

**NATIONAL CONSUMER AND
FINANCIAL LITERACY PROFESSIONAL
LEARNING STRATEGY**

**FOR TEACHERS OF
CONSUMER AND FINANCIAL LITERACY**

**DEVELOPED FOR THE
NATIONAL PROFESSIONAL DEVELOPMENT
REFERENCE GROUP**

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OVERVIEW

The Ministerial Council on Education, Employment, Training and Youth Affairs' directed *National Consumer and Financial Literacy Framework* (the Framework) outlines the knowledge, understandings, skills and values in consumer and financial education that young people should acquire at school.

The National Consumer and Financial Literacy Professional Learning Strategy (the Strategy) aims to ensure that primary and secondary teachers delivering the Framework have access to professional learning. The Strategy supports the delivery of the Framework's four dimensions of learning: Knowledge and Understandings, Competence, Enterprise and Responsibility.

The Strategy has been developed by a Reference Group comprising State and Territory education systems, the Catholic and Independent education sectors, the Australian Department of Education Science and Training, state and territory Departments of Fair Trading, and the Financial Literacy Foundation. The Strategy sets out a professional learning action plan to support implementation of the Framework in 2008, and identifies actions for ongoing growth and sustainability in 2009 and beyond.

THE ACTION PLAN

The core elements of the strategy are:

Action 1	Develop a contemporary professional learning package to build the capacity of primary and secondary teachers to integrate consumer and financial literacy knowledge, skills and values within the whole school curriculum.
Action 2	Provide consumer and financial literacy professional learning opportunities for teachers through the Australian Government Quality Teaching Programme (AGQTP) in 2008.
Action 3	Develop and implement a communication strategy promoting consumer and financial literacy education and the professional learning support available to teachers in 2008.
Action 4	Implement strategies that will ensure consumer and financial literacy professional learning support for teachers in the longer term to improve student outcomes.

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BACKGROUND

In May 2005, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) directed the development of the *National Consumer and Financial Literacy Framework* (the Framework¹). The Framework was developed for MCEETYA by State and Territory education systems, the Catholic and Independent education sectors, the Financial Literacy Foundation (the Foundation), the Department of Education, Science and Training (DEST), and state and territory Departments of Fair Trading.

The Framework describes the key knowledge, understandings, skills and values in consumer and financial literacy that students can acquire through studies in English, Mathematics, Science, Humanities — Civics and Citizenship, and Information and Communications Technology. It was recognised that teachers introducing the Framework for the first time may require support in building their knowledge, understanding and skills of consumer and financial literacy content. The professional learning strategy was therefore developed to address this need.

In 2006, the Chief Executive Officers of Education for each state and territory, the Catholic and Independent sectors and the Foundation, agreed on the need to develop a National Consumer and Financial Literacy Professional Learning Strategy (the Strategy). A national Reference Group was formed in December 2006 to develop the Strategy to support teachers integrating consumer and financial literacy in schools, based on the Framework. Early in 2007, an Action Group comprising several members of the Reference Group formed a working party to progress the development of the Strategy.

THE FINANCIAL LITERACY FOUNDATION

The Foundation, a division of The Australian Treasury, was established by the Australian Government in 2005 to build the capacity of all Australians to better understand and manage financial risk, deal effectively with market complexity, and take advantage of increased competition and choice in Australia's finance sector. It works in partnership with government, industry, and community organisations to progress its work. A strong focus for the Foundation is working with education systems and sectors to improve access to financial literacy education. Accordingly, it has worked with key stakeholders to develop and promote the Framework and to further build a national approach to its implementation, including development of the Strategy.

In May 2007, the Australian Government announced its *Understanding Money — Building Australia's Financial Literacy* initiative which allocated \$2 million to give practical support to the Strategy. Specifically, funds have been allocated for the development of professional learning materials and to support the delivery costs of professional learning for teachers. This initiative provides for up to 1,000 teachers to receive professional learning in consumer and financial literacy education in 2008.

The Foundation is working to overcome the attitudinal, behavioural, and structural barriers to improved financial literacy by:

- providing a national focus for financial literacy issues;
- developing partnerships with relevant government, business, industry, and community organisations to deliver quality financial literacy programs and develop resources;

1 National Consumer and Financial Literacy Framework at <http://www.mceetya.edu.au/mceetya/default.asp?id=14429>.

- working with key stakeholders to increase opportunities for Australians of all ages to learn more about money — at school, through higher education, vocational and further education, in the workplace, and in the community; and
- raising community awareness of, and engagement with, financial literacy and its benefits through delivery of the *Understanding Money* media campaign and resources, including a website (www.understandingmoney.gov.au) and a free handbook available in English and seven other languages that can also be downloaded via the website.

