Introduction
Australian Curriculum, Assessment and Reporting Authority (ACARA)

• ACARA commenced its work on 1 June 2009
• Independent Statutory Authority under the Commonwealth Authorities and Companies Act 1997
• MCEECDYA (all Australian education ministers) is responsible for setting ACARA’s work program through a charter
• ACARA is responsible for national curriculum, assessment and reporting
Who is ACARA?

• ACARA Board
  ➢ 13 member board
  ➢ Appointed by and reports to MCEECDYA
  ➢ Chair – Prof Barry McGaw
  ➢ Deputy Chair – Tony Mackay

• ACARA Office
  ➢ Chief Executive – Dr Peter Hill
  ➢ General Manager, Curriculum – Robert Randall
  ➢ A/General Manager, Assessment – Peter Adams
  ➢ A/General Manager, Reporting – David Wasson
  ➢ General Manager, Corporate Strategy and Governance – Rosemary Naughton
Why an Australian Curriculum?

• COAG decided
• Skills, knowledge and capabilities for young Australians
• Combined efforts of states and territories focused on improving student learning
• Greater consistency for the mobile student and teacher population.
Overview of the Australian Curriculum
Australian Curriculum Development

Phase 1 development, consultation and publication 2009-2010

Implementation to commence in 2011, with significant progress by 2013

www.acara.edu.au
The Australian Curriculum
Scope of work – by learning areas

• Initial brief – phase 1
  ➢ English, mathematics, science, history

• Phase 2
  ➢ geography, languages other than English, arts

• ‘Phase 3’
  ➢ The Ministerial Council has asked for advice on making the entire curriculum national
The Australian Curriculum
Scope of work – across 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
Indigenous history and culture, Sustainability, Asia and Australia’s engagement with Asia

Students with special needs

Students with English as a second language
## Timeline – Phase 1

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
<th>Timelines K-10</th>
<th>Timelines Senior years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Framing</td>
<td>Confirmation of directions for writing Curriculum (English, mathematics, the sciences, history)</td>
<td>April, 2009</td>
<td>April, 2009</td>
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<tr>
<td></td>
<td>• Step 1 - broad outline; scope and sequence</td>
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<tr>
<td></td>
<td>• Step 2 - completion of ‘detail’ of curriculum</td>
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<tr>
<td>Consultation</td>
<td>National consultation and trialing</td>
<td>March - May 2010</td>
<td>Late April - June 2010</td>
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<tr>
<td>Publication</td>
<td>Digital publication K-12</td>
<td>September / October 2010</td>
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Who was involved?

- Lead writer with advisory group
- Writing team
- Learning area advisory panel
- Range of other advisory panels

➢ Writers and panel members (K-12) were teachers, academics and curriculum developers K-12 from across the country.
How was the K-10 curriculum developed?

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Advice Paper written</td>
</tr>
<tr>
<td>2.</td>
<td>National forum on the Advice Paper</td>
</tr>
<tr>
<td>3.</td>
<td>Draft <em>Shape</em> paper</td>
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<tr>
<td>4.</td>
<td>Consultation leading to revised <em>Shape</em> paper</td>
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<td>5.</td>
<td>K-10 broad outline prepared</td>
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<td>6.</td>
<td>Targeted consultation on K-10 broad outline</td>
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<td>7.</td>
<td>K-10 curriculum drafted</td>
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<td>8.</td>
<td>Public consultation on the draft K-10 curriculum</td>
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<tr>
<td>9.</td>
<td>Revisions based on feedback</td>
</tr>
<tr>
<td>10.</td>
<td>Final publication</td>
</tr>
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</table>
Curriculum design

• Rationale
• Aims of the learning area
• Organisation of the learning area curriculum
• Content descriptions (and elaborations)
• Achievement standards (with work samples)
Rationale, Aims and Organisation of each learning area

• Why this learning area is an important part of the curriculum

• What the broad goals of this learning area are

• How the curriculum is organised in this learning area
Content descriptions

- What students will be taught
- Specified for every learning area by year of schooling
- Includes: discipline knowledge, skills and understandings; and general capabilities and cross curriculum dimensions
- Supported with examples (elaborations)
Achievement Standards

• The quality of learning expected of students who are taught the content

• Specified for each learning area by year of schooling

• Students reaching the standard are well able to progress to the next level

• Illustrated with work samples
What to teach; How to teach

• The Australian Curriculum will make clear what we want all young Australians to learn.

