

General Capabilities

Consultation Report



Consultation June to August 2011

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Executive Summary

Introduction

The Australian Curriculum: Foundation to Year 10 in English, Mathematics, Science and History was published in December 2010. It describes the essential skills, knowledge and understandings to which all young Australians are entitled.

General capabilities are a key dimension of the Australian Curriculum. They encompass knowledge, skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens.

Throughout their schooling students develop and use these capabilities in their learning across the curriculum, in co-curricular programs and in their lives outside school. The 2010 Australian Curriculum included seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) competence
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding.

From 10 June to 7 August 2011, feedback was sought in relation to the draft general capabilities materials that support the Australian Curriculum: Foundation to Year 10.

Purpose

This report presents the key findings from the consultation feedback on draft general capabilities materials. It outlines the methodology used to collect and analyse consultation data, and the qualitative and quantitative feedback itself.

This analysis of consultation data will inform decisions on potential revisions to the set of general capabilities, individual capabilities, and further development of capabilities in the learning areas of the Australian Curriculum.

Background

In December 2010, as part of the Australian Curriculum: Foundation to Year 10 in English, Mathematics, Science and History, information on the general capabilities was published. This included short descriptions of each capability, rationales and descriptions of their role across the curriculum and links to English, Mathematics, Science and History.

During 2010 and 2011 successive versions of the general capabilities materials were developed, originally as advice for learning area writers and secondly as materials intended to assist schools and teachers plan for and guide student development of the general capabilities.

The draft general capabilities materials for consultation were developed following targeted consultation with state and territory education authorities and key teacher professional associations. They have an intended teacher audience and aim to:

- develop a shared understanding of the nature, scope and sequence of the general capabilities in the Australian Curriculum
- confirm teacher understanding of intended learning wherever general capabilities are identified in learning area content descriptions and elaborations
- guide planning of the general capabilities in school and classroom learning programs.

Methodology and consultation participants

The general capabilities draft materials were made available for national consultation from 10 June to 7 August 2011.

There were three sources of consultation feedback:

- an online survey on the consultation portal of the Australian Curriculum website where respondents completed a rating scale for each question and were able to write a comment
- a national teacher consultation forum
- written submissions sent directly to ACARA.

The online survey comprised 12 questions (7 rating–scale questions and 5 open–ended questions) about the general capabilities overview and set of capabilities; 26 questions for literacy and numeracy (13 rating–scale questions and 13 open–ended questions); and 25 questions for the other 5 capabilities (12 rating–scale questions and 13 open–ended questions), across the following broad categories:

Conceptual statement

- introduction
- scope
- across the curriculum
- theoretical framework.

Continuum

- structure
- elements
- organisation
- progression
- pitch
- level of detail.

The online survey questions are included in Appendix 2.

Number of respondents

- 367 responses were received to the online survey
- 43 written submissions were received.

The breakdown of written submissions is presented in Appendix 1.

Nature of respondents

Feedback was submitted by key stakeholders throughout Australia including:

- state and territory curriculum and school authorities
- peak bodies (such as teacher professional associations, government agencies and non–government organisations)
- schools
- individuals (teachers, academics, parents, members of the community).

The consultation feedback was analysed in relation to each section of the draft materials for general capabilities. The analysis, summarised in the report, identified key strengths and matters for further development.

Summary of findings

Strengths

There was strong support for the general capabilities, as a set and for each capability, with respondents affirming their:

- alignment with the Melbourne Declaration on Educational Goals for Young Australians
- place in a 21st century curriculum
- value as aspirational expectations for students progressing through schooling
- potential to link with and enrich the learning areas
- scope, clarity, coherence and coverage
- structure and organisation.

Areas for further development

The following areas for further development were raised in the consultation feedback:

- clarifying the nature of the capabilities
- renaming some capabilities
- clarifying the distinction between general capabilities and learning areas
- articulating the links between general capabilities and cross–curriculum priorities and across the general capabilities
- strengthening descriptions of general capabilities in specific learning areas
- clarifying assessment requirements for general capabilities in the Australian Curriculum
- addressing gaps in general capabilities continua

- reviewing continua consistency, pitch, and progression of continua
- strengthening inclusivity; representing the diverse population of students in Australian schools
- communicating in plain English
- improving formatting, online presentation and printing options.

The following areas for further development or review for each capability were identified in consultation feedback:

Literacy

- clarify 21st century view of Literacy
- strengthen theoretical perspective
- differentiate between Literacy as a general capability and Literacy in English
- strengthen literacy in all curriculum areas
- include critical literacy
- improve attention to visual literacy and multimodal texts
- strengthen the representation of student diversity
- reduce the use of specialist language.

Numeracy

- review privileging of mathematical knowledge and skills over other essential elements of numeracy
- differentiate between Numeracy as a general capability and numeracy in Mathematics
- strengthen numeracy in all curriculum areas
- strengthen theoretical framework
- review descriptions and order of some elements
- strengthen financial literacy
- strengthen the representation of student diversity
- review continuum pitch, progression and level of detail
- reduce the use of specialist language.

ICT Competence

- clarify the distinction between ICT as a general capability and a learning area
- clarify theoretical framework

- strengthen the representation of student diversity
- address ongoing currency and relevance of ICT competence
- review continuum pitch, progression and level of detail.

Critical and creative thinking

- address under-representation of creative thinking
- strengthen connection to 21st century learning
- differentiate between elements more clearly
- strengthen dispositions in the continuum
- review continuum pitch, progression and level of detail.

Personal and social competence

- strengthen links between Personal and social competence and the learning areas
- include values and beliefs in the conceptual statement
- strengthen the representation of student diversity
- review the vagueness or complexity of some capability descriptions.

Ethical behaviour

- review conceptualisation including:
 - nature of the capability
 - use of the terminology for example 'ethical;' and 'moral'
 - inclusion of 'common virtues'
- review alignment between the conceptual statement and continuum
- strengthen the representation of student diversity
- strengthen links between Ethical behaviour and the learning areas
- review continuum pitch, progression and level of detail.

Intercultural understanding

- strengthen alignment between conceptual statement and continuum
- clarify links between Intercultural understanding and the learning areas – distinction between languages and other learning areas
- strengthen the representation of student diversity
- strengthen scope and level of detail in elements – Empathy, Respect, Responsibility

- review continuum consistency, pitch and progression.

Non-curriculum issues

A number of additional recurring issues were identified throughout the consultation feedback that are not within ACARA's remit. These include:

- professional development
- resource implications
- guidelines on how to teach capabilities in the learning areas
- questions around assessment and reporting.

Conclusion

Overall the consolidated findings of all feedback indicates very high levels of support (over 80% approval) for the general capabilities in the Australian Curriculum and that further revision of the draft general capabilities materials would be supported by key stakeholders.

In addition to this summary of strengths and areas for further development, a comprehensive review of the consolidated feedback is included in chapters 4–5 of this report.

The ACARA Board acknowledges with appreciation the contributions of all respondents to the consultation.

Introduction

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General capabilities are a key dimension of the Australian Curriculum. They encompass knowledge, skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens.

Throughout their schooling students develop and use these capabilities in their learning across the curriculum, in co-curricular programs and in their lives outside school. The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) competence
- Critical and creative thinking
- Personal and social competence
- Ethical behaviour
- Intercultural understanding.

General capabilities are embedded in the content of each learning area as appropriate. As part of the online curriculum, icons are used to indicate where general capabilities have been incorporated into the content descriptions for each learning area. This will vary for each capability depending on the learning area. Teachers may find further opportunities to develop and apply general capabilities according to their choice of classroom activities.

From 10 June to 7 August 2011, feedback was sought in relation to the draft general capabilities materials that support the Australian Curriculum: Foundation to Year 10.

Purpose

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Background

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During 2010 and 2011 successive versions of the general capabilities materials have been developed, originally as advice for learning area writers and secondly as materials for schools and teachers.

The draft general capabilities materials for consultation were developed, following targeted consultation with state and territory education authorities and key teacher professional associations in February 2011. They have an intended school/teacher audience and aim to:

- develop a shared understanding of the nature, scope and sequence of the general capabilities in the Australian Curriculum
- confirm teacher understanding of intended learning wherever general capabilities are identified in learning area content descriptions and elaborations
- guide planning of the general capabilities in school and classroom learning programs.

Consultation Processes and Methodology

Consultation processes

The draft general capabilities materials were released for public consultation on 10 June 2011. The online consultation closed on 7 August 2011.

There were three sources of consultation feedback:

- an online survey on the consultation portal of the Australian Curriculum website where respondents completed a rating scale for each question and were able to write a comment
- a national teacher consultation forum
- written submissions that were sent directly to ACARA.

Online survey

Opportunities to provide feedback via an online survey were promoted on the ACARA website and through education authorities, professional and parent associations, and academics in the field of education.

The survey sought feedback on the clarity, coverage and coherence of the draft materials (overview, conceptual statements and continua) and the pitch appropriateness of the continua.

The online survey comprised 12 questions (7 rating-scale questions and 5 open-ended questions) about the general capabilities overview and set of capabilities; 26 questions for literacy and numeracy (13 rating-scale questions and 13 open-ended questions); and 25 questions for the other 5 capabilities (12 rating-scale questions and 13 open-ended questions), across the following broad categories:

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Continuum

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- level of detail.

The online survey questions are included in Appendix 2.

Teachers' forum

As part of the consultation, a national teacher forum was held on 21–22 June with 30 primary and secondary teachers from across all states and territories and school sectors. The purpose of the forum was to assist ACARA in obtaining early feedback on the draft general capabilities materials from the perspectives of practising classroom teachers. Over two days participants worked in groups to provide feedback on the clarity, coverage and coherence of the materials and the appropriateness of pitch for each stage of the continua.

Written submissions

Individuals and groups were also able to provide feedback through formal submissions. ACARA received 43 written responses including 11 state and territory submissions representing 17 different curriculum and school authorities. Written submissions were also received from 21 groups and 11 individuals. The breakdown of written submissions is presented in Appendix 1.

The consultation report summarises the findings of the public consultation. These findings have informed the revision of the general capabilities materials published on the Australian Curriculum website in December 2011.

Methodology

Analysis of the quantitative data from the online survey was undertaken to consider the responses of various stakeholders to:

- the materials as a whole
- the overview and individual capabilities
- the conceptual statement and continuum for each capability.

Quantitative results of the online surveys are presented in charts and tables throughout the report.

Analysis of the optional comments in the online survey responses and the written submissions was undertaken using NVIVO 9 qualitative data analysis software. For each question in the survey, comments were categorised as concerns, strengths and suggestions, with specific topic nodes developed within these three categories. An identical coding procedure was used for the written submissions. This analysis of survey respondents' commentary and written submissions has been used to illustrate the consultation's qualitative findings and the range of views presented.

Consultation participants

Survey respondent numbers and demographic details are shown below (Figure 2 Summary of respondent demographics).

Nature of respondents

- 367 survey responses
- 43 written submissions.

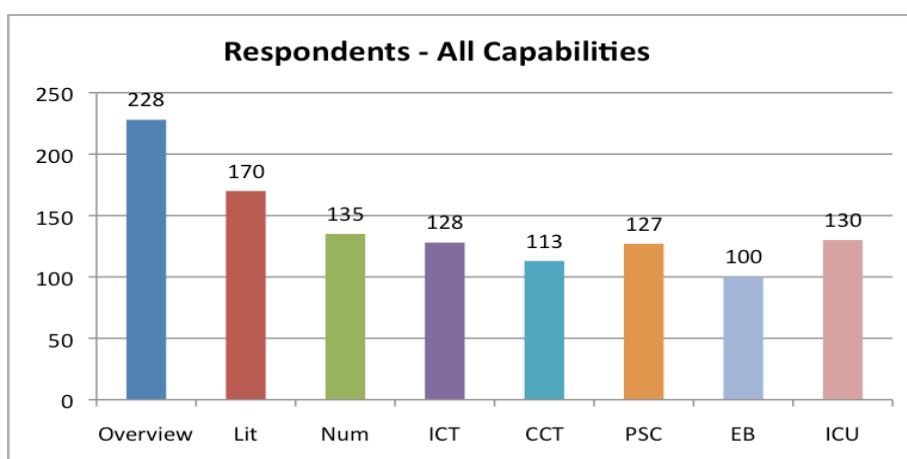


Figure 1: Number of survey respondents by general capability

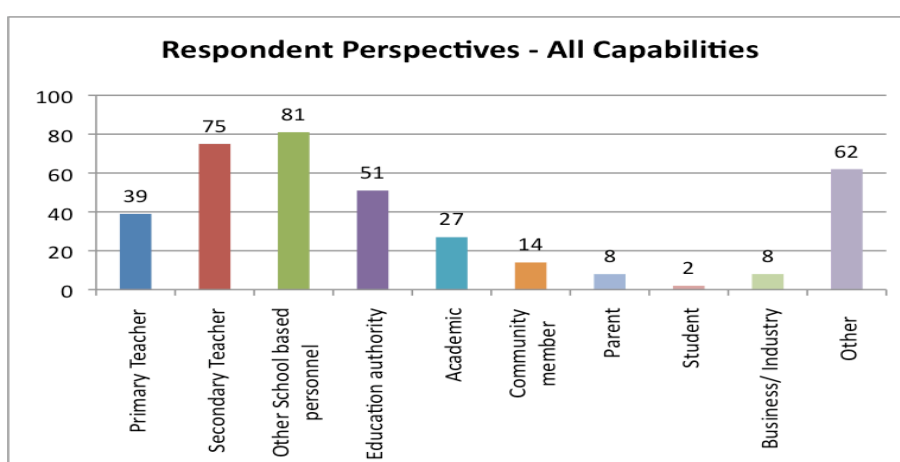


Figure 2: Number of survey respondents by demographic group across all capabilities

Though the number of responses to the consultation (367 individual respondents) was relatively low, particularly when compared with the number of people registered for consultation (around 2500) the range of respondents was broad with teachers and other school-based personnel (which includes principals, curriculum coordinators, teacher librarians and teacher aides) particularly well-represented.

Submissions

ACARA received 43 submissions from key stakeholders throughout Australia including:

- 11 submissions representing 17 state and territory curriculum and school authorities
- 18 peak bodies (such as teacher professional associations, government agencies and non-government organisations)
- 3 schools
- 11 individuals (teachers, academics, parents, members of the community).

Teachers' forum

30 primary and secondary teachers from every state and territory and government, Catholic and independent education sectors participated in the national teacher forum.

Summary of key consultation findings across the general capabilities

This section summarises the major findings from the consultation identified as key strengths and areas for further development. There was also frequent commentary on issues concerning implementation, which were not the focus of consultation.

The charts in this chapter are based on an analysis of the rating-scale survey questions. Levels of approval were gauged by aggregating strongly agree and agree responses to all rating-scale survey questions for the overview and the seven general capabilities.

