support.

Request for Tender – Statement of Requirements (Part B)
RFT DoE2298658118 - Curriculum Design through General Capabilities.

- 5.7 Each phase will consist of five primary work streams (pre/post benchmarking, individual professional learning [PL] build and evaluation, learning tasks and derived student work sample analysis and tool build, process codification, and overarching project evaluation).
- 5.8 Both phases and work stream outputs are outlined in the below table.
- 5.9 Of note, the toolkit build phase will primarily involve analysis of existing documentation (to be provided by TQU) and application of findings to build bespoke methodology and instruments.

Phase	Work stream Outputs
1. Toolkit build phase	<ul style="list-style-type: none"> Build/test/revision of bespoke methodology and instruments suitable for use in each of the five work streams - pre/post benchmarking, individual PL build and evaluation, learning tasks and derived student work sample analysis and tool build, process codification, and overarching project evaluation Provision of iterative and regular progress reports and presentations which include formalised opportunity for discussion
2. Data capture phase	<ul style="list-style-type: none"> Capture of data necessary to inform iterative and final reports over the life of the project using bespoke methodology and instruments developed in the toolkit build phase Data capture to include process of validating and revising tool/s Provision of iterative and regular progress reports
3. Analysis and synthesis phase	<ul style="list-style-type: none"> Collaborative and iterative analysis and synthesis of findings against each of the five work streams with a view to providing both iterative and final evaluation reports Provision of iterative and regular progress reports and presentations
4. Final evaluation phase	<ul style="list-style-type: none"> Preparation and consolidation of draft and final report/s Submission of fully operational and evaluated tools/instruments including, but not limited to those which allow learning tasks and student work samples to be coded and quality assessed in a replicable manner and with strong inter-rater reliability Submission of codified process for the full project as outlined in this Contract

6 Deliverables

ID	Phase	Deliverable	Format	Indicative Timing
D001	Toolkit build November – December 2020	Bespoke methodology and instruments suitable for use/data capture in each of the work streams - pre/post benchmarking, individual PL build and evaluation, learning tasks and derived student work sample analysis and tool build, process codification, and overarching project evaluation	Suitable set of bespoke tools/instruments and underpinning logic which employ a mixed method approach (e.g. surveys, interviews, focus groups, teacher diaries, student work samples, teacher programming)	November 2020

Request for Tender – Statement of Requirements (Part B)
RFT DoE2298658118 - Curriculum Design through General Capabilities.

D002		Co-creation of reliable and valid tools/instruments, including, but not limited to those which allow learning tasks and student work samples to be coded and quality assessed in a replicable manner and with strong inter-rater reliability	Fully functional pilot tools/instruments (format to be advised by Contractor in discussion with TQU).	Mid December 2020
D003	Analysis and Synthesis December 2020 – July 2022	Collaborative analysis and synthesis of findings gained from the pre and post benchmarking data capture	Progress report and presentation with opportunity for discussion	Pre capture progress report and presentation session: March 2021 Post capture progress report and presentation: July 2022
D004		Collaborative and iterative analysis and synthesis of findings gained from the ongoing data collection against each of the remaining four work streams with a view to providing both draft and final evaluation reports. Findings against the coding tools/instruments to include product revisions/updates as required.	Progress report and presentation with opportunity for discussion, for each of the four remaining work streams: individual PL build and evaluation; learning tasks and student work sample analysis and tool build; process codification; and overarching project evaluation. Updated coding tool/instruments – including, but not limited to those relevant to learning tasks and student work samples	Revised coding tools/instruments, and progress reports/presentation for each work stream required at each of the identified months: <ul style="list-style-type: none"> December 2020, March 2021, June 2021, September 2021, Mid December 2021, March 2022, July 2022
D006	Completed Evaluation	Fully operational and evaluated tools/instruments including, but not limited to those which allow learning tasks and student work samples to be coded and quality assessed in a replicable manner and with strong inter-rater reliability	Format to be determined by process at D002	September 2021
D007	August 2022 – Mid December 2022	Preparation and consolidation of final report. Report to incorporate analysis and synthesis of key findings for the project informed by data capture/analysis/synthesis process against all of the five work streams: pre/post benchmarking, individual PL build and evaluation, learning tasks and derived	Final report and presentation for key Departmental staff	Draft August 2022 Final report and presentation mid December 2022

		student work sample analysis and tool build, process codification, and overarching project evaluation. Report, using this analysis, to provide strategic, scalable and practical future directions for the Curriculum Design through General Capabilities project which are responsive to forecast change as a result of the NSW Curriculum Review.		
--	--	---	--	--