• Classroom teachers are best placed to make decisions about how to organise learning for their students and the pedagogical approach/es required.
Delivery of the curriculum

• Enables a flexible approach; not lock step and prescribed
• Acknowledge where students are
• Use appropriate teaching strategies and methods
• Assess appropriately using the standards as a reference point
The senior secondary years curriculum

Courses for phase one subjects

- English to have four courses
- Mathematics to have four courses
- Science to have four courses: biology, chemistry, physics, earth and environmental science
- History to have two courses: ancient history, modern history
The senior secondary years curriculum

- ACARA is responsible for developing curriculum content and achievement standards for certain senior secondary subjects.
- States and territories will continue to offer subjects that do not overlap significantly with the Australian Curriculum subjects.
- The list of Australian Curriculum subjects may grow in time if there is national agreement.
- ACACA agencies will be responsible for delivery of nationally agreed curriculum content and achievement standards within their jurisdiction ie determining their assessment, certification and quality assurance requirements.
An online curriculum
Filter results by:

- **Year Level**
  - K 1 2 3 4 5 6 7 8 9 10 10A
- **Strand**
  - Number and Algebra
  - Statistics and Probability
  - Measurement and Geometry
- **General capabilities**
  - Select one

Provide feedback on this curriculum

Organise **Mathematics** curriculum columns by:

- Year level
- Strand

Next page >

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**Kindergarten Content descriptions**

- **Number and Algebra**
  - 1. Counting
  - Say, understand and reason with number sequences, initially to and from 20, and then beyond, moving to any starting point (MKNA1)

**Year 1 Content descriptions**

- **Number and Algebra**
  - 1. Counting
  - Say, understand and reason with number sequences to and from 110 by ones from any starting point, and say number sequences of twos, fives and tens

**Year 2 Content descriptions**

- **Number and Algebra**
  - 1. Counting
  - Say, understand and reason with number sequences increasing by twos, fives and tens from any starting point including using calculators (M2NA1)
Working with an online curriculum

• Initially a consultation website

• Can view the curriculum in different ways (eg by learning area or strand; by year level or across year levels; with particular capabilities or cross curriculum dimensions highlighted)

• Can download or print in preferred view/s

• Will link eventually to available resources; connect with other teachers; and support planning of teaching and learning programs.
Consultation
Australian Curriculum consultation strategies

• **Online feedback K-12**
  Teachers and other stakeholders in the broader community will be able to
  – review the curriculum and provide feedback online until 23 May 2010
  – complete an online survey until 23 May 2010 (K-10)
  – provide feedback in similar ways April-June (senior years)

• **Stakeholder consultation forums K-12**
  – State and territory forums K-10 (March and April)
  – National forums (K-10) (April)
  – National forums (senior years) (May/June)

• **Intensive school-based engagement with the draft K-10 curriculum**
  – intensive, short-term activities with teachers in about 150 schools using
    the draft curriculum materials
  – may include developing teaching programs and delivery of some
    teaching and assessment activities.
Australian Curriculum consultation processes

• Independent data collection and analysis
• Interim and final consultation reports
• ACARA panels and office to review feedback and revise/refine as necessary
• Reference to ACARA Board, education ministers and state/territory authorities
Implementation
Australian Curriculum - Implementation

• Implementation of the Australian Curriculum is likely to vary by learning areas and by states and territories depending on the extent of difference (curriculum mapping project)

• ACARA is working with state and territory education authorities to map the extent of change to assist them to develop their implementation plans.

• There will be flexibility in commencement of implementation (from 2011) provided the K–10 Australian Curriculum is implemented by 2013

• Timelines for the implementation of the senior secondary curriculum will be determined in 2010
Discussion