THE NATIONAL CONSUMER AND FINANCIAL LITERACY FRAMEWORK

The Framework was developed to further articulate the learning needed to fulfil the National Goals for Schooling in the Twenty-first Century². The Framework's educational goals in consumer and financial literacy for the compulsory years of schooling, Kindergarten to Year 10, are aligned to the National Goals. The Framework builds knowledge and understanding, competence, enterprise, and responsibility to provide a sound basis for financial decisions the students will face in adult life. The Framework outlines a national approach to financial literacy, providing students from a young age with the opportunity to develop consumer and financial literacy skills and knowledge.

In the early years, students will be exposed to basic concepts relating to various forms and sources of money; the difference between needs and wants; an understanding of goods and services; and related consumer issues.

Through the middle years of schooling, students will learn about sources of income; expenses and financial records; comparing goods and services; and consumer rights and responsibilities. These concepts will be introduced at varying levels of difficulty relevant to the age of the students.

During the later years of schooling, students will be challenged to focus on financial goal setting; factors affecting consumer choice; analytical skills relating to literacy and numeracy; simple contracts; and consumer rights and responsibilities.

By the end of compulsory schooling, students will have been exposed to consumer contracts; savings, credit and interest; the role and functions of technology for a consumer; scams; and where to source accurate and impartial financial advice.

Students leaving school will be able to demonstrate competent consumer and financial behaviour, value the need for financial goals, and use credit wisely.

Through the implementation of the Framework, the Australian school system will have provided the opportunity for students to have a personal toolbox of skills to manage income and expenditure; prepare budgets; keep financial records; think critically and solve problems; and be financially literate and numerate.

2 The Adelaide Declaration on National Goals for Schooling in the Twenty-first Century — Preamble and Goals http://www.dest.gov.au/sectors/school_education/policy_initiatives_reviews/national_goals_for_schooling_in_the_twenty_first_century.htm.

THE NATIONAL CONSUMER AND FINANCIAL LITERACY PROFESSIONAL LEARNING STRATEGY

DEVELOPMENT OF THE STRATEGY

In 2006, the Foundation conducted national consultations and surveyed teachers on the professional development needed to integrate consumer and financial literacy education in the curriculum. The consultation and survey outcomes were reported to the Reference Group in the *Professional Development Consultation Report* (the Report). The Report highlighted:

- the need to identify all state, territory, Catholic and Independent school system curricula, policy, and activity that supports implementation of the Framework;
- the need for curriculum authorities to be cognisant of the Framework;
- the content of professional development programs required by teachers to meet their personal and professional needs to support delivery of consumer and financial literacy;
- teacher needs in relation to teaching and learning strategies to support delivery of financial literacy;
- the preferences of teachers for delivery of professional development, and
- the need for school systems to provide release time for teachers to plan teaching, learning and assessment strategies, evaluate resources, and attend professional development activities.

Early in 2007, the Reference Group established an Action Group (membership at Attachment B) from within its membership to draft the Strategy, building on the agreed understanding of the professional development needs of teachers as identified in the Report.

Consultations were held with a broad range of organisations during the development of both the Report and the Strategy. These consultations informed the work of the Action Group, and are detailed at Attachment C.

The Strategy aims to support teachers in building their knowledge, understanding and skills to enable them to effectively deliver consumer and financial literacy education.

The Strategy proposes a structured professional learning approach focussed on consumer and financial literacy core content in its various forms and interpretations, together with strategies for the effective delivery of that content within an integrated curriculum approach.

The Strategy focuses, in particular, on:

- identifying fundamental issues in relation to the content and delivery of consumer and financial literacy professional learning for teachers, including the requirements and directions of state and territory education systems, and Catholic and Independent education sectors;
- professional learning for primary and secondary school teachers to embed consumer and financial literacy within the whole school curriculum from Kindergarten to Year 10; and
- developing various delivery models to accommodate the needs of teachers in regional, rural and remote areas.

The Strategy will provide teachers with the opportunity to:

- strengthen their professional capacity to make connections across learning areas;
- strengthen and increase the currency and depth of their knowledge and skills in the area of consumer and financial literacy;
- develop teaching and learning strategies to effectively deliver consumer and financial literacy across the curriculum;
- engage productively in collegial networks that extend and support their knowledge and skills;
- apply professional standards to make judgements about the success of their practice and skills for future development;
- develop their capacity to provide inclusive learning environments within which all students can participate as active and engaged learners; and
- develop and support a whole school culture oriented to improving understanding of consumer and financial literacy.

The Strategy comprises four actions which together will ensure ongoing professional learning for all teachers to enable them to effectively deliver consumer and financial literacy outcomes.

ACTION 1: DEVELOPMENT OF PROFESSIONAL LEARNING MATERIALS

Develop a contemporary professional learning package to build the capacity of primary and secondary teachers to integrate consumer and financial literacy knowledge, skills and values within the whole school curriculum.