Strengths and areas for further development have been drawn from quantitative survey data, and qualitative data from surveys and submissions.

The findings indicate a high level of support for the general capabilities materials overall and each capability individually. The relatively low level of approval (77%) for the general capabilities overview reflects the call for greater clarity over the nature, role and place of general capabilities in the Australian Curriculum.

Overall response to the general capabilities materials

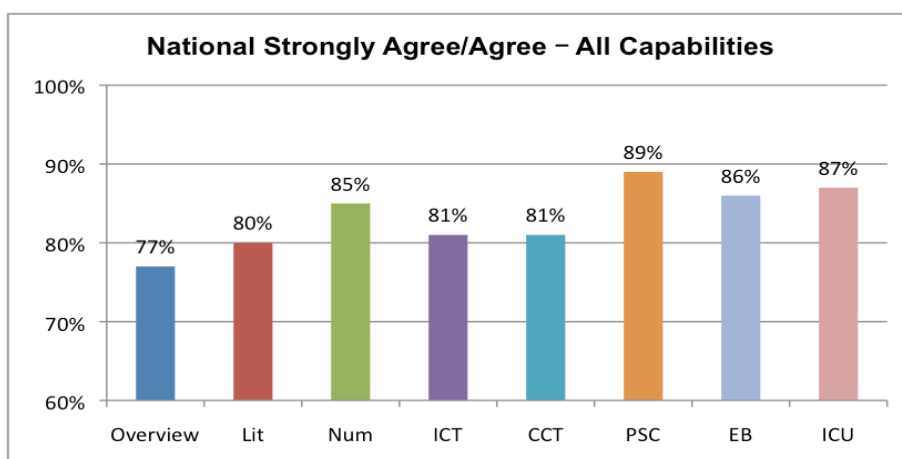


Figure 3: Approval for general capabilities materials– all states and territories

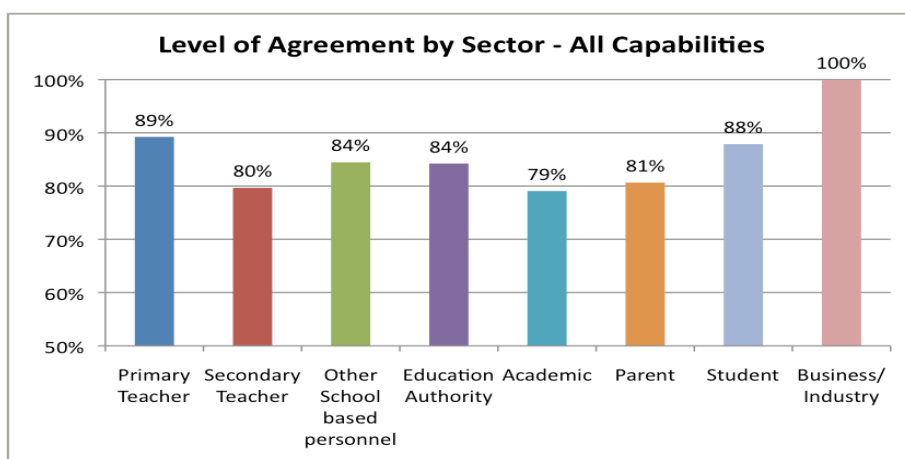


Figure 4: Approval for general capabilities materials – all states and territories

Levels of approval were consistently high across all respondent groups. Employers' 100% approval may be explained in part by the small number of respondents, with only 8 respondents in this group. High levels of approval for primary and secondary teachers are consistent with the responses of teachers at the teachers' forum (see Chapter 5) where all teachers responded very positively to the materials with primary teachers in particular stating that they were directly relevant to their work.

Strengths

The scope of the general capabilities

Quantitative data indicates strong support for the set of general capabilities and their conceptualisation, scope and theoretical framing. While there were calls from some groups for additional capabilities (such as Human Rights, International Citizenship and Information Literacy) these were not widespread. There were also various elements suggested as additions to some capabilities (such as anti-racism, inter-religious understanding and transformation to intercultural understanding and collaboration to ICT competence). However, most respondents were satisfied with the elements as currently identified in the materials and neither nominated further elements nor requested the removal of existing elements.

Clarity, coherence and coverage

The purpose of the materials was considered clearly articulated. Most conceptual statements were regarded as clear, thorough and well-written. Teachers at the Teachers' Forum for example, found the materials clear and relevant to their work and the continua potentially useful as a guide for planning teaching and learning programs to cater for potentially diverse audience.

Feedback from surveys and submissions acknowledged that current research has informed and is reflected in the capabilities, though there were a number of suggestions for additional referencing in some areas. The theoretical framework for each capability was generally seen to be a useful component of the materials, though some queried its role and whether it would be better situated as a background document. There was also a view that references to specific research literature be removed and replaced by a rigorous supplementary reference list.

There were mixed views on the level of detail that would best assist teachers, with some applauding concise materials (such as the Intercultural understanding continuum), while others called for greater specificity and exemplification (for example in the continua for Critical and creative thinking and Numeracy).

Structure and organisation

Most respondents found the materials to be logically structured and easy to follow, noting that diagrams illustrating capability elements were generally clear and assisted in understanding the relationship between capability elements. It was noted that the consistent structure of information related to each capability makes it easy to read and follow.

Many teachers nominated a preference for bullet points in the presentation of capability descriptions though a significant level of feedback supported both formats for all seven capabilities.

Areas for further development

A number of areas have been identified as requiring attention in the revision of the general capabilities materials.

The nature of the capabilities and the titles of some capabilities

Throughout the materials general capabilities are variously described as skills, competencies, understandings, behaviours, knowledge, attributes and dispositions. This was seen as potentially confusing for teachers, particularly as the knowledge, skills and dispositions are not always clearly delineated in each capability. The role of dispositions was seen as requiring clarification and foregrounding in several capabilities (notably Literacy, Numeracy and Critical and creative thinking).

While there was little commentary on the titles for most of the capabilities implying satisfaction with them, there were recurring comments on the appropriateness of the titles for Informational and communication technology competence, Ethical behaviour and Intercultural understanding. Concerns centred on the use of the terms – ‘behaviour’, ‘competence and ‘understanding’, none of which were seen to represent adequately the nature of the skills and dispositions encapsulated by the capability.

Tensions between general capabilities and learning areas

The relationship between the general capabilities and the learning areas (particularly with content descriptions and elaborations) was identified as needing further explanation, including rationales for tagging content descriptions and making links between capability elements and learning area content more explicit through exemplification and hyperlinks.

Several submissions also voiced a concern as to whether the capabilities as developed in the consultation draft were effectively represented in the Australian Curriculum learning areas developed so far.

Close links between specific capabilities and learning areas were mentioned frequently: Literacy and English, Numeracy and Mathematics, ICT competence and Technologies, Personal and social competence and Health, Ethical behaviour and Civics and Intercultural understanding and Languages. These links highlight a tension between the broad development and application of general capabilities across the curriculum and the explicit teaching of knowledge and skills associated with capabilities in some learning areas.

There was a strong concern from some quarters that the purpose and status of Literacy, Numeracy and ICT as general capabilities are confusing because these three capabilities are located both within subjects and as general capabilities and because they are structured differently from the other four capabilities in the number of levels the continua cover. (Note: the structure and number of levels for ICT competence is currently the same as Critical and Creative Thinking, Personal and Social Competence, Ethical Behaviour and Intercultural Understanding).

While there were broad concerns about the need to clarify expectations of assessment of the general capabilities and to differentiate between Literacy and Numeracy and other capabilities to take account of the National Assessment Program, concerns about the replication of Literacy, Numeracy and ICT competence, the potential confusion in the assessment and reporting of student achievement, or perceptions of adding further to an over-crowded curriculum were not widely expressed.

Links between general capabilities and cross-curriculum priorities and across the general capabilities

Concern about a lack of clarity in explaining the relationship between general capabilities and cross-curriculum priorities was articulated within the context of needing greater clarity about the relationship between the general capabilities, the cross-curriculum priorities and the learning area content descriptions.

A number of respondents pointed to synergies between various capabilities and suggested that examples of these to be included in the materials.

Assessment of general capabilities in the Australian Curriculum

The issue of assessment of the general capabilities was commonly addressed. Statements about assessment in the general capabilities overview were seen to be contradictory, confusing and requiring clarification. The issue as to whether and how the capabilities should be assessed also provoked considerable commentary. A number of respondents noted that a clear delineation was needed between Literacy and Numeracy that have a defined national assessment requirement, and the other five capabilities. There was some concern about the external assessment of capabilities such as Ethical behaviour and Intercultural understanding. There was also a call to provide additional explanation of the various positions of state and territory authorities in regard to the assessment of general capabilities. For education authorities wishing to use the general capabilities as tools for assessment and reporting, the development of additional continua levels was considered to be essential.

Gaps in general capabilities continua

A recurring concern in submissions and survey responses was that the gaps between the three levels (end Years 2, 6 and 10) in the continua for ICT competence, Critical and Creative thinking, Personal and social competence, Ethical behaviour and Intercultural understanding are too large. There was considerable support for the inclusion of capability descriptions for Years 4 and 8, as well as suggestions for inclusion of end of Foundation year. This was noted as a way to strengthen the relevance of the capabilities for students with a disability and to provide a stronger link to the Early Years Learning Framework. There was also some concern that the materials were silent on the Senior Years.

Accessibility of Literacy and Numeracy to non-specialist teachers

There was a recurring concern that the Literacy and Numeracy continua are too close to English and Mathematics in their organisation, presentation and structure and that the use of specialist language (particularly in Literacy) fails to take account of non-specialist teachers in other learning areas.

Inclusivity

There was concern that the materials do not acknowledge or reflect the needs of students with a disability, particularly in ensuring that inclusive language is used throughout all materials and that examples are inclusive of students with a disability.

Feedback from Aboriginal and Torres Strait Islander educators noted a lack of 'voice' through all capabilities (for example including a focus on 'community' in Personal and social competence and Ethical behaviour, with a call to include Aboriginal and Torres Strait Islander research in theoretical frameworks and references).

Continua consistency, pitch, and progression

A number of submissions devoted considerable attention to the continua, providing detailed feedback on the levelness of capability descriptions, appropriateness of pitch and the extent to which a progression of learning is evident. A number of respondents noted the difficulty of following the progression of learning in several capabilities. They also emphasised the importance of descriptions for like elements lining up horizontally across the stages of schooling. A further concern was the maintenance of a similar level of specificity in the capability descriptions - with greater specificity most often preferred over descriptions that were seen as vague or too general.

Language

While for the most part the materials were regarded as clear and easily understood, instances of verbosity and use of specialist terminology were identified as impeding accessibility for many teachers. A check for consistency in the use of key terms across capabilities was recommended as was the inclusion of explanations where meanings differ intentionally.

Consultation findings for each general capability

Teachers' forum

Teachers at the national forum responded positively to the materials overall, finding them relevant to their work, easy to understand and potentially useful as a guide to programming. They identified areas of strength and concern for individual capabilities and made a number of positive and practical suggestions for their improvement. They found that:

- the way the capabilities are written easy to understand and logical (Numeracy, ICT competence, Intercultural understanding), though some (Literacy and Critical and creative thinking) too dense in parts, with specialist terminology requiring additional explanation or provision of a glossary
- the structure of the materials to be user friendly and easy to follow, diagrams illustrating capability elements clear (Personal and social competence and Intercultural understanding), suggesting that all conceptual statements should include a diagram, and that key concepts could be bolded to indicate their significance
- links between capability elements and learning area content need to be more explicit (possibly hyperlinked)
- theoretical frameworks for some capabilities (Literacy, Ethical behaviour) to be a strength, while others (ICT competence) need more work, suggesting that it may be better to include a short statement on theoretical underpinnings in each capability's introduction, hyperlinked to a separate, more detailed Word document.

Findings for each general capability

The following sections summarise feedback from the teachers' forum, survey responses and submissions for the overview and each general capability. As will be noted from the tables showing levels of approval by survey question at the beginning of each section, all general capabilities received consistently high approval ratings in survey results. Fewer specific strengths were noted than is the case with concerns and areas for improvement both in survey responses and submissions. For this reason strengths are at times stated in generic terms.

The areas for further development present a synthesis of principal concerns and suggestions for improvement from survey commentary and submissions. This section does not address every concern or suggestion for improvement that were canvassed in submissions and survey responses as in some cases these were very detailed and specific, and not all have been agreed. However, in the revision of the materials consideration will be given to these suggestions.

Overview

Question	% Strongly agree/agree
1a The set of seven general capabilities is appropriate (i.e. they cover the range of knowledge, skills and dispositions expected in a curriculum for the 21 st century)	87%
1b The role of general capabilities in the Australian Curriculum is clear.	77%
2a The relationship between the general capabilities and the learning areas is explained clearly	74%
3a The purpose of the general capabilities materials for schools and teachers are clearly explained.	74%
4a The Overview contains an appropriate level of detail.	76%
4b The general capabilities materials (i.e. conceptual statements and continua) are logically structured.	75%
4d The online presentation of the general capability materials is user–friendly.	75%

Table 1: Overall approval for General capabilities overview by survey question

Strengths

The incorporation of the General Capabilities in both the formal curriculum and school and classroom practice was strongly supported. These areas were seen as critical components of the 21st century curriculum, and ensuring that they are fully taken into account throughout the project was seen as essential to the effective implementation of the Australian Curriculum.

The overview was supported as outlining the place of the general capabilities in the Australian Curriculum, especially their alignment with the goals of the Melbourne Declaration. There was support for the way the capabilities are embedded within the content descriptions and that State authorities are to determine the extent to which students learning of the general capabilities will be assessed and reported. The General Capabilities were seen as providing a genuine opportunity to link with and enrich learning areas.

The online presentation was generally seen as user–friendly with the consistent structure of information related to each capability making it easy to follow

Areas for further development

While the role of general capabilities in 21st century learning was generally perceived to be clear, some respondents believe a stronger case needs to be made for the potentially powerful role that the General capabilities play in the delivery of a 21st century Australian Curriculum and the implications for pedagogy.

Respondents expressed a need for a clearer articulation of what general capabilities are and how they relate to the curriculum and requested explicit direction as to which learning areas provide more capacity to develop specific capabilities. Many respondents wanted a uniform layout and consistent cognitive demands across different capabilities.

The following matters were identified as key areas for further development:

1. the explicit inclusion of all student groups
2. further information, clarity and detail for Foundation to Year 2
3. information about capabilities for years 11 and 12
4. more information about assessment including the relationship of the capabilities to NAPLAN
5. terminology that is accessible to all teachers
6. the provision of a glossary
7. improved online functionality within and between capabilities and curriculums
8. print-friendly versions – including PDF or Word formats.

