

AUSTRALIAN
NATIONAL SCHOOLS
NETWORK



Australian

NATIONAL SCHOOLS NETWORK

4th Annual National Forum 2009

The Education Revolution – Two Years On!

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General Manager, Curriculum

ACARA ...

Responsible for:

- national curriculum
- national assessment
- a national data collection and reporting program

ACARA ...

Responsible for:

- national curriculum - content descriptions and achievement standards ... what all young Australians should learn
- national assessment
- a national data collection and reporting program

Melbourne Declaration

- Goal 1 – promoting equity and excellence
- Goal 2 – successful learners, confident and creative individuals, active and informed citizens
- *Together the national curriculum and state and territory curriculum will enable every student to develop:*
 - *A solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built*
 - *Deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications*
 - *General capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise*

Melbourne Declaration on Educational Goals for Young Australians

December 2008



Scope of work – learning areas

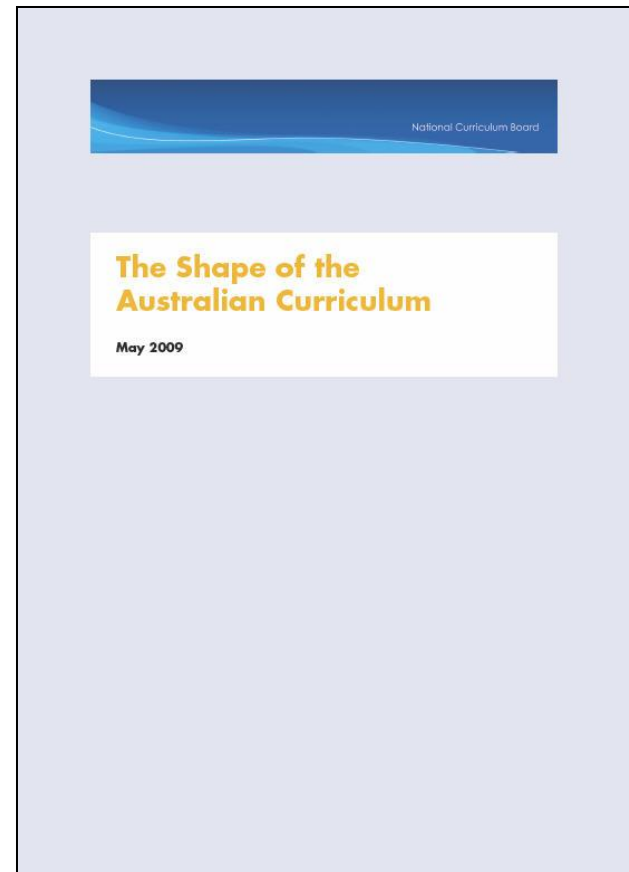
- **Initial brief**
 - English, mathematics, science, history; literacy and numeracy continua (ICT added by iNCB)
- **An early addition**
 - Geography and languages other than English
- **Added in April 2009**
 - The Arts
- **Advice requested by MCEECDYA**
 - on implications of making the entire curriculum national

Scope of work – cross learning areas

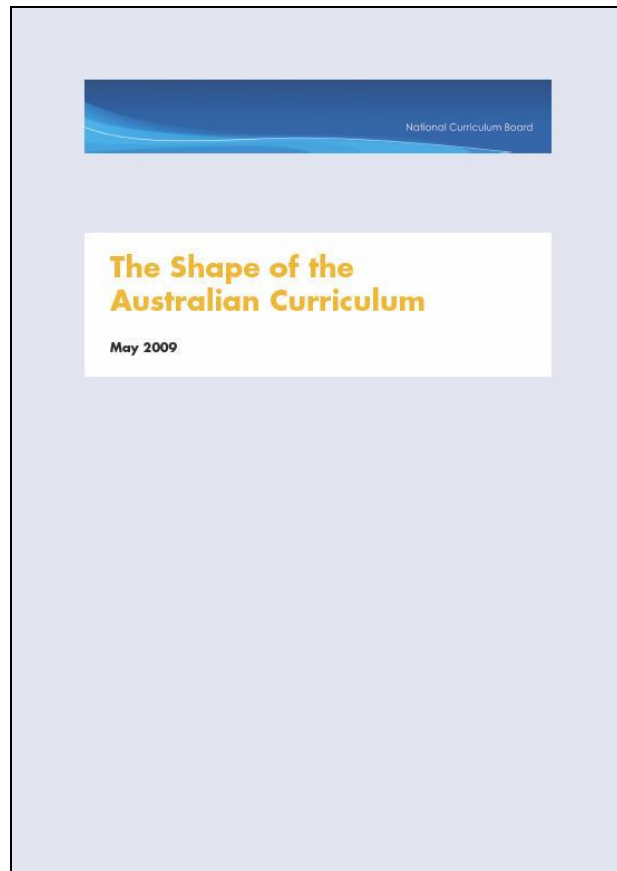
- **General capabilities**
 - literacy, numeracy, information and communication technology, thinking skills, creativity, self management, teamwork, intercultural understanding, ethical behaviour and social competence.
- **Cross-curriculum dimensions**
 - knowledge, skill and understandings related to the history and cultures of Aboriginal peoples and Torres Strait Islanders
 - developing sustainable patterns of living
 - Australia's engagement with Asia

