



## **PROCEDURE:** Engaging External Providers for Curriculum Implementation

**UPDATED:** 2022

**REVIEWED BY:** Senior Executive

---

### **STATEMENT OF INTENT:**

Schools play a key role in the delivery of educational outcomes and DoE acknowledges the potential value of partnerships with non-departmental organisations in enhancing education programs. This policy outlines DoE guidelines for engaging external providers.

### **APPLICABILITY:**

Teaching staff, Head Teachers and Senior Executive.

### **DoE POLICY/PROCEDURE REFERENCE:**

- Curriculum Planning and Programming, Assessing and Reporting to Parents K - 12 Policy
- Engaging External Providers for Curriculum Implementation – Guidelines

### **DEFINITIONS:**

External Provider refers to any person, organisation or group offering their services and/or resources to support school-based education at the individual classroom, sporting activity or whole-school level.

### **RATIONALE:**

*This policy is intended to outline the role of the principal and teachers when engaging external providers.*

### **PROCEDURES:**

- Staff/school may evaluate or provide comment on particular programs and services delivered by external providers, however they should not be seen to be openly endorsing particular external providers, their organisations or their resources.
- The Principal and school staff retain sole responsibility for 'duty of care' – this cannot be transferred to external providers.
- The Principal and school staff retain sole responsibility for educational programs and curriculum delivery in schools
- The Principal and school staff must ensure external providers work within the scope of the school's strategic plan
- Form A is to be completed by the Principal (or Principal's delegate) when determining the suitability of an external provider to support curriculum implementation.

- Form B is to be used to obtain relevant information about the external provider prior to engagement.
- Checklists should be attached to the risk management proforma and stored as part of the school's documentation of the program.
- External providers must be approved by the Principal before engagement

## Considerations for principals and teachers Form A

This checklist may help in deciding whether to use external providers to support curriculum implementation both within and beyond the school. The questions can assist principals and teachers to consider what's best for the school's curriculum programs, while supporting NSW public schools values.

Educational understanding	Yes
<p>Does the external provider offer a service that will support one or more of the following:</p> <ul style="list-style-type: none"> <li>• assess the additional information needs of teachers to teach the curriculum?</li> <li>• enhance staff knowledge and understanding of relevant learning area content and/or pedagogy?</li> <li>• assist in capacity building of teachers to deliver effective education programs, e.g. team teaching within a planned unit of work?</li> <li>• add value to <a href="#">NSW Education Standards Authority</a> syllabus implementation?</li> <li>• contribute to the planning process for developing education programs?</li> <li>• provide opportunities for feedback through curriculum program evaluations?</li> <li>• provide links between the school and other appropriate community agencies?</li> <li>• reinforce messages taught in the classroom to the wider community?</li> </ul>	<input type="checkbox"/>
Quality assurance	Yes
<p>Is the external provider offering students a learning experience that can't be provided by the school? Comment:</p>	<input type="checkbox"/>
<p>Is the learning experience appropriate for your school's curriculum program?</p>	<input type="checkbox"/>
<p>Have you reviewed the bona fides and background of the potential provider?</p>	<input type="checkbox"/>
<p>Do all external providers delivering the service have relevant qualifications and experience?</p>	<input type="checkbox"/>
<p>Has the external provider given you evidence of current working with children checks for their staff who would be attending the school? Go to <a href="#">Working with Children Check Procedures for Principals</a> for more information.</p>	<input type="checkbox"/>
<p>Have staff briefed the external provider regarding their requirements and expectations? Have staff discussed the nature of the service and content delivery with the external provider? E.g.</p> <ul style="list-style-type: none"> <li>• curriculum links</li> <li>• content consistent with the values of NSW public education</li> <li>• appropriate teaching and learning activities and strategies</li> <li>• stage appropriate content</li> <li>• recognition of local contexts and needs</li> <li>• support for an integrated approach rather than a one-off presentation</li> <li>• other information as provided in Form B: Information about external provider.</li> </ul>	<input type="checkbox"/>
<p>Are staff aware of their responsibilities when engaging external providers as per policies and procedures?</p>	<input type="checkbox"/>
<p>Are there processes for evaluation and feedback between the school and the external provider?</p>	<input type="checkbox"/>
<p>Has a risk management plan been completed?</p>	<input type="checkbox"/>
<p>Are you satisfied with information provided by the external provider (Form B)?</p>	<input type="checkbox"/>

