

MEDIA RELEASE

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Catholic Education welcomes greater coherence across national architecture

The National Catholic Education Commission (NCEC) welcomes the announcement from the Federal Minister for Education, Jason Clare, that the government will consider structures to improve coordination across the national teaching and learning architecture.

Amidst a complex educational eco-system of federal educational bodies, state and territory jurisdictional authorities and government and non-government providers, a more coherent national approach to integrating curriculum, assessment, evidence and innovation, has the potential to benefit the entire education system. This would strengthen the focus on evidence-based teaching and increase the availability of high-quality classroom resources including consideration of Artificial Intelligence and EdTech standards and quality professional development.

As indicated in our response to the Review of the National Architecture, the NCEC looks forward to working alongside the government and across the 1,751 Catholic schools it represents to contribute to this important discussion.

NCEC Executive Director Jacinta Collins said, “the overarching purpose of a national architecture must be to advance the learning outcome for Australian students through the enhancement of practices and structures, building on the capabilities of teachers and staff of the schools”.

“Excellence and equity should be the hallmark of the Australian education system, supported by the national architecture” she said.

The NCEC is encouraged by the Education Minister’s commitment to “maintain and protect the critical work” of existing national bodies while improving coordination and maximising impact.

“Catholic education is perfectly placed to contribute to discussion of a more integrated approach to the national architecture, building on effective partnerships across educational bodies and ensuring the voice of both teachers and students is present in the structures designed to support them.”

As the workload of our teachers and the contemporary needs of our students become more demanding, it is imperative that we ensure a fit for purpose approach to the teaching and learning architecture which advances the opportunities for all students and teachers. Consideration of the efficiency and effectiveness of government structures will reduce the noise and strengthen the focus on real reform for the benefit of our educational communities.

Media enquiries

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Australia’s 1,751 Catholic schools educate 820,000 (or one in five Australian students), employs over 112,000 staff and is the largest provider of schooling outside of the government sector.