Literacy

Question	% Strongly agree/agree
1a The description of Literacy in the Australian Curriculum is clear.	86%
1b The title of the capability adequately reflects the content.	84%
2a The most important elements of Literacy are addressed.	84%
2b The scope of Literacy is coherent.	86%
3a The distinction between Literacy as a general capability and the Literacy strand in the English curriculum is clear	66%
3b The description of the place of Literacy in the learning areas is clear.	72%
4a The theoretical basis for the Literacy capability is sound.	86%
7a The structure of the continuum is clear	84%
8a The elements are adequately described	82%
9a The organisation of the continuum (by element and stage of schooling) is easy to follow.	77%
9b There is a logical progression of the knowledge and skills across the stages.	77%
9c Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	71%
9h Generally, capability descriptions contain an appropriate level of detail.	75%

Table 2: Overall approval for Literacy by survey question

Strengths

There was strong support for the inclusion of the Literacy general capability and for the nature, purpose and directions of this document.

There was broad support for:

- the introduction as a clear, concise statement that identifies literacy as the responsibility of all teachers and all learning areas (though some commentary suggested this could be strengthened further).
- the theoretical framework the theoretical framework and for the structuring of the document into the areas of 'comprehending' and 'composing'.

The progression across stages in the continuum was seen as logical and clear.

Areas for further development

21st century view of literacy

There was some concern that the materials need a more contemporary, 21st century view of literacy aligned with up-to-date socio-cultural practices and to include other semiotic systems such as sound, gesture and layout (including the definition). In a similar vein, some submissions suggested that the capabilities need to be futures oriented and to express a more contemporary view of literacy to reflect the experiences of children and young people today and the range of communication modes they currently use. A further suggestion for improvement was to make the introduction more comprehensive by aligning literacy more explicitly with socio-cultural practices and a social view of language.

Theoretical perspective and research

Although most respondents and submissions agreed with the theoretical framework, some suggested that it could be strengthened by reflecting a more contemporary and deeper understanding of literacy practices and by referencing a broader range of research including:

- research into socio-cultural dimensions of literacy
- research more directly related to other learning areas
- research relating to disability and to other capabilities.

Literacy as a general capability and Literacy in English

While there was some concern about possible confusion in having Literacy as a general capability and as a strand in English, this was not widespread. A more commonly expressed concern was that the Literacy continuum was too English focussed.

Literacy in all curriculum areas

The need to strengthen literacy in other learning areas to make learning area demands more explicit was the most commonly expressed concern regarding the Literacy materials, with a number of suggestions as to how this might be achieved:

- the use of examples for all learning areas
- more explicit language and more detail for non-English teachers
- dot points for other curriculum areas
- aligning with other learning area documents.

Critical literacy

There were several calls, most notably in submissions, for the inclusion of critical literacy including negotiated and oppositional meanings as well as various suggestions for a greater emphasis on multi-modal literacy, oracy, creativity and imagination.

Inadequate attention to visual literacy and multimodal texts

There were a numbers of concerns regarding the element – Visual knowledge – as it is currently described in the Literacy capability, as expressed in the following submission:

*“Visual knowledge in the general capabilities is heavily constrained to graphics/visual images in association with text.... These texts are defined in the Australian Curriculum: English as combining **“language”** with other means of communication such as visual images, soundtrack or spoken word” [emphasis added]. The fact that visual images can be used independently of text/language to convey meaning is largely ignored.”*

The need to include more on digital and multimodal communication was also a recurrent concern.

Inclusivity

Several respondents and submissions noted that the Conceptual statement made no mention of Literacy as it applies to diverse groups of students including students for whom English is an additional language or dialect or students with disability.

Use of specialist language

The use of specialist terminology throughout the Literacy materials was seen to reduce their accessibility and usefulness for teachers who are not specialist teachers of English.

Suggested improvements for the materials overall, such as ensuring they are written in plain English, that language is inclusive, that specialist terminology is supported by a glossary and that capability descriptions are better supported through learning area examples have been specifically identified as required in the revision of Literacy.

Numeracy

Question	% Strongly agree/agree
1a The description of Numeracy in the Australian Curriculum is clear	94%
1b The title of the capability adequately reflects the content.	89%
2a The most important elements of Numeracy are addressed.	83%
2b The scope of Numeracy is coherent (i.e. the elements make sense as a group).	88%
3a The distinction between Numeracy as a general capability and numeracy in the Mathematics curriculum is clear.	84%
3b The description of the place of Numeracy in the learning areas is clear	80%
4a The theoretical basis for the Numeracy capability is sound.	91%

Question	% Strongly agree/agree
7a The structure of the continuum is clear	91%
8a The elements are adequately described.	79%
9a The organisation of the continuum (by element and stage of schooling) is easy to follow.	88%
9c There is a logical progression of the knowledge and skills across the stages of schooling.	83%
9e Capability descriptions are pitched appropriately (ie the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	77%
9g Generally, capability descriptions contain an appropriate level of detail.	72%

Table 3: Overall approval for Numeracy by survey question

Strengths

The conceptual statement builds teacher engagement of the elements of numeracy, makes connections with learning areas and promotes numeracy in the curriculum.

The statement is clear and concise, articulating a clear message about students developing and applying numeracy skills in a range of life roles. The statement encourages the teaching of mathematic concepts across the curriculum in order to develop students' numeracy skills.

Connections between numeracy and the Mathematics learning area are clearly evident.

The theoretical framework provides a clear explanation of the approach taken in the general capabilities to numeracy and the teaching of Mathematics. Key terms are used appropriately and consistently.

The organisation of the continuum is accessible, clear and concise. Use of years 2, 4, 6, 8 and 10 to straddle NAPLAN testing is logical.

Areas for further development

Privileging of mathematical knowledge and skills over other essential elements of numeracy.

A recurring concern across both survey responses and submission was that numeracy focus less on Mathematical content and more on what it means to be numerate (incorporating elements such as authentic contexts and dispositions, choosing mathematical processes and use of tools such as rulers and beakers). Several submissions recommended that financial literacy feature in a more focused way.

There was a consistent view that the numeracy continuum is too similar to the content in Mathematics and does not provide sufficient support for the application of numeracy as a general capability in all learning areas. It was seen to privilege mathematical knowledge and skills over other essential elements of numeracy such as positive dispositions, critical orientation and use of tools.

Numeracy in all curriculum areas

Respondents identified the need to include specific detail of how numeracy concepts apply to each learning area, pointing to some statements that would provide no help or support for non-maths teachers. A number of respondents held the view that the logical progression of knowledge and skills is more reflective of Mathematics than numeracy, which was seen as not being helpful for developing teachers' understanding that numeracy is across the curriculum.

Theoretical framework

Several respondents felt that it was possible to strengthen the theoretical framework through the inclusion of more current literature.

Descriptions and order of some elements

Several respondents suggested that the examples used in the elements are not always strong, one submission citing an example from Using patterns and relationships in which the relationship between earthquakes and tsunamis is cited. The submission notes that it is difficult to interpret what sort of mathematical relationship the writers are intending and suggests that examples of Mathematics in context need to be more targeted and obvious.

Inclusivity

There were some calls to strengthen examples to reflect the cultural diversity of student populations in Australian classrooms, particularly in relation to the representation of voice and consideration of Aboriginal and Torres Strait Islander peoples and students with disability.

Continuum pitch, progression and level of detail

A number of respondents noted the need to align the continuum descriptions more closely with the description of numeracy in the conceptual statement stating that the intent and detail of the elements are not always evident in the continuum. They suggested that the Numeracy continuum be imbued with the idea that numeracy is found in everyday situations and applies in other learning areas (not just Mathematics). There was also some concern about the level of detail in the continuum.

Use of specialist language

As with literacy, there was a recurring call to reduce Mathematics terminology and where this is unavoidable to provide a glossary to explain specialist language.

Suggested improvements for the materials overall, such as ensuring they are written in plain English, that language is inclusive, that specialist terminology is supported by a glossary and that capability descriptions are better supported through learning area examples have been identified as required in the revision of Numeracy.

Information and communication technology competence

Question	% Strongly agree/agree
1a The description of ICT competence in the Australian Curriculum is clear.	87%
1b The title of the capability adequately reflects the content.	83%
2a The most important elements of ICT competence are addressed.	87%
2b The scope of ICT competence is coherent (i.e. the elements make sense as a group).	86%
3a The description of the place of ICT competence in the learning areas is clear.	80%
4a The theoretical basis for the ICT competence capability is sound.	79%
7a The structure of the continuum is clear	86%
8a The elements are adequately described	83%
9a The two formats of the continuum are easy to follow	89%
9c There is a logical progression of the knowledge and skills across the stages.	70%
9e Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	68%
9g Generally, capability descriptions contain an appropriate level of detail.	66%

Table 4: Overall approval for ICT competence by survey question

Strengths

Respondents thought there was good alignment with the Melbourne Declaration goals and expressed support for the integration of the student as a learner and as a person. The link between ICT capability to workforce needs and contemporary society was strongly supported.

The scope for ICT competence was seen as well explained with the inter-relatedness between the elements made clearly and succinctly.

The diagram used to demonstrate the relationship between the elements was considered to be clear and easy to interpret.

The progression of knowledge and skills across the stages was seen as logical.

Areas for further development

ICT competence as a general capability and Digital technologies (ICT) as a learning area

A number of submissions called for a clarification in the expectations for non-ICT teachers to integrate ICT in their learning areas, to avoid potential confusion between the ICT learning area and ICT as a general capability.

Clarity of theoretical framework

Survey commentary and submissions identified a need to revise the theoretical framework, clarifying and refining key messages for teachers and strengthening its theoretical underpinning with additional references.

Inclusivity

Submissions identified opportunities to strengthen inclusivity in the materials particularly by ensuring that inclusive language is used throughout and providing examples and contexts that portray and cater for student diversity, such as students with disability through the inclusion of information about adaptive and assistive technologies.

Ongoing currency and relevance of ICT competence

Several submissions drew attention to a potential problem in the relevance and currency of ICT competence over time, with some commentary suggesting that certain terminology and examples are already out of date. Others called for the inclusion of more information about emerging, creative and productive uses of technology.

Continuum pitch, progression and level of detail

The pitch, progression and level of detail in the ICT competence continuum received relatively low levels of approval in survey responses compared to other sections of the materials. Commentary suggests that many consider the level at which the capabilities are pitched may be too high for many students, particularly at Year 10. There was also some concern that the progression of learning needs to be more clearly delineated and that capability descriptions should be more precise.

Suggested improvements for the materials overall, such as ensuring they are written in plain English, that language is inclusive, that specialist terminology is supported by a glossary and that capability descriptions are better supported through learning area examples have been specifically identified as required in the revision of ICT competence.

Critical and creative thinking

Question	% Strongly agree/agree
1a The description of Critical and creative thinking in the Australian Curriculum is clear.	84%
1b The title of the capability adequately reflects the content.	81%
2a The most important elements of Critical and creative thinking are addressed.	87%
2b The scope of Critical and creative thinking is coherent.	82%
3a The description of the place of Critical and creative thinking in the learning areas is clear.	74%
4a The theoretical basis for the Critical and creative thinking capability is sound.	88%
7a The structure of the continuum is clear	86%
8a The elements are adequately described	77%
9a The organisation of the continuum (by element and stage of schooling) is easy to follow.	88%

Question	% Strongly agree/agree
9c There is a logical progression of the knowledge and skills across the stages.	86%
9e Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	69%
9g Generally, capability descriptions contain an appropriate level of detail.	72%

Table 5: Overall approval for Critical and creative thinking by survey question

Strengths

The importance of Critical and creative thinking was widely recognised as a fundamental and significant capability across all learning areas.

Respondents found that the capability is coherent and makes sense and that the most important elements of critical thinking are addressed. Critical thinking was seen to be addressed well, with the inclusion of ‘metacognition’ welcomed by a number of respondents.

The definitions were regarded as helpful and precise – clearly identifying the difference between critical and creative thinking, along with the four elements for organisation.

Areas for further development

Under-representation of creative thinking

A number of respondents identified the need to put greater emphasis on the ‘creative thinking’ aspect of the capability – including creative ideas and production, and skills for developing and evaluating the ‘new’. There was particular concern that language should be balanced so that one type of thinking is not privileged over the other.

Connection to 21st century learning

Several submissions identified the need to connect Critical and creative thinking more strongly with 21st century learning, linking to innovation, enterprise and creativity. There were numerous suggestions for further references and ideas for broadening the theoretical framework with the inclusion of additional theorists.

Differentiation between elements

A number of submissions drew attention to the differentiation between the four elements of Critical and creative thinking with one noting that at some points the extent to which elements overlap makes it difficult to see a clear distinction between them.

Omission of dispositions from continuum

Several submissions mentioned that, though particular dispositions towards Critical and creative thinking are identified in the conceptual statement, they are not evident in the continuum. Others suggest that the development of thinking dispositions should be given greater prominence in the capability description, as well as increasing students’ awareness of the thinking processes they employ and their capacity to transfer thinking skills to new contexts.

Continuum pitch, progression and level of detail

Respondents identified the need to be more precise about what students are expected to know and be able to do in continuum capability descriptions, linked to examples of how they connect to learning area content descriptions.

There were some concerns as to whether there is a clearly delineated progression in the relative complexity of principles or understandings that underpin how students draw on, use, manipulate, and come to conclusions for decision making in the continuum.

Further concerns focused on the pitch of some capability descriptions, querying whether identified levels were to be seen as aspirational and in some instances whether descriptions were pitched too high.

Suggested improvements for the materials overall, such as ensuring they are written in plain English, that language is inclusive, that specialist terminology is supported by a glossary and that capability descriptions are better supported through learning area examples have been specifically identified as required in the revision of Critical and creative thinking.

Personal and social competence

Question	% Strongly agree/agree
1a The description of Personal and social competence in the Australian Curriculum is clear.	92%
1b The title of the capability adequately reflects the content.	95%
2a The most important elements of Personal and social competence are addressed.	86%
2b The scope of Personal and social competence is coherent.	92%
3a The description of the place of Personal and social competence in the learning areas is clear.	83%
4a The theoretical basis for the Personal and social competence capability is sound.	91%
7a The structure of the continuum is clear	90%
8a The elements are adequately described	89%
9a The organisation of the continuum (by element and stage of schooling) is easy to follow.	92%
9c There is a logical progression of the knowledge and skills across the stages.	86%
9e Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	93%
9g Generally, capability descriptions contain an appropriate level of detail.	82%

Table 6: Overall approval for Personal and social competence by survey question

Strengths

The conceptual statement and scope for Personal and social competence were strongly supported – clearly promoting the view that Personal and social competence is an aspect of learning in all learning areas.