7 Contractor resource requirements and qualifications

- 7.1 The ideal team would be multidisciplinary, however it would include academic experts in the field of education, with a proven understanding of current research on the implementation of skills/capabilities within curriculum. The team would also include talent with demonstrated expertise in research and responsive evaluation at both the model/resources and systems level.
- 7.2 Respondents are expected to provide evidence to demonstrate that the team proposed to undertake the engagement possess at minimum:
- Demonstrated experience in granular project-level and systemic evaluation in education.
 - A track record of contribution to relevant scholarly, peer-reviewed research in education at a national and/or international level.
 - A deep understanding of Critical and Creative Thinking as defined by the Australian Curriculum and applied within the context of the NSW curriculum.
 - Expertise in implementing Critical and Creative Thinking within the subject disciplines of history and science, stage 4 and 5.
 - Capacity to submit high quality deliverables in a timely manner and as dictated by the expectations of government.

8 Approach and methodology

- 8.1 Respondents are required to propose their own approach and methodology for the completion of tasks and deliverables. Respondents are expected to demonstrate a commitment to client-focussed service delivery and are encouraged to think creatively about approaches and methodologies that can enhance the value and impact of the services under the contract.
- 8.2 Respondents should include an explanation of the approach the respondent will take to partnering with the Department in managing the engagement and the ways in which the respondent's team would collaborate with and engage key internal stakeholders.
- 8.3 Respondents should describe their approaches at each of the different phases set out in the requirements, or specify where these may need to be adapted to ensure successful delivery.
- 8.4 Respondents should outline processes for risk identification and mitigation, meeting project timeframes, and delivering high quality project outcomes.
- 8.5 It is anticipated that bespoke methodology against each of the four work streams will incorporate both qualitative and quantitative approaches.

- 8.6 The Contractor is required to fulfil the work in accordance with its own approach and methodologies. Regardless of any flexibility provided to the Contractor, all work must be completed in accordance with industry accepted methodologies and approaches and in a manner that is in compliance with agreed performance standards.
- 8.7 In addition to project/work specific methodologies, approaches and standards, the Contractor is required to ensure that all work undertaken is in compliance with all applicable legislation, Acts and codes.
- 8.8 The Contractor is required to ensure that its team members are adequately trained to fulfil their responsibilities under the contract and shall operate at all times in compliance with the law.

9 Reporting and communications

- 9.1 Meetings will be established and take place initially on a fortnightly basis, before transitioning to an 'as required' basis, to assess and report on progress of planned work and to coordinate access to and engagement with key internal stakeholders. These meetings are in addition to the progress report presentations, and will be used for troubleshooting and risk management as required.
- 9.2 Initial contact between participating schools and the Contractor will be coordinated by TQU. No further contact will be made by the Contractor with participating schools or school-based staff, without the express permission of TQU.
- 9.3 The Contractor is required to keep the Department informed of any issues as they arise, and remain accessible and responsive to the Department, as appropriate.

10 Performance level requirement

- 10.1 The TQU will manage the contract on behalf of the Department.
- 10.2 The Department is responsible for determining the contractor's compliance with the deliverables based on mutually agreed performance standards around responsiveness, timely completion, the quality of the work and cost.
- 10.3 As part of the contract, the contractor may be required to provide the Department with records or data to inform monitoring and measurement of performance against the project plan.

11 Contractor responsibilities

- 11.1 The Contractor is responsible for completing the work under the contract, in accordance with the final agreed approach and performance standards.
- 11.2 The Contractor will be responsible for leading the project work specified under the resulting contract, including aspects relating to implementation, travel arrangements, coordination with the Department and other stakeholders.
- 11.3 The Contractor must ensure that they are compliant with all legislative requirements, including Work Health and Safety and the Working with Children Check.
- 11.4 The Contractor is responsible for providing any special tools or equipment that may be required to complete the work (e.g. media hardware, software).

12 Government representative and support

- 12.1 The Department will appoint a Project Manager to be responsible for overarching management of the contract and will be the point of contact for any project-related issues and information.
- 12.2 Preliminary data will be provided to the Contractor by TQU, as initial stimulus for the toolkit build and to support the toolkit build phase of work.
- 12.3 TQU have five General Capabilities Advisors, as part of a broader multi-disciplinary team who will be working within the targeted schools, and can assist with some data collection.

13 Location of work and travel

- 13.1 All meetings with the Department will take place at the Department's office in Phillip Street, Parramatta when practicable, otherwise remotely due to the current public health measures and Department requirements to work remotely wherever possible. This is to maintain the health and safety of its workforce during the COVID-19 pandemic.
- 13.2 The work is also likely to require some site visits to schools (both metropolitan and regional) by the Contractor during the data capture phase. The number of site visits will be determined by the impact of COVID-19, and chosen research methodology of the Contractor.
- 13.3 Respondents should include estimated travel and travel related costs in their pricing response. Actual travel and travel related expenses for the Contractor will be subject to pre-agreement by the Department.