<b>Policy and procedures</b>	<b>Yes</b>
Have you reviewed and considered the relevant NSW Department of Education school policy and procedure documents?	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Audiovisual materials in schools: Procedures for use</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Child protection policies and procedures</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Controversial issues in schools policy</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Curriculum planning and programming, assessing and reporting to parents K-12 policy</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Educational programs policies, procedures and guidelines</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Enterprise Risk Management in the Department of Education and Communities policy</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Legislative frameworks e.g. Privacy and Personal Information Protection Act 1988 , Anti-discrimination Act 1977, Work Health and Safety Act 2011</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Strategic directions</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Student Welfare Policy</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Using external professional learning providers (staff only)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Values in NSW public schools</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Working with Children Check Procedures</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Youth and Leadership Development Programs Advice (staff only)</li> </ul>	<input type="checkbox"/>
<b>Equal opportunity and social justice</b>	
Do the external provider's services and resources: <ul style="list-style-type: none"> <li>• focus on the areas of need within the school?</li> <li>• support the whole-school ethos and education directions of the school?</li> <li>• take into consideration the diversity of the school community?</li> <li>• show awareness of the issues or needs of the local community?</li> <li>• allow equitable access to all students? i.e. is the service free of charge and/or does timetabling enable all students to attend?</li> </ul>	<input type="checkbox"/>
School alternatives: <ul style="list-style-type: none"> <li>• does the external provider program represent good value for money?</li> <li>• are procedures in place to ensure parents/carers will be provided with sufficient information prior to the program to allow them to consider and permit their child's involvement in the program?</li> <li>• are alternative programs available for students can't access the service?</li> <li>• are funds or alternatives in place for students who can't access the service?</li> <li>• if yes, have these alternative programs been evaluated?</li> </ul>	<input type="checkbox"/>

## Information about the external provider

## Form B

External providers must abide by the following conditions when collaborating with NSW public schools:

- an external provider has an obligation to report suspected risk of significant harm and make any disclosure directly to the principal
- an external provider must hold student welfare as paramount when interacting with students and comply with all child protection requirements including employment screening
- duty of care rests with the principal and is not transferable to the external provider
- a NSW government employed teaching staff member must actively supervise at all times

A principal may request more information than outlined below.

**External provider:** \_\_\_\_\_

**ABN:** \_\_\_\_\_

**Full address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Contact person:** \_\_\_\_\_

**Planned dates for engagement of external provider:** \_\_\_\_\_

Complete each section and provide the principal with relevant documentation.

NB: Additional information may also be attached with this form

1. Briefly describe the program/service and how it will address the educational needs of students

2. Read the [Controversial Issues in Schools Policy](#) and implementation documents to understand how some aspects of education are more controversial than others.

Are there any aspects of the proposed program/service/presentation/resources that might be considered controversial under the policy? If yes, provide details.

3. Detail how the program/service supplements or complements the relevant [NSW Education Standards Authority](#) syllabuses

4. Who is the intended audience of the program/service? e.g. teachers, students (include their yearlevels)
5. Detail any communication the provider has had with school staff, e.g. school request for support, previous partnership with the school or other department schools
6. Describe how you would like to work with the school. Include specific school personnel and proposed processes for working with school staff, e.g. meetings, training, length of collaboration
7. Detail any communication the provider has had with school staff, e.g. school request for support, previous partnership with the school or other department schools
8. Provide any other relevant program/service details, e.g. financial costs, expectations of participating staff, students tasks/activities, risk assessment/management plan and resources to be used
9. Provide current working with children check documentation for all staff who will be working with the school
10. Outline the relevant qualifications and experience of all staff delivering the service.NB: you may be asked to provide formal documentation to the principal.
11. Attach a list of resources and handouts to be used during the program/service
12. Provide details of the organisation's bona fides, e.g. certificate/s of registration, incorporation status, valid insurance cover, references, et al

**Form C**

**Review of the external provider program/presentation**

Complete after attending any external provider programs or presentations to keep a record of the suitability your recommendation for future planning.

Date of event: \_\_\_\_\_

Name of external provider: \_\_\_\_\_

Length of delivery:
Mode of delivery:
1. Did the presentation/program: <ul style="list-style-type: none"><li>- meet your student's needs?</li><li>- meet the intended outcomes?</li><li>- engage the students?</li></ul>
2. Was the presentation relevant to the students?
3. Did you engage the students prior and/or post activities? What?
4. Was the presentation/program what you expected?
5. Did the provider communicate with the school/yourself adequately?
6. If there was a cost, was it worth it?
7. Where any students excluded? What did they do? Why?
8. Would you recommend this presentation/program for future years?
9. Why? Why not?