There was a view that for many teachers already providing opportunities for students to develop personal and social competence, the expectations set out in the capability are likely to be familiar and 'doable'.

There was broad support for the nature, scope and theoretical framework of the conceptual statement. The language of the statement was seen as clear and accessible. The structure of the continuum with the four elements of self-awareness, self-management, social awareness and social management was supported and clear links were seen across these elements and across year levels.

Areas for further development

Personal and social competence in the learning areas

Some submissions stated that the relationship between the Australian Curriculum for Health and Physical Education (Phase 3) and the general capability for Personal and social competence needs to be clarified. While it was acknowledged that there may be opportunities to cater for the development of Personal and social competence across all learning areas, teachers, in particular, were keen to see examples of this at each level of schooling.

There was also a concern from some quarters as to whether Personal and social competence has been effectively represented in the learning areas developed thus far.

Omission of values and beliefs from the conceptual statement

Consideration of the role of values and beliefs in the development of Personal and social competence was identified as an omission. Aboriginal and Torres Strait Islander commitment to 'community' and 'country' should be stated more explicitly within the capability. All four elements have a relationship with these commitments.

Inclusivity

The issue of inclusivity was identified by a number of respondents with the suggestion that the overview needs to better reflect the diversity of learners in Australian schools. Some respondents felt that there should be a statement that the expectations of learning are aspirational for all children and that some students may have difficulty in demonstrating many of the indicators within the capability.

Vagueness /complexity of some capability descriptions

Some capability descriptions were considered to be too complex, wordy or vague with alignment and sequencing in the continuum not always evident. Some capability descriptions were judged to be pitched too high.

Suggested improvements for the materials overall, such as ensuring they are written in plain English, that language is inclusive, that specialist terminology is supported by a glossary and that capability descriptions are better supported through learning area examples have been specifically identified as required in the revision of Personal and social competence.

Ethical behaviour

Question	% Strongly agree/agree
1a The description of Ethical behaviour in the Australian Curriculum is clear.	89%
1b The title of the capability adequately reflects the content.	89%
2a The most important elements of Ethical behaviour are addressed.	85%
2b The scope of Ethical behaviour is coherent.	90%
3a The description of the place of Ethical behaviour in the learning areas is clear.	80%
4a The theoretical basis for the Ethical behaviour capability is sound.	87%
7a The structure of the continuum is clear	92%
8a The elements are adequately described	80%
9a The organisation of the continuum (by element and stage of schooling) is easy to follow.	93%
9c There is a logical progression of the knowledge and skills across the stages.	86%
9e Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	85%
9g Generally, capability descriptions contain an appropriate level of detail.	85%

Table 7: Overall approval for Ethical behaviour by survey question

Strengths

There was general support for the inclusion of Ethical behaviour as a General capability and its content, with respondents seeing it as a significant opportunity to immerse students in an expansive set of concepts associated with morals, values, virtues, reasoning, judgment and philosophy.

There was strong support for the foundation provided in the historical and Ethical behaviour's theoretical framing and its focus on intellectual development, the interaction between values and how this is reflected in behaviour.

Areas for further development

Conceptualisation

Given that ethical behaviours may be the most unfamiliar capability for many teachers, there were calls for a more thorough explanation of the nature of the capability and information to help teachers see how ethics can add to the learning experiences of students. There was a view that:

“This capability should be about providing students with the capacity to act in appropriate ways in different situations based on an understanding of the nature of ethical behaviour at individual, group and societal levels. “

There was some commentary on the inclusion of ‘common virtues’ as a separate element, with one submission suggesting that the appeal to virtues constitutes one ethical theory or principle and as such should not be singled out for special focus.

There were a number of calls for the capability to show how ethics is a part of what we do in everyday life not just when we consider 'big issues'. This related to comments by several respondents that there needs to be a stronger connection with civic values and active citizenship as articulated in the *Melbourne Declaration*.

Consistency between the conceptual statement and the continuum

The issue of consistency was raised by several respondents, particularly in relation to the messages contained in the conceptual statement and the capability descriptions in the continuum. A number of respondents identified the need to differentiate between ethical and moral frameworks in the introduction and to use the terms consistently thereafter. Some suggested that the term 'moral' be removed altogether. There was also a broader concern about consistency in the use of language.

Inclusivity

Ethical behaviour was identified as an important capability for students with disability, though some special educators expressed concern about the difficulties some students may have in developing the capability.

There was a view that the scope and theoretical framework is Eurocentric and should include a broader range of philosophical traditions and draw on a range of cultural perspectives.

Links between Ethical behaviour and the learning areas

There was some commentary noting that Ethical behaviour is not strongly evident in the learning areas developed to date, which in some cases led to a broader question about whether it is realistic to expect the explicit teaching of ethical knowledge and skills across the curriculum or whether this would be more likely to occur in a learning area such as Civics.

There was a recurring request to provide examples from learning areas to assist teachers in recognising the ethical dimensions in learning area content. These could include broad contexts for ethical behaviour for example animal ethics, global warming and sustainability, by people known to them (family, friends) or in the broader community (sport, politics, arts).

Continuum pitch, progression and level of detail

There was a concern about the pitch of some capability descriptions (particularly at Year 10) and several calls to clarify and strengthen the progression of knowledge and skills and tighten the way in which they are expressed.

Suggested improvements for the materials overall, such as ensuring they are written in plain English, that language is inclusive, that specialist terminology is supported by a glossary and that capability descriptions are better supported through learning area examples have been specifically identified as required in the revision of Ethical behaviour.

Intercultural understanding

Question	% Strongly agree/agree
1a The description of Intercultural understanding in the Australian Curriculum is clear.	95%
1b The title of the capability adequately reflects the content.	81%
2a The most important elements of Intercultural understanding are addressed.	91%
2b The scope of Intercultural understanding is coherent.	87%
3a The description of the place of Intercultural understanding in the learning areas is clear.	79%
4a The theoretical basis for the Intercultural understanding capability is sound.	88%
7a The structure of the continuum is clear	91%
8a The elements are adequately described	80%
9a The organisation of the continuum (by element and stage of schooling) is easy to follow.	95%
9c There is a logical progression of the knowledge and skills across the stages.	91%
9e Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	79%
9g Generally, capability descriptions contain an appropriate level of detail.	86%

Table 8: Overall approval for Intercultural understanding by survey question

Strengths

There was broad support for the inclusion of Intercultural understanding within the set of general capabilities, with many respondents connecting its significance to the contexts of living in culturally diverse communities in local and national contexts and with the broader context of living in an increasingly globalised world.

The conceptual statement was generally considered to be comprehensive and clearly explained, with commentary suggesting that many respondents agreeing that the scope and theoretical framework provide a good overview of the elements of Intercultural understanding. Respondents generally found the capability descriptions succinct, well-structured and easy to use.

Links to the Critical and creative thinking capability through the reflecting component provides an avenue for deeper thinking into intercultural issues rather than ‘intercultural activities’.

Areas for further development

Conceptualisation

There was a range of views on the adequacy of the definition of culture used in the conceptual statement – with specific concern that the dynamic nature of culture was insufficiently described.

While some submissions noted the omission of explicit consideration of prejudice, racism or anti-racism, others expressed concern that conflating social justice issues and intercultural issues may diminish their integrity. There was also a call to include a more explicit human rights focus.

Scope and level of detail in elements

There were a number of concerns about the scope of Intercultural understanding. Principal among these were the need for more detail on the three dispositional elements – Empathy, Respect and Responsibility, more attention to the development of specific cultural knowledge and the importance of learning through content specific study (learning about culture). Several respondents suggested that “the countries and cultures of Asia” were given undue emphasis at the expense of other countries and cultures and that there was no mention of potentially controversial issues.

Consistency between the conceptual statement and continuum

As with Ethical behaviour, the need for greater consistency between the conceptual statement and the continuum was identified as a concern for the Intercultural understanding materials. One submission identified a tension between the two parts:

“Because the former takes research from linguists who are claiming that intercultural understanding develops through using another language and the latter (Continuum) is coming to grips with reality – that not every student will learn a language – especially after Year 8 and that it is certainly not only the responsibility of the Languages Learning area to develop this capability.”

Links between Intercultural understanding and the learning areas - distinction between languages and other learning areas

Commentary across submissions and some surveys indicates a range of views about the scope of Intercultural understanding and whether it has the same meaning and focus across all learning areas. The conceptual statement, in particular the theoretical framework, was seen by some as being too closely aligned with Languages learning and by others for not making sufficiently strong connections between language and culture.

This suggests a need to state the contested nature of this capability in the introduction and to explain differences between developing intercultural understanding in a languages context and in other learning areas when describing Intercultural understanding in learning areas such as English, the Humanities and the Arts. It also points to a broader need to articulate the relationship between the general capabilities and the Learning areas more fully.

Respondents identified the need to provide examples from learning areas to assist teachers in recognising how intercultural understanding might be developed in learning content.

Inclusivity

Several respondents expressed concern that frequent cross-referencing of the Intercultural understanding capability with the two Cross-curriculum priorities, Aboriginal and Torres Strait Islander histories and cultures and Asia and Australia’s engagement with Asia, skewed the capability’s focus and intent. They identified the need to include all cultural groups more explicitly. This was countered by other respondents who identified the need to include specific references to Aboriginal and Torres Strait Islanders peoples at all levels. There was also a call to strengthen the representation of Asia in the capability.

Continuum consistency, pitch and progression

Though some submissions applauded the level of detail in the Intercultural understanding continuum, others considered it simplistic with capability descriptions being too broad. Some respondents found the pitch to be too low (particularly at Year 6). Others considered the descriptions to be idealistic or aspirational. A number of respondents wanted to see stronger connections between the continuum and relevant learning areas.

Suggested improvements for the materials overall, such as ensuring they are written in plain English, that language is inclusive, that specialist terminology is supported by a glossary and that capability descriptions are better supported through learning area examples have been specifically identified as required in the revision of Intercultural understanding.

State and Territory consultation findings

The following charts provide an overview of the numbers of respondents and levels of approval for each capability by state and territory based on survey responses.

The full list of submissions is at **Appendix 1**. Feedback from state and territory submissions has been incorporated into the general capabilities findings in Chapter 5.

Number of Respondents by State and Territory

The following figures indicate the number of respondent to each capability by state and territory followed by the levels of approval for each capability by state and territory. While the number of respondents from some states and territories is low, the level of approval for each capability (with a few exceptions) is high across all states and territories.

Of the capabilities, Literacy (170) had the highest number of respondents, followed by Numeracy (135), Intercultural understanding (130), ICT competence (128), Personal and Social competence (127), Critical and creative thinking (113) and Ethical behaviour (100). Response rates for some states and territories were consistently low.

