The Australian Curriculum: Action to date, observations and current situation

Dr Phil Lambert PSM
General Manager
Australian Curriculum, Assessment and Reporting Authority (ACARA)

@DrPhilLambert
LinkedIn: Dr Phil Lambert PSM
phil.lambert@acara.edu.au
Outline of presentation

- Action to date
- Observations
- Current situation
A national curriculum: action to date

- We have used a rigorous national approach.
- We have drawn on the best talent and expertise available in each subject area.
- Our approach is inclusive, robust and cost-effective – bringing knowledge and resources from around the country.
- No matter where students live, they now have access to the same curriculum content, and their achievements can be assessed against the same performance standards.
A national curriculum: action to date

• We benchmark all we do against the best in the world and draw on contemporary research to inform our decisions.

• We have developed curriculum in eight learning areas, incorporating both the traditional subjects that have stood the test of time, while also incorporating contemporary content and subjects relevant for our students today and for tomorrow.
A national curriculum: action to date

- We have also recognised the call from various sectors for students to develop the skills and dispositions for life and for future work and study – the seven general capabilities of literacy, numeracy, ICT skills, critical and creative thinking, personal and social capability, intercultural understanding, and ethical understanding.

- These have been included where appropriate, with some learning areas given greater prominence than others.
A national curriculum: action to date

• In recognising the current context in which the Australian Curriculum has been developed, we have addressed three cross-curriculum priorities: Asian and Australia’s engagement with Asia, Aboriginal histories and cultures, and sustainability.

• These enable teachers to explore contemporary issues and contextualise the Australian Curriculum in ways that are relevant to students’ lives.
The three-dimensional Australian Curriculum

three cross-curriculum priorities

seven general capabilities

eight learning areas
Observations

- GELP: reflections of curriculum leaders from other countries (Finland, Singapore, Korea, USA, Canada)
- Institute of Education, London
- National Curriculum development guidance
  - Saudi Arabia
  - Brazil
- Curriculum directors (Australia): dialogue, sharing
- School visits
Observations

- interpretations on interpretations (Ball)
- media: myths; our responses
- significant resource development – Scootle (linking from the AC content tags)
- Scootle community
- focus of conferences – professional associations
- social media
- illustrations of practice: managing the primary curriculum
Current situation

- F–10 and senior secondary: English; mathematics; science; humanities & social sciences (history; geography)
- Student diversity (illustrations of personalised learning); general capabilities continua
- F–10: arts; humanities & social sciences (economics & business; civics and citizenship); health PE; technologies
- F–10 languages (Chinese, French, Italian, Indonesian) + 7+
- Aboriginal Languages and Torres Strait Islander Languages Framework
- NTC 9–10 and 11–12
- Work samples
- General capabilities view of the curriculum
- Cross-curriculum view of the curriculum
- Monitoring of the Australian curriculum
- Senior secondary
- National testing aligned to the Australian Curriculum (NAPLAN; NAP sample)
- Online NAPLAN
- Curriculum connections
- New, revamped website
- Illustrations of practice – managing the primary curriculum
- Illustrations of practice – gifted and talented students
- Collaborative assessment alliance
- Assessment statement
- Humanities – landing page and subject relationship (history, geography, civics & citizenship, and economics & business)
- Curriculum review
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