A National Consumer and Financial Literacy Professional Learning Package (the Package) is required to support teachers in delivering the dimensions of the Framework. The Package should:

- include professional learning activities for primary and secondary teachers to embed consumer and financial literacy within the whole school curriculum from Kindergarten to Year 10;
- include materials which address the Framework's four dimensions of learning;
- provide guidance for trainers, consultants and facilitators to integrate consumer and financial literacy, and be effective across a range of delivery models and contexts;
- identify existing materials which support student learning outcomes; and
- support strategies for creating an inclusive learning environment.

ACTION 2: DELIVERING PROFESSIONAL LEARNING

Provide consumer and financial literacy professional learning opportunities for teachers through the Australian Government Quality Teaching Programme (AGQTP) in 2008.

A range of delivery approaches through the AGQTP need to be considered for teachers to engage in professional learning activities best suited to their education systems, sectors and geographical locations. Provision of professional learning will equip teachers with the knowledge, understanding and skills needed to deliver quality teaching, learning and assessment strategies within the whole school curriculum.

Funding from the Australian Government through the AGQTP for consumer and financial literacy professional learning should be guided by the Strategy and provide practical support for teachers.

Australian Government funding should not preclude additional resourcing from other sources, such as partnerships with private sector organisations, or further resourcing from school systems.

The delivery modes identified from consultations³ are:

- conferences, seminars, workshops, forums, and school-level support provided by professional associations and government institutions;
- support and workshops by trained facilitators for identified schools and cluster networks;
- showcasing of quality case studies through the Foundation's website and events;
- a whole school cross-curricula approach providing opportunities to incorporate consumer and financial literacy content by contextualising it in a range of learning areas. This is further elaborated under Action 4 below; and
- web-based training and video conferencing for teachers in regional, rural and remote areas, and those who cannot attend face-to-face events.

Sustainability

The future inclusion of consumer and financial literacy as a topic under the cross curricula/whole school priority area of the AGQTP would enable schools to apply for ongoing funding to support programs commenced in 2008.

The funding committed by the Australian Government to professional learning through AGQTP will allow some schools to utilise the expertise of staff currently teaching consumer and financial literacy, to lead and mentor other staff in implementing the whole school integrated approach in the following years.

Schools can promote and sustain consumer and financial literacy education by establishing partnerships with local business or community organisations. A whole school cross-curricula approach in particular, provides an opportunity for community engagement to enhance enterprise education and to promote projects promoting environmental and social responsibility. The following activities can result from well established community partnerships:

³ A list of organisations consulted is at *Attachment C*.

- **information sessions on consumer and financial literacy provided by experts from a network of local financial institutions and volunteers;**
- **involvement of local businesses, chambers of commerce, and industry to support school enterprise projects by providing intellectual, social and financial capital;**
- **engagement of the IT industry to build expertise on the use of information and communication technologies, and multimedia resources;**
- **provision of training by universities, for teachers integrating consumer and financial literacy into relevant subjects;**
- **workshops conducted by professional associations on teaching, learning and assessment strategies, and resource identification; and**
- **building partnerships with state and territory Offices of Fair Trading to help sustain consumer and financial literacy education.**

Action 4, below further identifies and outlines strategies to sustain consumer and financial literacy education.

ACTION 3: PROMOTION OF THE STRATEGY

Develop and implement a communications strategy promoting consumer and financial literacy education and the professional learning support available for teachers in 2008.

A communication strategy is necessary to inform teachers, principals and professional associations of the support available in 2008. This strategy will be developed by the Foundation in consultation with the Reference Group.

Key components of the communications strategy will include promotion through:

- a national launch and media event;
- professional association networks;
- national education systems' and sectors' communication networks;
- profiling at AGQTP events;
- the Foundation's newsletters and website; and
- the Foundation's Educators and Trainers Network.

ACTION 4: ON-GOING PROFESSIONAL LEARNING

Implement strategies that will ensure consumer and financial literacy professional learning support for teachers in the longer term to improve student outcomes.

Embedding consumer and financial literacy within the whole school curriculum requires commitment to ongoing support for professional learning. This requires a multifaceted model, with coherent strategies at school, system and sector levels. The *Alignment for Transformation Model*⁴ identifies how schools acquire and utilise different kinds of ‘resources’. These resources are referred to as capital — Intellectual Capital, Social Capital, Spiritual Capital and Financial Capital⁵. Good Governance⁶ is cited as a way to build on such capital to change school culture. The Strategy applies this model to develop and embed consumer and financial literacy education within the whole school to improve student outcomes in the following ways:

- Developing Intellectual Capital which supports mutually beneficial relationships within existing educational structures and business to support consumer and financial literacy education. Examples include:
 - provision of professional learning for teachers through the AGQTP in 2008 and beyond (refer to *Action 2, above*);
 - provision of formal and informal training by partner organisations, universities and professional associations to improve knowledge, understanding, skills and values on consumer and financial literacy;
 - provision of research data to highlight contemporary issues of consumer and financial literacy;
 - promotion of leading practice models for consumer and financial literacy professional learning;
 - exploration of opportunities to embed consumer and financial literacy skills within core areas of future curriculum models; and
 - the inclusion of ‘how to integrate consumer and financial literacy’ into the curriculum in pre-service teacher training.