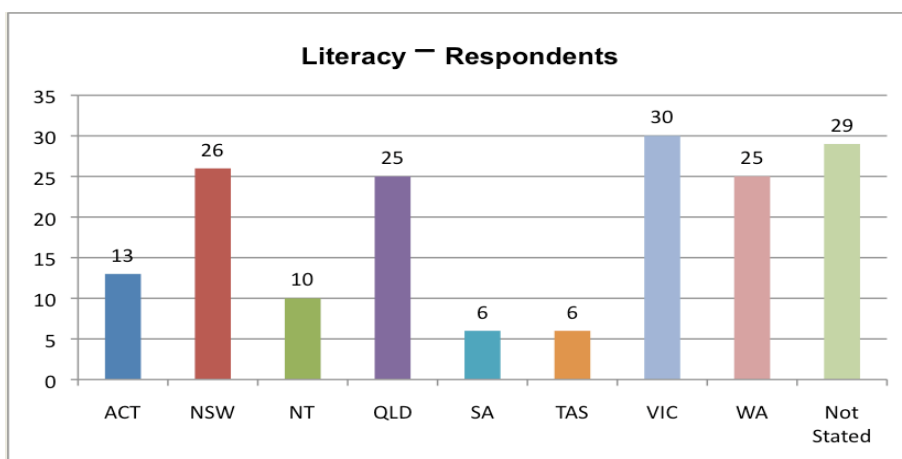


Figure 5: Literacy – respondents by State and Territory

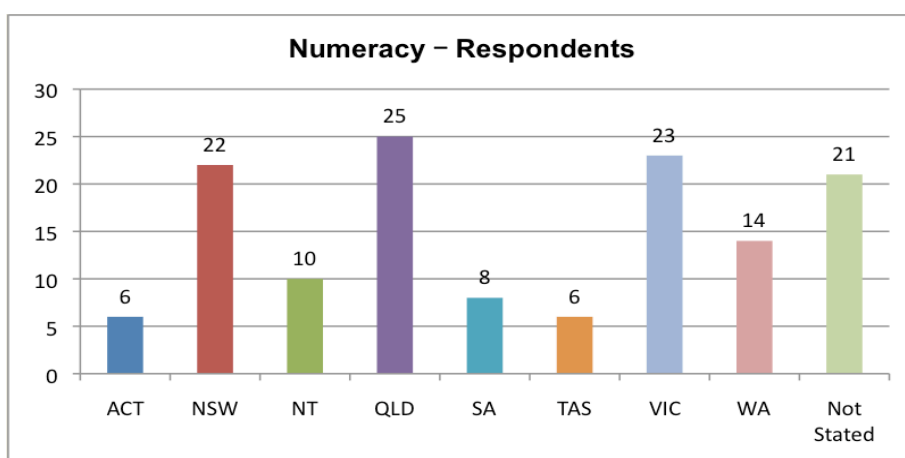


Figure 6: Numeracy – respondents by State and Territory

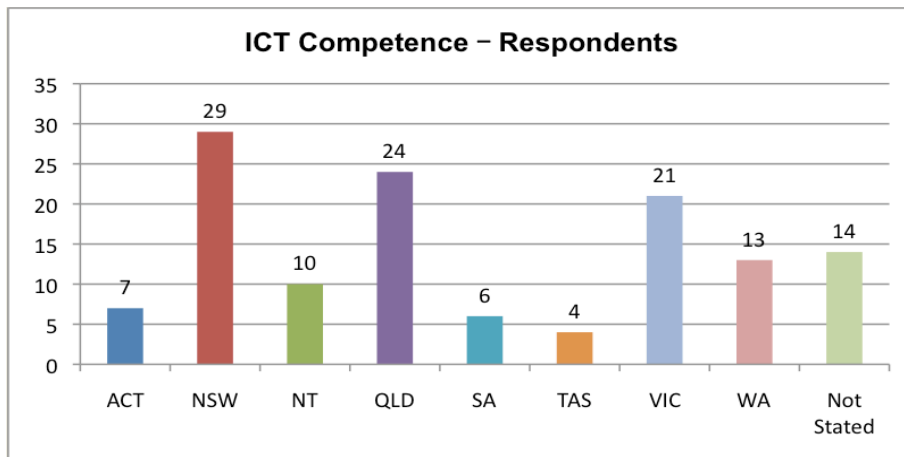


Figure 7: ICT Competence – respondents by State and Territory

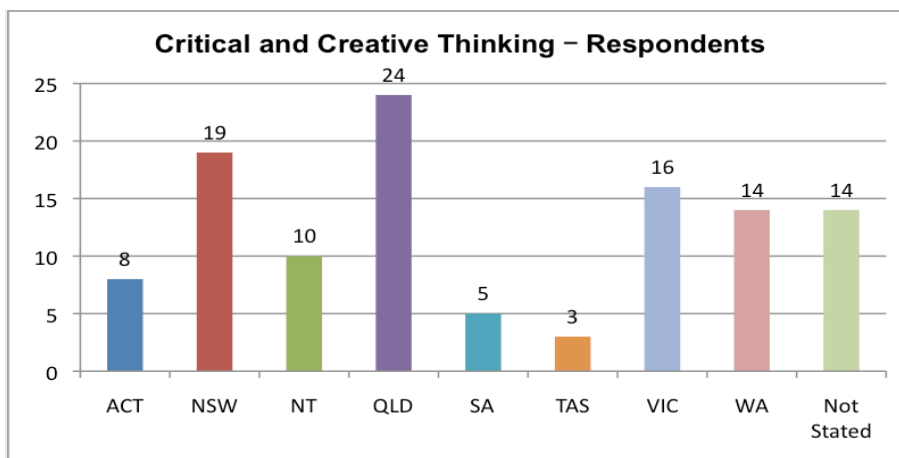


Figure 8: Critical and creative thinking – Respondents by State and Territory

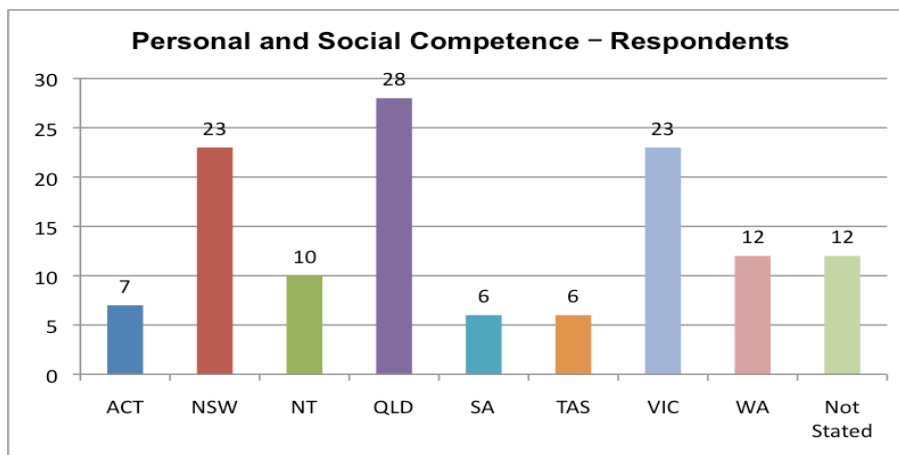


Figure 9: Personal and social competence – Respondents by State and Territory

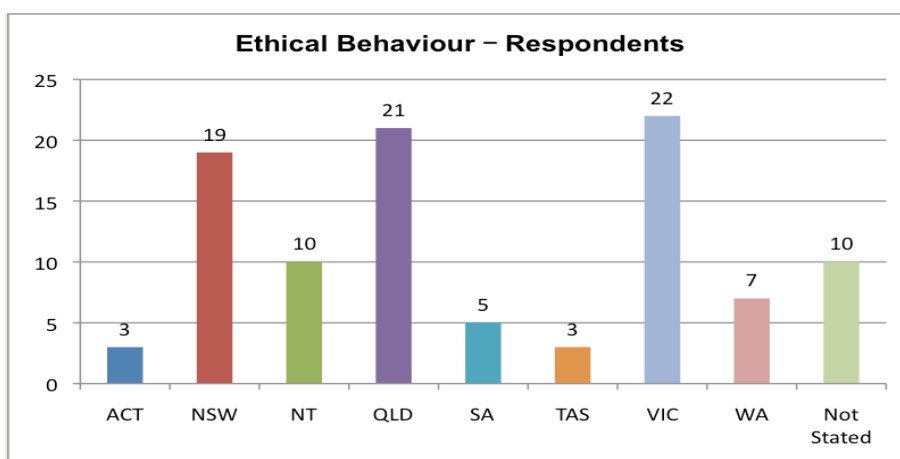


Figure 10: Personal and social competence – Respondents by State and Territory

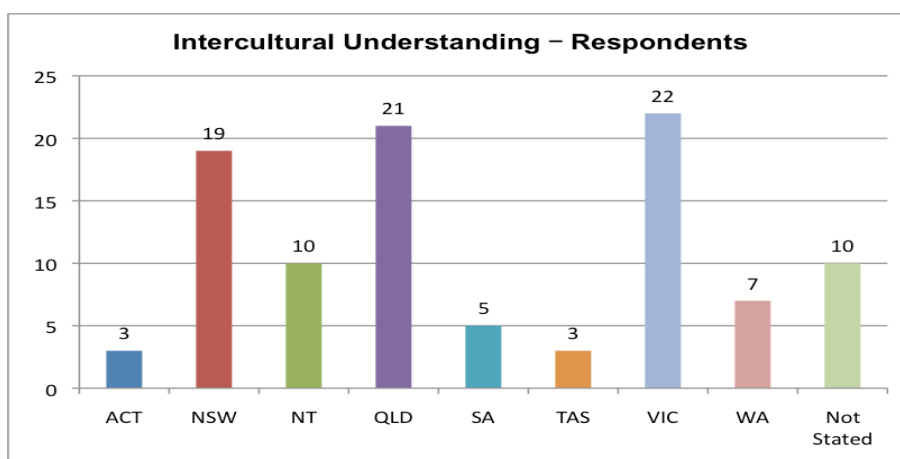


Figure 11: Intercultural understanding – Respondents by State and Territory

Level of approval by state or territory

The following seven figures indicate the overall level of approval for each general capability by state and territory. Overall approval was determined by aggregating levels of agreement with questions 1a, 1b, 2a, 2b, 3a (3b for Literacy and Numeracy), 4a, 7a, 8a, 9a, 9c, 9e and 9g from the consultation survey.

While levels of approval are reasonably high across all states and territories for all capabilities, there are several exceptions, with relatively low levels of approval (below 70%) for Literacy (66.43%) and Critical and creative thinking (56.58%) from ACT respondents, Numeracy (62.16%) from Northern Territory respondents, Numeracy (69.57%) and Intercultural understanding (63.64%) from South Australian respondents. Given the low response rate to the survey, particularly from some states and territories for some capabilities, it would be unwise to attribute too much significance to these percentages. However, where areas of concern have been indicated through low levels of approval, particular attention has been given in the analysis of survey commentary and submissions.

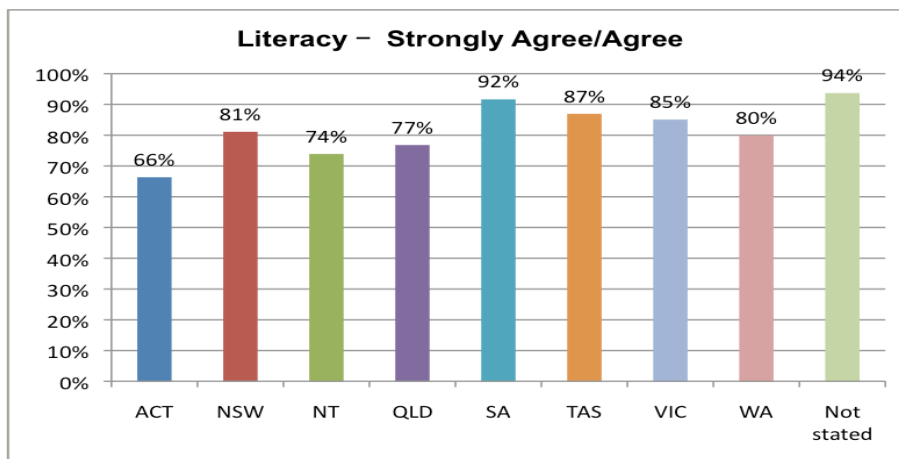


Figure 12: Literacy – Level of overall approval by State and Territory

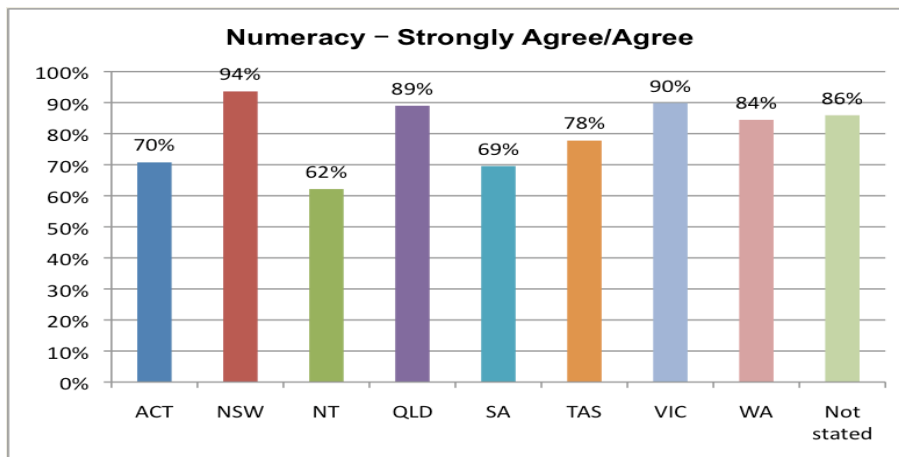


Figure 13: Numeracy – Level of overall approval by State and Territory

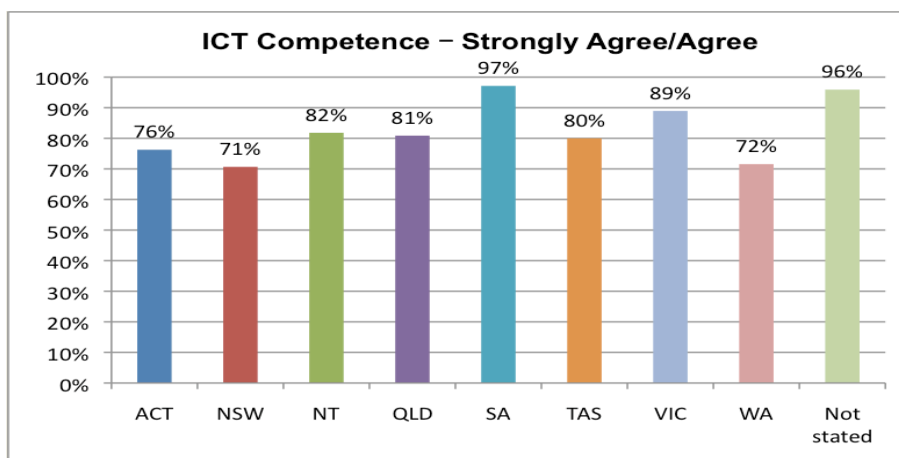


Figure 14: ICT Competence – Level of overall approval by State and Territory

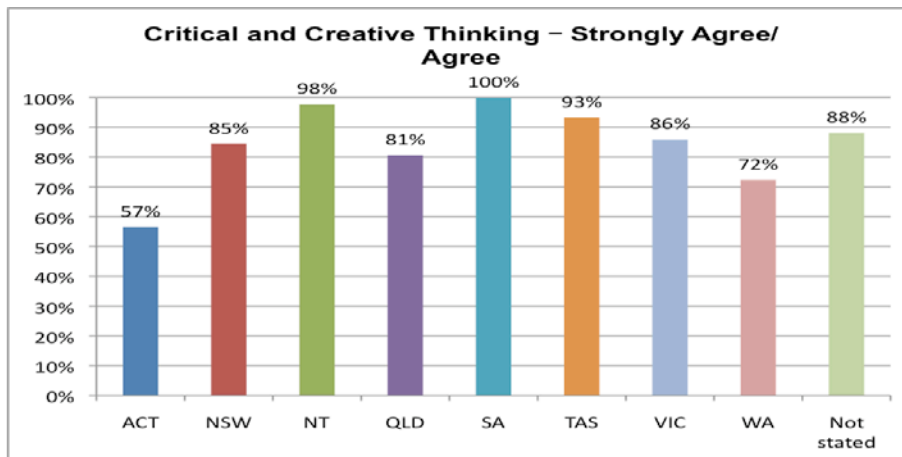


Figure 15: Critical and creative thinking – Level of overall approval by State and Territory

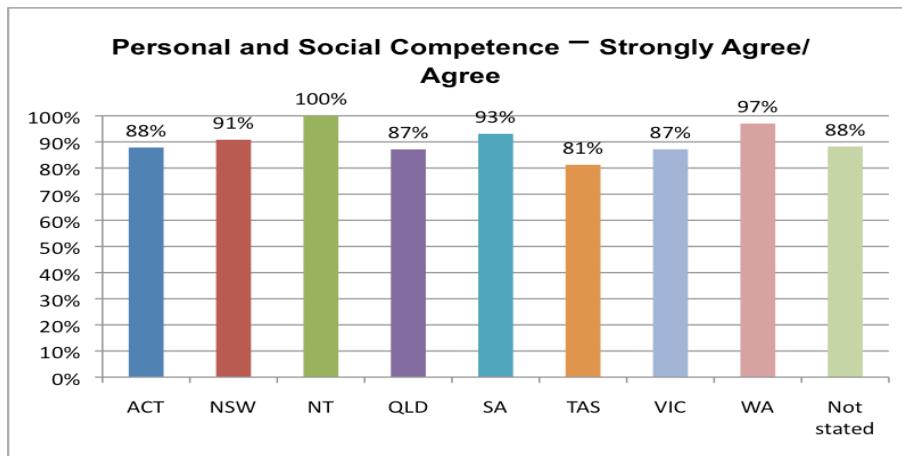


Figure 16: Personal and social competence – Level of overall approval by State and Territory