Shape of the Australian curriculum

- Curriculum only one element that influences how well young Australians are prepared for their futures by their education
- Curriculum sets the level of expectation of learning ... high-performing countries set high expectations.
- Support fulfillment of those expectations with high-quality teaching, school and system leadership, and commitment and support from families, communities, business and industry.



Shape of the Australian Curriculum



The ... national curriculum ... offers a unique opportunity to ensure that all young Australians learn about the history and cultural background of the nation's Aboriginal and Torres Strait Islander peoples, of the contribution that has been made to Australia, and of the impact that colonial settlement has had on Indigenous communities, past and present.

For Aboriginal people and Torres Strait Islanders, a national curriculum provides the opportunity to establish and pursue excellence within education settings that respect and promote their cultural identity.

Timeline - Phase 1

Stage	Activity	Timelines	
		K-10	snr yrs
Curriculum Framing	Confirmation of directions for writing Curriculum (English, mathematics, the sciences, history)	April, 2009	April, 2009
Curriculum Development	2 step process for development of curriculum documents <ul style="list-style-type: none"> • Step 1 - broad outline; scope and sequence • Step 2 – completion of 'detail' of curriculum 	May – Dec, 2009	June, 2009 – January, 2010
Consultation	National consultation and trialing	January - April, 2010	March – June, 2010
Publication	Digital publication	June – July, 2010	July – Sep, 2010

Other areas

Phase 2: Geography, languages, and the arts ...
about 12 months after phase 1.

Phase 3: ACARA to report to MCEETYA in
October 2009 on

“the approach that will be taken to health and physical education, ICT, design and technology, economics, business and civics and citizenship”

Curriculum design 1

- Rationale
- Aims of the learning area
- Organisation of the learning area curriculum
- Content
- Achievement standards
- General capabilities
- Cross-curriculum dimensions
- Links to other learning areas

Curriculum design 2

- **The nature of the learner and learning.**
- The **whole curriculum** and how national curriculum learning areas relate to it.
- **Structural matters**, including commencement and completion of school and transition points.
- **Inclusivity** and how the national curriculum will provide for the educational needs of every child.
- **General capabilities**, describing how the national curriculum will attend to general capabilities learning.
- **Cross-curriculum dimensions**, describing perspectives that should be included in each learning area.

Curriculum content

Curriculum content will detail what teachers are expected to teach, and each student is expected to learn, by year of schooling

Curriculum content

- Will incorporate general capabilities eg ICT, literacy, numeracy, thinking skills, creativity
- Other capabilities and perspectives will be evident in each learning area, in ways appropriate to that area

Achievement Standards

- An *achievement standard* is an expectation of the quality of learning that students should reach by a particular point in their schooling (e.g. the depth of their understanding, the extent of their knowledge and the sophistication of their skills).