4 Caldwell, B. J. and Spinks, J. M. (2008) *Raising the Stakes: From Improvement to Transformation in the Reform of Schools*. London: Routledge (published in July 2007).

5 *Intellectual capital* refers to the level of knowledge and skill of those who work in or for the school, all of whom should be at the forefront of knowledge and skill.

Social capital refers to the strength of formal and informal partnerships and networks involving the school, parents, community, business and industry, indeed all individuals, agencies, organisations and institutions that have the potential to support and, where appropriate, be supported by the school.

Spiritual capital refers to the strength of moral purpose and the degree of coherence among values, beliefs and attitudes about life and learning. For some schools, spiritual capital has a foundation in religion. In other schools, spiritual capital may refer to ethics and values shared by members of the school and its community.

Financial capital refers to the monetary resources available to support the school. It is acknowledged that some schools are in more challenging circumstances than others.

6 *Governance* is the process through which the school builds its intellectual, social, financial and spiritual capital and aligns them to achieve its goals.

- Establishing and developing formal and informal partnerships and networks which involve parents, school clusters, professional associations, the community, universities, business, and industry. Schools can build Social Capital by:
 - inviting local businesses, chambers of commerce, and industry to support the enterprise dimension of the Framework;
 - building partnerships with state and territory Offices of Fair Trading to help sustain consumer and financial literacy education;
 - building partnerships with professional associations to support and train staff to integrate consumer and financial literacy education;
 - establishing school clusters and cross-sectoral networks to promote and incorporate consumer and financial literacy within the whole school; and
 - brokering information sessions on consumer and financial literacy content, skills and values provided by experts from a network of established partnerships and volunteers.
- Spiritual Capital addresses the *Responsibility* dimension of the Framework which enhances social and environmental attitudes, values and beliefs. Schools can build Spiritual Capital by:
 - exploring opportunities to embed and promote consumer and financial literacy skills and responsibility within core areas of curricula;
 - establishing networks to enhance spiritual capital within the whole school;
 - inviting stakeholders to outline the social and environmental consequences of consumer and financial decisions at a range of fora;
 - engaging stakeholders to provide information and resources which identify social and environmental impacts of consumer decisions; and
 - engaging stakeholders to provide access to research on social and environmental outcomes of consumer and financial decisions and actions.
- The building of Financial Capital which provides access to a range of programs and activities. Schools can build partnerships with industry, business and the community to:
 - support professional learning activities through a range of conferences, seminars and workshops;
 - build and improve school infrastructure and provide additional facilitators in rural and remote areas; and
 - develop and support information and communication technology infrastructure and multimedia resources.

Through good governance, schools can build mutually beneficial and sustainable relationships to embed consumer and financial literacy education in the future.

ATTACHMENT A

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ATTACHMENT C

ORGANISATIONS CONSULTED

August 2006 — September 2006

Nationally, consultation sessions were held in Adelaide, Canberra, Hobart, Albury, Melbourne, Perth, Albany, Port Hedland, Sydney, Lismore, Tasmania, Gladstone, Brisbane, Alice Springs and Darwin.

Teachers, principals, representatives from curriculum authorities, professional associations, state and territory education systems, and Catholic and Independent education sectors attended the consultation sessions.

2007

In addition to organisations represented by Reference Group and Action Group members, the following organisations were consulted:

- Australian Association of Mathematics Teachers;
- Australian Council for Health, Physical Education and Recreation, Victorian Branch;
- Australian Curriculum Studies Association;
- Australian Literacy Educators' Association, Victoria;
- Australian Principals Associations Professional Development Council;
- Australian Taxation Office;
- Business Educators Australasia;
- Combined Professional Teaching Organisations, Victoria;
- Council of Professional Teaching Associations of Victoria;
- Curriculum Council of Western Australia;
- Economics and Business Educators, NSW;
- Mathematical Association of Victoria;
- National Centre of Science, Information and Communication Technology and Mathematics Education for Rural and Regional Australia;
- Office of the Board of Studies, NSW;
- Professional Teachers Council, NSW;
- Q Super (Queensland Government);
- Quicken Australia;
- Science Teachers' Association of NSW;
- Science Teachers' Association of Victoria;
- Victorian Association for Environmental Education;
- Victorian Association for the Teaching of English: Secondary;
- Victorian Association of State Secondary Principals;
- Victorian Information Technology Association; and
- Victorian Principals Association.