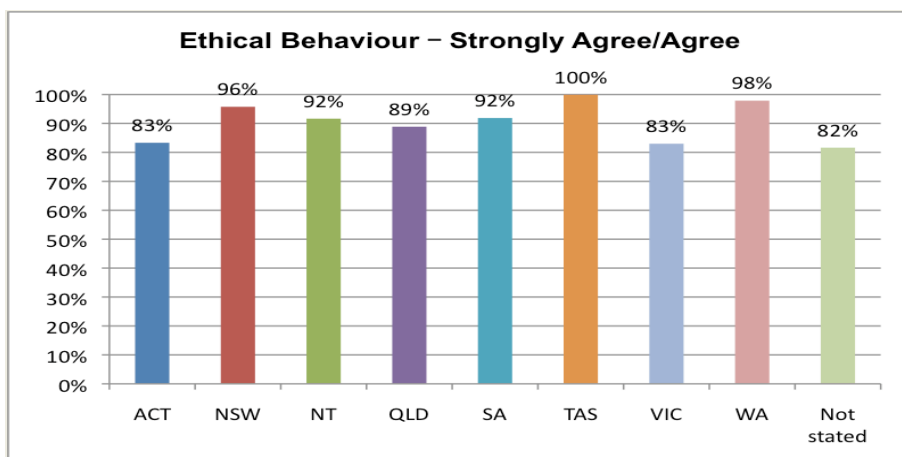


Figure 17: Ethical behaviour – Level of overall approval by State and Territory

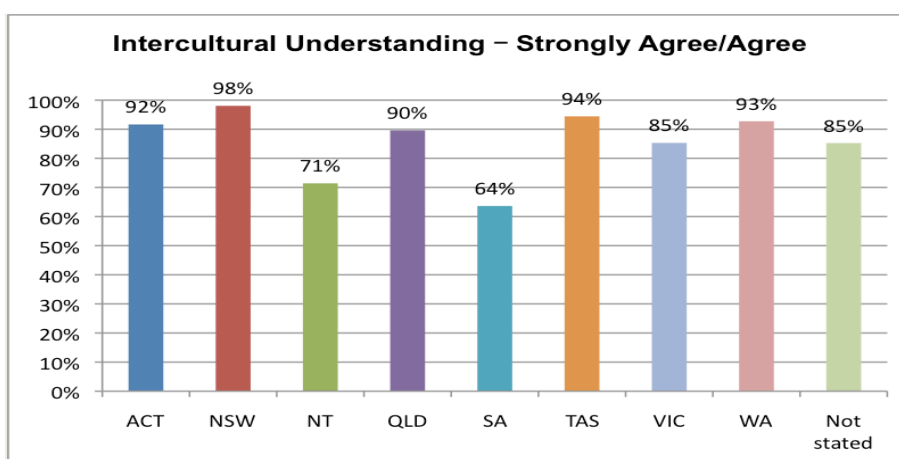


Figure 18: Intercultural understanding – Level of overall approval by State and Territory

State and territory education authority submissions

Written submissions were received from state and territory education authority (as listed at Appendix 1). Most education authority feedback was consistent with broad consultation findings as outlined above. A summary of feedback from education authority submissions follows:

Department of Education and Training, ACT (ACT)

The ACT commented on Literacy, Numeracy, Critical and creative thinking, Personal and social competence, Ethical behaviour and Intercultural understanding.

Literacy

The ACT indicated broad support for the Literacy introduction and scope but was concerned about the layout being difficult to follow and the organisation of the continuum was concerned about the clarity of the diagram and the design and alignment of the continuum. They provided suggestions for strengthening the statements about all teachers' responsibility for literacy teaching, inclusion of multi-modal literacy, critical literacy, oracy, creativity and imagination and providing more explicit language and detail for teachers of learning areas other than English.

Numeracy

The ACT indicated strong support for the conceptualisation of Numeracy. However, they were concerned about the consistency and logic of the progression in the continuum. They provided suggestions for better alignment of the continuum table, greater clarity in the examples of numeracy in learning areas and a shift away from mathematical language for teachers in learning areas other than Mathematics.

Critical and creative thinking

The ACT was concerned about the breadth of description of this capability, the need for more emphasis on concept learning, the application of deductive and inductive thinking and the need to increase students' awareness of the significance and application of critical and creative thinking processes in new contexts.

They suggested providing more information and detail about the theoretical background of this capability, including expanding and substantiating the elements and providing detail about forms of reasoning and questioning and research-based models for teachers to

include in programming. They also suggested that all year levels be included, that this capability not be assessed and that the continuum be constructed to provide levels of challenge and conceptual thinking to enrich curriculum through inclusion of features such as prediction of short and long-term consequences and identification of cause and effect relationships and implications.

Personal and social competence

The ACT indicated overall support for this capability, with some concern about the pitch of some elements for specified stage of schooling.

Ethical behaviour

The ACT was concerned about the title of this capability and its relationship to the curriculum and to equity and diversity. They were concerned about a lack of complexity and detail and of mention of 'consequentialism' and suggested adding 'consequentialism' as a concept to make the structure more applicable to a range of contexts such as pastoral care.

Intercultural understanding

The ACT found the Intercultural understanding continuum easy to follow but were concerned about the level of detail and complexity in the continuum and the way languages learning was reflected in the framework and its role in assisting students to acquire specific cultural understanding.

The ACT suggested the framework reflect the significant role of the languages learning classroom in developing this capability. The Department suggested adding additional markers of progress and a 'respect' descriptor to acknowledge Aboriginal and Torres Strait Islander cultures as well as all cultural groups. The Department suggested making reference to the priority of Asia and Australia's engagement with Asia.

Department of Education and Training, Northern Territory (Northern Territory)

The NT commented on Literacy, Numeracy, ICT Competence, Critical and creative thinking, Personal and social competence, Ethical behaviour and Intercultural understanding.

Literacy

The Northern Territory gave broad support for the description and scope of Literacy but suggested a stronger focus on literacy in learning areas other than English. They recommended providing more information about a social view of language, critical literacy and context. They also suggested that the elements 'comprehension' and 'composition' be changed to 'comprehending' and 'composing' and the layout and grain size of the continuum improved to allow reading across levels. They identified the importance of connecting ESL with Literacy.

Numeracy

The Northern Territory were concerned that the introduction of 'another structural framework' would be confusing for teachers as they familiarise themselves with the Mathematics curriculum. They commented that the framework reflected an 'industrial' approach and expressed a need to highlight the important life skills of numeracy. They also expressed concern about unrealistic expectations of students who are not working at their year level.

The Northern Territory suggested seeking a conceptual basis across all pedagogical positions, for example social re–constructivism and self–actualisation not just cognitive processing or technologism. They made suggestions regarding pitch, sequencing and uniform language across year levels.

ICT competence

The Northern Territory indicated broad support for the conceptualisation of ICT competence and the learning continuum, but identified the potential for confusion between ICT as a learning area and the ICT general capability. The NT made suggestions about a wider use of world research in the theoretical framework and a better alignment of elements across year levels.

Critical and creative thinking

The Northern Territory gave broad support for the conceptual statement and continuum but expressed concern about the flow of information and the move to higher thinking levels. They suggested the inclusion of a strong pedagogical base to cater for a range of students, the inclusion of collaborative learning and the need for the language of this capability to be explicitly taught. They also suggested the need for clearer layout and diagrammatical representation and the provision of explicit examples of how to embed this capability in the curriculum.

Personal and social competence

The Northern Territory expressed strong support for this capability and suggested a need for more explicit detail about its role in supporting curriculum learning and the importance of age–appropriate expectations. They suggested moving the diagram to the continuum.

Ethical behaviour

The Northern Territory expressed strong support for this capability but was concerned about its wordiness. They suggested making an explicit statement about a student’s development of personal ethics, values and beliefs. They also made suggestions about the provision of ideas for planning and teaching this capability and about spacing and layout and the number and alignment of dot points.

Intercultural understanding

The Northern Territory was concerned about the term ‘dispositions’. They asked for clarification of the scope of this capability and whether it included Indigenous and non–indigenous cultures, beliefs and practices. They suggested the name be changed to Intercultural competence, that the document refer to languages learning and that more explicit and higher expectations about behaviour be included.

Queensland Studies Authority in partnership with Catholic Education Office, Brisbane, Independent Schools Queensland, Queensland Catholic Education Commission (Queensland)

Queensland Studies Authority in partnership with Catholic Education Office, Brisbane, Independent Schools Queensland, Queensland Catholic Education Commission commented on Literacy, Numeracy, Critical and creative thinking, Personal and social competence, Ethical behaviour and Intercultural understanding.

Queensland acknowledged the value of the general capabilities recognising that they 'provide a genuine opportunity to link with and enrich the learning areas. They identified broad concerns and suggestions for improvement around:

- the nature of the capabilities
- the relationship between the capabilities and the cross-curriculum priorities
- the relationship between the capabilities and content descriptions
- interpreting assessment messages and the capabilities
- clarifying the role of the theoretical framework
- a two year juncture models across the continua
- Aboriginal and Torres Strait Islander perspectives
- Special education considerations
- language, terminology, format, consistency of descriptors
- levelness of capability descriptors
- resourcing to support the capabilities
- year 12 juncture messages.

Literacy

Queensland found that the Literacy capability was potentially a useful tool for teachers. They expressed concern about possible confusion between Literacy as a strand in the English curriculum and Literacy as a general capability and the role of the literacy continuum in relation to national testing of literacy.

Queensland suggested that the relationship between Literacy and the curriculum and national assessment should be clearly explained and that the theoretical framework should be strengthened to include further academic research. They suggested the need to clarify the relationship between the elements and to eliminate repetition between them. They suggested strengthening aspects such as critical literacy and creativity, and the section on literacy across the curriculum. Queensland provided numerous suggestions to strengthen the capability descriptions in the learning continuum, calling in particular for more detail in relation to reading and writing. They also identified the need to align the dot points more closely to enable teachers to see a logical progression of learning.

Numeracy

Queensland found the Numeracy conceptual statement to be clear and concise 'articulating a clear message about students developing and applying numeracy skills in a range of life roles'. They also found the statement and continuum to include a broad range of numeracy skills and the connections between numeracy and Mathematics clearly evident. QLD expressed concern about the 'mathematical tone' and absence of 'real-world' contexts of the elements, and the use of mathematical terminology throughout the document. They suggested the inclusion of an additional stage – end of Foundation – as a key equity issue and consideration of inclusive language and examples in the revision process.

Information and communication technology (ICT) competence

Queensland found the scope and theoretical framework to be clear and the elements of ICT competence to be appropriate. They queried the appropriateness of 'capability' in the title, suggesting that it implied 'operational or technical skills as opposed to knowledge and understanding'. They suggested the inclusion of exemplars to support the interpretation of descriptions.

Critical and creative thinking

Queensland identified this capability as one highly valued by Queensland educators and provided detailed suggestions for its improvement. These included reconsidering the relationship between critical and creative thinking, providing information about 'effective feedback, avoiding the use of jargon, broad statements and claims, describing thinking skills, processes and strategies more clearly, broadening the theoretical framework to include divergent thinking and a wider range of theorists, and organising the dot points for each element to enable teachers to see a logical progression of learning.

Personal and social competence

Queensland found that the capability clearly promoted the view that Personal and social competence is an aspect of learning in all learning areas and that the elements were clearly articulated. They expressed concern over the absence of values and beliefs in the capability and the use of the term 'competence' in the title. They identified the need to clarify the relationship between this capability and Health and Physical Education and to strengthen team skills and collaboration. Suggestions for improvements included ensuring that Aboriginal and Torres Strait Islander perspectives are included for example including 'community' as central to the model that integrates the four elements and providing examples of how this capability is included in learning areas.

Ethical behaviour

Queensland welcomed the opportunity to develop student understanding and application of ethics. They queried the term 'behaviour' in the title and expressed concern that the conceptual statement was too focussed on morality and moral judgment rather than civic values. They were also concerned that teachers without specialist knowledge of ethics would find it difficult to plan for and teach Ethical behaviour using definitions from the conceptual statement and that the continuum does not capture knowledge skills and processes and is not developmental. They suggested making the development of student understanding and capacity to apply ethical principles more explicit and capability descriptions simpler.

Intercultural understanding

Queensland found that the conceptual statement reflects current literature and was clearly stated. They expressed concern that the integral connection between language and culture was not stated and that a focus on students' justifying their own decisions of actions was missing from the empathy element. They suggested that the concepts of culture, variability within culture and identity and understanding that there are different ways of communicating, interacting and behaving be strengthened and that explicit references to content descriptions be included to support the development of intercultural understanding across all learning areas. They provided detailed suggestions for rewording elements and capability descriptions to address their concerns.

Catholic Education Office, South Australia (CEO South Australia)

The Catholic Education Office, South Australia commented on Literacy, Numeracy, ICT competence, Critical and creative thinking, Personal and social competence and Intercultural understanding.

Literacy

The CEO South Australia expressed concerns about omission of socio-cultural literacy practices, multimodal texts, critical literacy and the breadth of semiotic systems currently used as part of 21st century literacy.

The CEO South Australia suggested replacing the introduction with the theoretical framework which gives a broader understanding of contemporary literacy practices. They suggested referencing a broader range of researchers who position literacy within a socio-cultural context and replacing the word 'skills' with 'practices'. They suggested including or strengthening critical literacy, multimodal literacy, visual knowledge, other semiotic systems such as drama, dance, music, gesture, audio and sound effects. They suggested reworking the capabilities to better reflect a futures-oriented view of literacy and students' current and future life experiences.

Numeracy

The CEO South Australia suggested the responsibility for all teachers to be teachers of numeracy be more strongly emphasised and that numeracy skills relevant to specific subjects be identified. They suggested that the descriptions of skills be replaced with a more overarching framework that allows for student choice and application of the knowledge and skills giving preference to innovation, problem solving and shared interests and initiatives and that the numeracy skills relevant to specific curriculum areas be identified.

ICT competence

The CEO South Australia expressed support for the theoretical framework as an open and creative approach to ICT. However, they expressed concern about the mismatch between students' life experiences with technology and the formal focus on technology in the capability. They expressed concern about the technocratic focus of the capability and the lack of creative and productive uses of technology.

The CEO South Australia supported the creative and productive uses of technology described in the conceptual statement but wanted to see this better reflected in the continuum. They suggested placing greater emphasis on visual knowledge and other multimodal representations and including immersive technologies such as games and handheld devices.

Critical and creative thinking

The CEO South Australia suggested that a new element, 'Creating' be included to emphasise the application of critical and creative thinking and promote innovation and that greater emphasis be placed on teamwork and the synergy of ideas.

Personal and social competence

The CEO South Australia expressed concern that the continuum is focussed on individual competencies and needs to be extended to social competencies and recognition of 'the common good'. They suggested that the continuum be strengthened in the areas of raising

awareness of societal constructs beyond individual awareness and personal responsibility to include understanding of racism, sexism, forms of harassment, the building of respectful relationships and strategies to seek help in disrespectful or abusive relationships.

Intercultural understanding

The CEO South Australia suggested adding another element, called 'transforming' to reflect that cultures are not static but change in response to contact with cultural practices different from their own.

Department of Education and Children's Services, South Australia (DECS South Australia)

The Department of Education and Children's Services, South Australia commented on Literacy, Numeracy, ICT competence, Critical and creative thinking, Personal and social competence, Ethical behaviour and Intercultural understanding.