National Curriculum

Content descriptions

Using the stem *"Students will be taught"* the content descriptions will:

- Describe what teachers are expected to teach
- Be organised within strands for each learning area
- Be presented by year of schooling
- Be available as a scope and sequence

Achievement standards

Using the stem *"Students will be able to"* the achievement standards will:

- Describe the quality of learning expected
- Be exemplified by work samples that illustrate the quality of expected learning
- Be accompanied by A-E descriptors to assist reports to parents



Support and resource material

Content elaborations

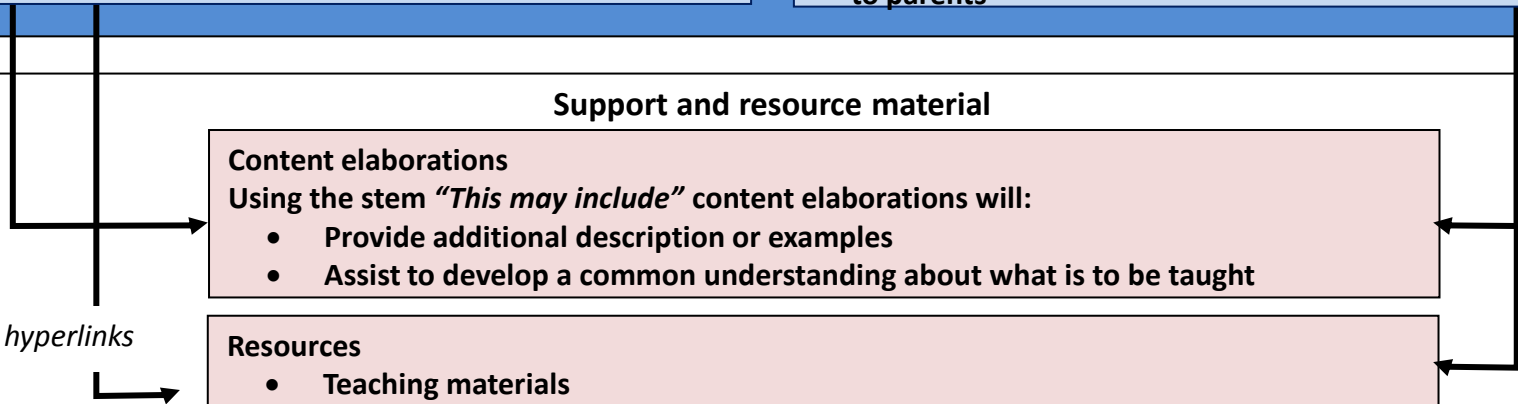
Using the stem *"This may include"* content elaborations will:

- Provide additional description or examples
- Assist to develop a common understanding about what is to be taught

Resources

- Teaching materials
- Professional learning

hyperlinks



Online publication

Curriculum explorer
<http://www.acara.edu.au/theaustraliancurriculumexplorer>

The Australian Curriculum Explorer

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Australian Curriculum browser

Refine selection

Learning area: English Mathematics History Science Geography The Arts

Year level: K 1 2 3 4 5 6 7 8 9 10
 11 12 All

General capabilities: Literacy Numeracy ICT Thinking skills Creativity Self-management Teamwork Intercultural understanding Ethical behaviour Social competence

Cross-curriculum perspectives: Indigenous perspectives Engagement with Asian languages Sustainability