Literacy

DECS South Australia found the scope coherent and well-structured and supported the reference to visual knowledge. However, they wanted a clearer expression of 'comprehending' and 'composing' as overarching headings and expressed concern that literacy in other languages was not included. They suggested giving more prominence to the definition of literacy and the responsibility of all teachers to teach literacy. The department suggested making the relationship between the elements clearer and adding further elements including intention, context and purpose. They supported the inclusion of sentence structure and punctuation but suggested including more information on inferring and on using literacy for critical analysis and more details of the demands of literacy in all learning areas.

Numeracy

DECS South Australia expressed concern about the close resemblance between the Numeracy capability and the Mathematics curriculum and wanted to see stronger statements about Numeracy across the curriculum. They suggested emphasising using and doing and expanding the capability to include proportional reasoning and statistical and financial literacies and including more authentic learning opportunities and examples.

ICT competence

DECS South Australia found the statement clear but suggested providing a more contemporary view of ICT, including problem solving and cognitive processes and adding further examples of ICT uses and context.

They suggested strengthening collaboration, interactive co-construction of new knowledge and the role of ICT in developing positive learning dispositions. They suggested including new media technologies, reference to the History, evolution and possible future of ICT and strengthening the role of ICT in research in all learning areas. They suggested strengthening the relationship with other capabilities, revising the language of the descriptors and revising the continuum to remove the stages of schooling and align the progression.

Critical and creative thinking

DECS South Australia found the continuum clear and useful and supported reference to critical thinking but felt that creative thinking could be expanded. They expressed concern that an opportunity to link this capability with improving pedagogy had been missed.

They suggested including questioning and thinking and theory from neuroscience, strengthening creative thinking, including questioning as an element and adding reference to futures.

Personal and social competence

DECS South Australia suggested changing the title of this capability to Personal and Social Behaviours, changing 'personal' to 'self–agency' and 'social' to 'social participation' and adding a sub–element 'perception'. They suggested strengthening the focus on embedding productive pedagogies, acknowledging the personal and social richness that students bring to school and providing a less passive tone to focus on student action. They suggested acknowledging the cultural dimension of personal and social competence and reviewing the descriptors to remove repetition.

Ethical behaviour

DECS South Australia welcomed the inclusion of this capability but pointed out that it may be unfamiliar to most teachers so more guidance is needed. They welcomed the reference to big ideas but wanted to see their relationship to ethical questions made clearer. They expressed concern about the coherence of the scope of this capability, the contentious nature of 'common virtues' and the distinction between 'ethic' and 'moral'. They suggested adding a definition of ethics early in the introduction including reference to philosophy, the underlying principles of the discipline and a brief History and overview of the major philosophers and their contribution to the discipline.

Intercultural understanding

DECS South Australia strongly supported the profiling of Aboriginal and Torres Strait Islander cultures but suggested providing a clearer definition of Intercultural understanding including its relationship to and location within the languages learning context. They suggested changing the title to Intercultural competence, changing 'empathy' to 'engagement', and reducing the elements to three: Recognising, Interacting and Reflecting. They suggested making a clear distinction between this capability and the Languages learning area, making the links with cross–curriculum areas explicit, including examples at all stages of schooling and making the capability descriptors more active.

Department of Education, Tasmania (Tasmania)

Tasmania provided broad feedback on the consultation draft overall and identified the following key issues:

- making a clearer distinction between literacy and numeracy as capabilities and as reflected in the curriculum
- ensuring that literacy is represented more clearly as being the domain of all teachers – not just English teachers.
- putting greater emphasis on collaboration and co-construction in the ICT competence continuum
- clarifying assessment requirements
- simplifying language.

Victorian Curriculum and Assessment Authority in partnership with the Department of Education and Early Childhood Development, Catholic Education Commission Victoria and Independent Schools Victoria (Victoria)

The Victorian Curriculum and Assessment Authority in partnership with the Department of Education and Early Childhood Development, Catholic Education Commission, Victoria and Independent Schools Victoria provided feedback on Critical and creative thinking, Personal and social competence, Ethical behaviour and Intercultural understanding. In addition, the department raised issues about Literacy, Numeracy and ICT competence.

Literacy, Numeracy and ICT competence

Victoria recognised that there is a clear need and expectation that the curriculum will make clear that all teachers are expected to be teachers of Literacy (and by extensions, Numeracy and ICT) but expressed concern about the purpose and status of the Literacy, Numeracy and ICT capabilities and the relationships between them and the respective English, Mathematics and Technology curricula. They suggested revisiting these three capabilities to ensure they are developed explicitly from the relevant strand or strands of their respective curricula.

Critical and creative thinking

Victoria expressed concern about a single continuum of development for the two parts of this continuum: critical thinking and creative thinking and the implications for assessment of a mismatch of a student's skills in the two parts. They expressed concern about the relationship of the expectations in the continuum to curriculum expectations and stages of schooling. They expressed concern about the absence or under-representation of a number of skill and knowledge items including an insufficient focus on creative thinking, a lack of applications of critical thinking and of extensions of deeper thinking. They suggested including detail on dispositions and reflecting on procedures.

Personal and social competence

Victoria suggested revising the theoretical framework to include more about personal and social competencies and tracking the themes across each level. They suggested writing the continuum as a six-level structure to reflect the developmental changes that occur as students progress through school. They suggested replacing the term 'competence' with 'development', including positive as well as negative attributes and including the concepts of 'co-operation', 'collaboration', 'team work' and 'a good friend',

Ethical behaviour

Victoria suggested changing the title of this capability to Ethical Understanding to cater for a broad range of contexts and to allow for assessment not reliant on behaviours. They suggested removing the distinction between ethics and morals, replacing the term 'common virtues' with 'ethical character' incorporating reference to religion and belief systems and strengthening the focus on social dimensions of ethics.

Intercultural understanding

Victoria welcomed the way this capability identifies intercultural understanding as an area intrinsic but not limited to the study of languages and the emphasis place on promotion of respect and empathy for Aboriginal and Torres Strait Islander cultures. They expressed concern about the strong emphasis placed on languages learning at the expense of other learning areas in developing this capability and on the differences rather than similarities between cultures. They suggested that the continuum should stress the cultural diversity within English-speaking Australia as well as multicultural Australia, recognise the dynamic nature of cultures and acknowledge that not all cultural practices are observed by or advantageous to the members of that culture. They suggested that the continuum include issues of discrimination and stereotyping of different cultural groups.

Curriculum Council – in partnership with Department of Education, Catholic Education Office, Association of Independent Schools of Western Australia (Western Australia)

The Curriculum Council – in partnership with Department of Education, Catholic Education Office (CEOWA), Association of Independent Schools of Western Australia commented on Literacy, Numeracy, ICT competence, Critical and creative thinking, Personal and social Competence, Ethical behaviour and Intercultural understanding.

Literacy

Western Australia strongly supported the theoretical framework, the composing/comprehending dichotomy, the analytical/creative balance and the six elements. They found the diagram setting out the elements useful and approved the structure as a useful framework for identifying the literacy demands of particular learning areas. They expressed concern about the close relationship of the literacy continuum to the English curriculum. They expressed concerns about the pitch of the descriptors for some student groups and the need to show explicit examples of the specific literacies of each learning area. They suggested refining terminology and aligning it with the English curriculum and incorporating an element focussing on register. They suggested identifying the continuum descriptors as 'aspirational', acknowledging the needs of diverse student groups and embedding the descriptors within the elaborations for each curriculum.

Numeracy

Western Australia supported the introduction as providing a clear and comprehensive rationale for the inclusion of Numeracy as a capability. They found the five elements provided a strong basis for the organisation of the continuum and approved the use of Year groups 2, 4, 6, 8 and 10. They found the information clear and concise but commented that some teachers will need assistance to provide the suggested support. They suggested the continuum descriptions could be modified to include dispositions. They suggested highlighting the disposition to use Mathematics and adding choice of operations to

Calculating and estimation to Measurement. They suggested improving the alignment of descriptors, mapping the descriptors across all learning areas and providing specific examples of how numeracy learning can be developed in contexts related to specific content.

ICT competence

Western Australia supported the scope and elements of this capability and thought the components of the conceptual framework would contribute to teacher understanding. They found that the descriptions adequately focused on student learning and that the conceptual framework and capability descriptions would facilitate whole school planning and teachers' capacity to identify professional development needs. They expressed concern that the embedding in the curriculum was too general and that media was not addressed. They expressed concern that the language used was to some extent dated and too technical. They suggested making a distinction between ICT as a general capability and ICT as a learning area, making reference to higher order ICT skills, and suggested the inclusion of the need to reflect on and evaluate ICT tools used. They suggested adding cultural understandings to the applying of social and ethical protocols. They suggested adjusting the pitch (particularly year 10), refining language to be more concise, to remove ambiguity and to better reflect up-to-date terminology.

Critical and creative thinking

Western Australia found the scope of this capability coherent and inclusive of the most important elements of critical thinking but that creative thinking was poorly addressed. They expressed concern that the arts were not addressed and that the continuum privileged a more scientific, linear approach rather than a creative, non-linear approach and did not clearly show a sequence of thinking development. They felt the continuum showed a sequence of thinking development but did not clearly show the relative complexity of principles or understandings. They suggested that more be included about brain development, that the continuum include descriptions for the years between 2, 6 and 10 together with examples to contextualise the continuum and that the pitch be revised to be less demanding.

Personal and social competence

Western Australia supported the scope and elements of this capability but thought the gaps between Years 2, 6 and 10 were too large. They expressed concern about the amount of detail in the continuum. They suggested clearer descriptions in the content with emphasis on more measurable terms, some changes to terminology, commencement of the continuum at Foundation level and a supporting glossary to facilitate common understanding.

Ethical behaviour

Western Australia supported the elements as 'understandings' that teachers may or may not assess but not as 'behaviours' which would pose a problem for assessment. They expressed concern about the articulation of the place of ethics in everyday life and the confusing and inconsistent use of terms, including ethical and moral. They suggested improving the consistency of language, shifting the focus to the intellectual domain rather than the behavioural domain, referencing a wider range of philosophers, broadening the concept of ethics and recognising the changing nature of ethical positions. They suggested providing links to the Early Years Learning Framework, providing descriptions to Year 10 and revising the pitch to be less demanding.

Intercultural understanding

Western Australia supported the theoretical framework and elements. They expressed concern about the structure of the elements and the place the languages learning area and suggested including a clear statement about the place of languages learning in this capability. They suggested including a statement about 'differences' in Year 10 reference to cultures as well as languages and a glossary.

Conclusion

Overall the consolidated findings of all feedback indicates very high levels of support (over 80% approval) for the general capabilities in the Australian Curriculum.

The incorporation of the General Capabilities in both the formal curriculum and school and classroom practice was strongly supported. These areas were seen as critical components of the 21st century curriculum, and ensuring that they are fully taken into account throughout the project was seen as essential to the effective implementation of the Australian Curriculum.

There was support for the way the capabilities are embedded within the content descriptions and for state and territory education authorities' role in determining the extent to which students' learning of the general capabilities will be assessed and reported. The general capabilities were seen as providing a genuine opportunity to link with and enrich learning areas. There was also support for the online presentation of the general capabilities materials.

The consolidated findings also highlighted a number of key areas for development and that further revision to the set of general capabilities, individual capabilities, and further development of capabilities in the learning areas of the Australian Curriculum would be supported by key stakeholders.

Proposed areas to address in revisions included to:

- clarify the nature and purpose of the general capabilities in the Australian Curriculum
- clarify meaning of 'capabilities', 'competence', 'understanding', 'behaviour' in titles and throughout materials and how they relate to knowledge, skills and dispositions.
- consider changes to some capability titles, especially ICT Competence, Ethical behaviour, Intercultural understanding
- clarify position of assessment of general capabilities in the Australian Curriculum
- address the need for explicit representation of student diversity in capability materials through inclusive language and examples reflecting the religious, cultural, linguistic and social diversity of student populations in Australian schools
- review language use in all materials to strengthen clarity and reduce jargon and unnecessary complexity
- develop a glossary to explain specialist terminology.
- include explicit statements about the relationship between the capabilities and each of the learning areas, including rationale for tagging, in conceptual statements
- develop additional continua levels for the end of Foundation, Years 4 and 8 for all general capabilities
- develop advice on deepening and broadening general capabilities learning in senior secondary courses.

- revise continua to ensure greater consistency within and across capabilities in terms of structure, level of detail and examples
- review continua pitch and progression
- include diagrams to illustrate elements of all general capabilities
- refine structure, wording, formatting and layout (for example bullet points in continua tables) to strengthen ease of use.

The analysis of consultation data will inform decisions on revisions to the set of general capabilities, individual capabilities, and further development of capabilities in the learning areas of the Australian Curriculum.

The ACARA Board acknowledges with appreciation the contributions of all respondents to the consultation.

Appendix 1: Written submissions

Education Authorities

ACT

Department of Education and Training, ACT

Northern Territory

Department of Education and Training, Northern Territory

Queensland

Catholic Education Office, Brisbane

Independent Schools Queensland

Queensland Catholic Education Commission

Queensland Studies Authority in partnership with Catholic Education Office, Brisbane, Independent Schools Queensland, Queensland Catholic Education Commission

South Australia

Catholic Education Office, South Australia

Department of Education and Children's Services, South Australia

Tasmania

Department of Education, Tasmania

Victoria

Victorian Curriculum and Assessment Authority in partnership with the Department of Education and Early Childhood Development, Catholic Education Commission Victoria and Independent Schools Victoria

Western Australia

Curriculum Council – in partnership with Department of Education, Catholic Education Office (CEOWA), Association of Independent Schools of Western Australia (AISWA)

Government agencies

Australian Human Rights Commission

Australian Securities and Investments Commission and the Australian Government Financial Literacy Board

Peak bodies and other organisations

Animal Ethics in Education Reference Group, QLD

Asia Education Foundation

Association of Special Education Administrators in Queensland

Australian Council for Health, Physical Education and Recreation

Australian Council of TESOL Associations

Australian Curriculum Studies Association

Australian Parents Council

Australian Primary Principals Association

Australian Qualifications Framework Council

Australian Special Education Principals' Association

B'nai B'rith Australia / New Zealand

Cancer Council, Western Australia

Economics Institute of Australia

Humanist Society of Victoria

The Royal Geographical Society of Queensland Inc

Studies of Society and Environment Association of Queensland

Schools

Canning River Eco Education Centre, Western Australia

Cyril Jackson Senior Campus Intensive English Centre

Mount Scopus Memorial College Science Department, Victoria

Individuals

Ms Anne Anschau–Roach, New South Wales

Mr Daryl Bathe, Queensland

Ms Kirsti Ellerton, Queensland

Professor Peter Fensham, Queensland

Dr Anna Halafoff, Victoria

Ms Jeannie Hope

Ms Erica Jolly

Ms Karen MacPherson, Australian Capital Territory

Dr Helen McGrath, Victoria

Ms Dawn Penny

Ms Georgia Phillips, New South Wales

Appendix 2

General Capabilities – Consultation Draft Questionnaire

Welcome to ACARA's online questionnaire on the draft General Capabilities

The purpose of this questionnaire is to enable individuals and groups to provide feedback on the draft general capabilities conceptual statements and learning continua.