Filter

	K	1	2	3	4	5	6	7	8	9	10		
Number and Algebra	to say number sequences, initially to and from 20, and then beyond, moving to any starting point	to say number sequences forwards and backwards to and from 110 by ones from any starting point, and say number sequences of twos and tens starting from 0.	to say number sequences of twos, fives, and tens from any starting point, moving to other sequences	to say number sequences moving forward and backwards by 100 and move to saying other number sequences emphasising patterns	to read, represent, write, order and partition numbers to 1 million	to read, represent, write, order, and interpret numbers involving tenths and hundredths and connect to fractions	to read, represent, write, order, and interpret positive and negative integers	to use the associative, commutative and distributive laws, and order of operations to undertake computation with all four operations and whole numbers	to use the index laws with positive integral indices	to solve problems in financial mathematics including applications of simple and compound interest	to solve problems in financial mathematics including applications of repeated increases and decreases, depreciation and inflation including using technology	to solve problems in financial mathematics including applications of repeated increases and decreases, depreciation and inflation including using technology	
	to understand, and work fluently with, including partitioning the natural numbers initially 0 to 9 and then beyond	to represent, read, write, and order numbers to 100	to represent numbers to 110 in terms of parts and to 1000 using place value	to move from representing with materials to visualising numbers to 1000, reading, writing and ordering those numbers, and identify underlying patterns	to recognise and describe similarities and differences in everyday uses of halves, thirds, quarters, fifths, eighths and tenths, including renaming to find equivalent fractions (e.g. one quarter can be 5 out of 20)	to make comparisons using equivalent fractions and decimals	to recognise situations involving rate and ratio, solve realistic problems, record solutions, and check for reasonableness of answers	to use index notation and express whole numbers as a product of powers of prime numbers	to use index notation and express whole numbers as a product of powers of prime numbers	to use index laws, in both numeric and algebraic expressions and use scientific notation, significant figures and approximations in practical situations, such as parabolas, circles and exponentials	to investigate links between algebraic and graphical representations of relations, such as parabolas, circles and exponentials	to investigate links between algebraic and graphical representations of relations, such as parabolas, circles and exponentials	
	to compare collections, initially to 20, and then beyond, initially by counting, recognising the last number counted as the total number of objects in a collection and explain their reasoning	to count collections, including using grouping in tens, and recognise and use place value to partition numbers	to develop strategies for solving additive tasks mentally such as 1 and 2 more and less, building to 10, adding 10, using doubles	to count by quarters and halves including with mixed numbers	to recognise and represent everyday use of fractions (half, quarter) as equal parts of shapes or collections and as numbers, extending to	to be fluent with multiplication and associated division facts involving 3, 4, 6 and 9	to read, represent, write, order, and interpret positive and negative integers	to add and subtract with decimal numbers and multiply and divide numbers including decimals by whole numbers	to order, add and subtract integers and develop patterns for multiplication and division	to solve problems involving percentages, ratios and rates	to expand binomial products using a variety of strategies, including the area model	to solve simple non-linear equations, such as quadratic and exponential by a variety of methods	to solve simple non-linear equations, such as quadratic and exponential by a variety of methods
	to use materials to represent	to understand that one-half is one of two equal parts, and recognise halves of objects and collections	to represent simple multiplicative situations and solve problems using materials	to use efficient mental and written strategies for addition, subtraction, multiplication	to apply additive and multiplicative operations to	to be fluent with	to order, add and subtract integers and develop patterns for multiplication and division	to solve problems involving percentages, ratios and rates	to create, solve, and interpret linear equations, including multi-step linear equations and	to substitute into formulae, solve multi-step linear equations and	to use realistic	to use realistic	

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Australian Curriculum browser

Refine selection

Learning area English Mathematics History Science Geography The Arts

Year level k 1 2 3 4 5 6 7 8 9 10

11 12 All

General capabilities General capabilities Numeracy Thinking skills
 ICT Creativity Teamwork Intercultural understanding
 Self-management

Mathematics			Literacy
Numbers and algebra	Statistics and probability	Measurement and geometry	
Counting Year 2 Details	Data collection Year 1 Details	Length, mass and capacity Year 4 Details	En
Fractions Year 3 Details	Statistical measures Year 8 Details	Time Year 4 Details	En
Counting and Fractions Year 6 Details	Probability Year 3 Details	Angle Year 4 Details	En
Multiples Year 6 Details	Data collection Year 3 Details	Time-calander Year 8 Details	En
Patterns Year 8 Details	Logical connectors Year 7 Details	Visualisation Year 8 Details	En
Indices Year 8 Details	Conditional probability Year 8 Details		En

Time series resources collection

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Supporting teaching resources

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Assessment resource Professional learning material Lesson plans Student work samples

Student resources

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Implementation

- From 2011; sequence to be determined
- Factors that influence implementation
 - The extent of difference between existing curriculum requirements, in terms of what is to be taught and assessed, in any particular year or over a sequence of years.
 - The extent of change in how the curriculum content is organised, (e.g. by years of schooling) and how achievement standards are presented.
 - The extent to which state and territory credentialing or other arrangements require additional material to be developed and made available to teachers
 - The extent and place in the cycle of curriculum change

Pedagogy

- National curriculum will make clear
 - to teachers what has to be taught
 - to students what they should learn and what achievement standards are expected of them
- Classroom teachers are the people who will decide how best to organise learning for students; they will make decisions about the pedagogical approach intended to achieve the best learning outcomes

Some key challenges

- Specification of content and achievement standards by years of schooling; setting expectations
- Reducing clutter to achieve depth
 - strategic choice of content, e.g. big ideas in science
- Building in assessment of and for learning
 - importance of teacher judgement
- Teacher capacity and professional development
 - implications for teacher training; focus on quality of teaching to improve learning; research and partnerships
- Access to supporting resources
 - digital curriculum enhances capacity to links to resources; who judges quality?

More information ...

www.acara.edu.au