Feedback is sought in relation to the place of the general capabilities in the Australian Curriculum; the nature and scope of each of the capabilities; the pitch of descriptions and progression of learning in each continuum; and presentation of the materials.

You can choose to provide feedback on the General Capabilities Overview and/or one or more of the seven general capabilities.

For each general capability reviewed, please provide a rating for all questions by marking the appropriate box with an X. If you wish to elaborate on your rating or disagree with any of the statements in the questionnaire, there is an opportunity to include comments. These might outline why and how you believe improvements can be made. Comments are optional and can be accessed following completion of the ratings.

If you wish to prepare more detailed feedback, you can submit additional notes to the questionnaire. It will assist analysis if the notes are organised around the headings in the questionnaire which reflect the organisation of the draft general capabilities statements and learning continua.

CONSULTATION CLOSE

Questionnaires can be submitted until **Sunday 7 August 2011**.

Thank you for your feedback.

BACKGROUND INFORMATION

Individual feedback

In which state or territory are you based? (Check as appropriate)

Australian Capital Territory ☐

Queensland ☐

New South Wales ☐

Northern Territory ☐

South Australia ☐

Tasmania ☐

Victoria ☐

Western Australia ☐

Which category of respondent best describes your perspective?

Primary teacher ☐

Secondary teacher ☐

School leader ☐

Academic ☐

Parent ☐

Student ☐

Employer ☐

Other (please specify) _____

Group feedback

If you are providing a group or institutional response (for example school, professional association, university faculty, and education authority) which category of respondent best describes your perspective?

School

☐

Professional association

☐

University faculty

☐

Education authority

☐

If other, please specify

Please indicate the name of the group or institution below.

If group/institution response, how many people have contributed to this response?

General capabilities: An overview

	General capabilities in the Australian Curriculum	Strongly disagree	Disagree	Agree	Strongly agree
1a	The set of seven general capabilities is appropriate (i.e. they cover the range of knowledge, skills and dispositions expected in a curriculum for the 21st century).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b	The role of general capabilities in the Australian Curriculum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c	Comments				

	General capabilities in the learning areas	Strongly disagree	Disagree	Agree	Strongly agree
2a	The relationship between the general capabilities and the learning areas is explained clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b	Comments				

	General capabilities materials for schools and teachers	Strongly disagree	Disagree	Agree	Strongly agree
3a	The purpose of the general capabilities materials for schools and teachers is clearly explained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b	Comments:				

	General	Strongly disagree	Disagree	Agree	Strongly agree
4a	The Overview contains an appropriate level of detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b	The general capabilities materials (i.e. conceptual statements and continua) are logically structured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c	The online presentation of the general capabilities materials is user-friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d	Comments				

Two forms of the continua in tables have been provided for feedback. For the Literacy and Numeracy continua, descriptions are presented in a table in bullet point format. The continua for the other five capabilities are presented in tables in paragraphs with an alternative prose view for each stage of schooling.

Which form is your preference and why?

Literacy

Conceptual statement

	Introduction	Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of Literacy in the Australian Curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1b	The title of the capability adequately reflects the content.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1c	Comments				

	Scope of Literacy	Strongly disagree	Disagree	Agree	Strongly agree
2a	The most important elements of Literacy are addressed.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2b	The scope of Literacy is coherent (i.e. the elements make sense as a group).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2c	Comments				

	Literacy across the curriculum	Strongly disagree	Disagree	Agree	Strongly agree
3a	The distinction between Literacy as a general capability and the Literacy strand in the English curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3b	The description of the place of Literacy in the learning areas is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3c	Comments				

	Theoretical framework	Strongly disagree	Disagree	Agree	Strongly agree
4a	The theoretical basis for the Literacy capability is sound.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4b	Comments				

Identify any elements of Literacy, not currently included, that you believe should be included and explain why.

Identify any elements of Literacy, currently included, that you believe should not be included and explain why.

Literacy continuum

Introduction		Strongly disagree	Disagree	Agree	Strongly agree
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7a The structure of the continuum is clear. ☐ ☐ ☐ ☐

7b Comments

Elements of Literacy		Strongly disagree	Disagree	Agree	Strongly agree
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8a The elements are adequately described. ☐ ☐ ☐ ☐

8b Comments

The continuum		Strongly disagree	Disagree	Agree	Strongly agree
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9a The organisation of the continuum (by element and stage of schooling) is easy to follow. ☐ ☐ ☐ ☐

9b Comments

9c There is a logical progression of the knowledge and skills across the stages. ☐ ☐ ☐ ☐

9d Comments

9e Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling). ☐ ☐ ☐ ☐

9f Comments

9g Generally, capability descriptions contain an appropriate level of detail. ☐ ☐ ☐ ☐

9h Comments

Provide any suggestions for improvement of the Literacy continuum.

Numeracy

Conceptual statement

Introduction		Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of Numeracy in the Australian Curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1b	The title of the capability adequately reflects the content.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1c	Comments				

Scope of Numeracy		Strongly disagree	Disagree	Agree	Strongly agree
2a	The most important elements of Numeracy are addressed.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2b	The scope of Numeracy is coherent (i.e. the elements make sense as a group).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2c	Comments				

Numeracy across the curriculum		Strongly disagree	Disagree	Agree	Strongly agree
3a	The distinction between Numeracy as a general capability and numeracy in the Mathematics curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3b	The description of the place of Numeracy in the learning areas is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3c	Comments				

Theoretical framework		Strongly disagree	Disagree	Agree	Strongly agree
4a	The theoretical basis for the Numeracy capability is sound.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4b Comments

5. Identify any elements of Numeracy, not currently included, that you believe should be included and explain why.

6. Identify any elements of Numeracy, currently included, that you believe should not be included and explain why.

Numeracy continuum

Introduction	Strongly disagree	Disagree	Agree	Strongly agree
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7a The structure of the continuum is clear.

7b Comments

Elements of Numeracy	Strongly disagree	Disagree	Agree	Strongly agree
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8a The elements are adequately described.

8b Comments

The continuum	Strongly disagree	Disagree	Agree	Strongly agree
---------------	-------------------	----------	-------	----------------

9a The organisation of the continuum (by element and stage of schooling) is easy to follow.

9b Comments

9c There is a logical progression of the knowledge and skills across the stages.

9d Comments

9e Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is

sufficiently challenging and distinctive at each stage of schooling).

9f Comments

9g Generally, capability descriptions
contain an appropriate level of detail.

9h Comments

Provide any suggestions for improvement of the Numeracy continuum.

ICT competence

Conceptual statement

	Introduction	Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of ICT competence in the Australian Curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1b	The title of the capability adequately reflects the content.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1c	Comments				

	Scope of ICT competence	Strongly disagree	Disagree	Agree	Strongly agree
2a	The most important elements of ICT Competence are addressed.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2b	The scope of ICT competence is coherent (i.e. the elements make sense as a group).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2c	Comments				

	ICT competence across the curriculum	Strongly disagree	Disagree	Agree	Strongly agree
3a	The description of the place of ICT competence in the learning areas is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3b	Comments				

	Theoretical framework	Strongly disagree	Disagree	Agree	Strongly agree
4a	The theoretical basis for the ICT competence capability is sound.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4b	Comments				

5. Identify any elements of ICT competence, not currently included, that you believe should be included and explain why.

6. Identify any elements of ICT competence, currently included, that you believe should not be included and explain why.

ICT competence continuum

Introduction	Strongly disagree	Disagree	Agree	Strongly agree
--------------	-------------------	----------	-------	----------------

7a The structure of the continuum is clear.

7b Comments

Elements of ICT competence	Strongly disagree	Disagree	Agree	Strongly agree
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8a The elements are adequately described.

8b Comments

The continuum	Strongly disagree	Disagree	Agree	Strongly agree
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9a The two formats of the continuum are easy to follow.

9b Comments

9c There is a logical progression of the knowledge and skills across the stages.

9d Comments

9e Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is

sufficiently challenging and distinctive at each stage of schooling).

9f Comments

9g Generally, capability descriptions
contain an appropriate level of detail.

9h Comments

Provide any suggestions for improvement of the ICT competence continuum.

Critical and creative thinking

Conceptual statement

	Introduction	Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of Critical and creative thinking in the Australian Curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1b	The title of the capability adequately reflects the content.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1c	Comments				

	Scope of Critical and creative thinking	Strongly disagree	Disagree	Agree	Strongly agree
2a	The most important elements of Critical and creative thinking are addressed.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2b	The scope of Critical and creative thinking is coherent (i.e. the elements make sense as a group).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2c	Comments				

	Critical and creative thinking across the curriculum	Strongly disagree	Disagree	Agree	Strongly agree
3a	The description of the place of Critical and creative thinking in the learning areas is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3b	Comments				

	Theoretical framework	Strongly disagree	Disagree	Agree	Strongly agree
4a	The theoretical basis for the Critical and creative thinking capability is sound.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4b	Comments				

5. Identify any elements of Critical and creative thinking, not currently included, that you believe should be included and explain why.

6. Identify any elements of Critical and creative thinking, currently included, that you believe should not be included and explain why.

Critical and creative thinking continuum

Introduction	Strongly disagree	Disagree	Agree	Strongly agree
7a The structure of the continuum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7b Comments				

Elements of Critical and creative thinking	Strongly disagree	Disagree	Agree	Strongly agree
8a The elements are adequately described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8b Comments				

The continuum	Strongly disagree	Disagree	Agree	Strongly agree
9a The two formats of the continuum are easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9b Comments				
9c There is a logical progression of the knowledge and skills across the stages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9d Comments				
9e Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9f Comments				
9g Generally, capability descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

contain an appropriate level of detail.

9h Comments

Provide any suggestions for improvement of the Critical and creative thinking continuum.

Personal and social competence

Conceptual statement

Introduction		Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of Personal and social competence in the Australian Curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1b	The title of the capability adequately reflects the content.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1c	Comments				
Scope of Personal and social competence					
2a	The most important elements of Personal and social competence are addressed.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2b	The scope of Personal and social competence is coherent (i.e. the elements make sense as a group).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2c	Comments				
Personal and social competence across the curriculum					
3a	The description of the place of Personal and social competence in the learning areas is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3b	Comments				
Theoretical framework					
4a	The theoretical basis for the Personal and social competence capability is sound.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4b	Comments				

Identify any elements of Personal and social competence, not currently included, that you believe should be included and explain why.

Identify any elements of Personal and social competence, currently included, that you believe should not be included and explain why.

Personal and social competence continuum

Introduction		Strongly disagree	Disagree	Agree	Strongly agree
7a	The structure of the continuum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7b	Comments				

Elements of Personal and social competence		Strongly disagree	Disagree	Agree	Strongly agree
8a	The elements are adequately described.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8b	Comments				

The continuum		Strongly disagree	Disagree	Agree	Strongly agree
9a	The two formats of the continuum are easy to follow.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9b	Comments				
9c	There is a logical progression of the knowledge and skills across the stages.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9d	Comments				
9e	Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9f	Comments				
9g	Generally, capability descriptions contain an appropriate level of detail.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9h	Comments
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Provide any suggestions for improvement of the Personal and social competence continuum.

Ethical behaviour

Conceptual statement

Introduction		Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of Ethical behaviour in the Australian Curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1b	The title of the capability adequately reflects the content.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1c	Comments				

Scope of Ethical behaviour		Strongly disagree	Disagree	Agree	Strongly agree
2a	The most important elements of Ethical behaviour are addressed.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2b	The scope of Ethical behaviour is coherent (i.e. the elements make sense as a group).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2c	Comments				

Ethical behaviour across the curriculum		Strongly disagree	Disagree	Agree	Strongly agree
3a	The description of the place of Ethical behaviour in the learning areas is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3b	Comments				

Theoretical framework		Strongly disagree	Disagree	Agree	Strongly agree
4a	The theoretical basis for the Ethical behaviour capability is sound.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4b	Comments				

Identify any elements of Ethical behaviour, not currently included, that you believe should be included and explain why.					
Identify any elements of Ethical behaviour, currently included, that you believe should not					

be included and explain why.

Ethical behaviour continuum

	Introduction	Strongly disagree	Disagree	Agree	Strongly agree
7a	The structure of the continuum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7b	Comments				

	Elements of Ethical behaviour	Strongly disagree	Disagree	Agree	Strongly agree
8a	The elements are adequately described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8b	Comments				

	The continuum	Strongly disagree	Disagree	Agree	Strongly agree
9a	The two formats of the continuum are easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9b	Comments				
9c	There is a logical progression of the knowledge and skills across the stages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9d	Comments				
9e	Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9f	Comments				
9g	Generally, capability descriptions contain an appropriate level of detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9h	Comments
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Provide any suggestions for improvement of the Ethical behaviour continuum.

Intercultural understanding

Conceptual statement

	Introduction	Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of Intercultural understanding in the Australian Curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1b	The title of the capability adequately reflects the content.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1c	Comments				

	Scope of Intercultural understanding	Strongly disagree	Disagree	Agree	Strongly agree
2a	The most important elements of Intercultural understanding are addressed.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2b	The scope of Intercultural understanding is coherent (i.e. the elements make sense as a group).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2c	Comments				

	Intercultural understanding across the curriculum	Strongly disagree	Disagree	Agree	Strongly agree
3a	The description of the place of Intercultural understanding in the learning areas is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3b	Comments				

	Theoretical framework	Strongly disagree	Disagree	Agree	Strongly agree
4a	The theoretical basis for the Intercultural understanding capability is sound.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4b	Comments				

Identify any elements of Intercultural understanding, not currently included, that you believe should be included and explain why.

Identify any elements of Intercultural understanding, currently included, that you believe

should not be included and explain why.

Intercultural understanding continuum

	Introduction	Strongly disagree	Disagree	Agree	Strongly agree
7a	The structure of the continuum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7b	Comments				
Elements of Intercultural understanding					
8a	The elements are adequately described.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8b	Comments				
The continuum					
9a	The two formats of the continuum are easy to follow.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9b	Comments				
9c	There is a logical progression of the knowledge and skills across the stages.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9d	Comments				
9e	Capability descriptions are pitched appropriately (i.e. the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9f	Comments				
9g	Generally, capability descriptions contain an appropriate level of detail.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9h	Comments				

Provide any suggestions for improvement of the Intercultural understanding continuum.
