From

Every Chance to Learn

A Curriculum Framework for ACT Schools—Preschool to Year 10

To

The Australian Curriculum K–10

A bridging document for ACT schools

Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

AIS ACT
Association of Independent Schools of the ACT Incorporated

ACT GOVERNMENT
Education and Training

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Publication No 10/1069

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INTRODUCTION

Over the past twenty years Australia has been moving towards developing a national curriculum. This has meant moving from eight separate educational jurisdictions, each deciding what their students will know, understand and be able to do, to a national curriculum that describes learning for all Australian students. The process of developing the Australian Curriculum is the result of strong and committed collaboration between the state, territory and Australian governments. It has depended on, and continues to build on, the extensive knowledge of Australian teachers about effective teaching and learning.

The ACT educational sectors welcome this national curriculum and are in an excellent position to work with it, following the development and implementation of the ACT curriculum framework P-10 *Every chance to learn*. Teachers will use their deep understandings about curriculum and its implementation to transition smoothly to using the Australian Curriculum.

As the process of developing a national curriculum was formalised through the creation of the Australian Curriculum, Assessment and Reporting Authority (ACARA), an Australian Curriculum Implementation Committee was formed in the ACT, made up of representatives from the public, independent and Catholic sectors. This Bridging Document is part of an implementation strategy that the committee has put in place to guide the implementation of the new curriculum. It has been compiled to support all teachers in the ACT as they move from using the ACT curriculum *Every chance to learn* to implementing the Australian Curriculum. It is also a 'working' document because further information and guidance will be disseminated to teachers. The additional material, for example, on the topics of assessment and reporting, can be added to the folder as the Australian Curriculum continues to evolve.

The extensive collaboration between the ACT's educational sectors will continue through the years of implementation of the full Australian Curriculum. We encourage teachers to visit the Australian Curriculum website www.australiancurriculum.edu.au frequently in order to access fully this 21st century curriculum. There will also be information and resources on the ACT Department of Education and Training's website.

The ACT Cross-sectoral Australian Curriculum Implementation Committee
November 2010

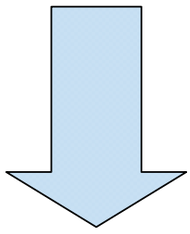
1. Developing a national curriculum

1.1 Two decades of work

Over the past two decades state and territory governments, together with the Australian government, have collaborated to develop initiatives to improve school education in Australia. Along the way there have been the following significant milestones:

The Hobart Declaration in 1989, when all Education Ministers together issued a set of common goals for schooling in Australia, and initiated work on detailed statements of expected outcomes for students that would influence state and territory curricula.

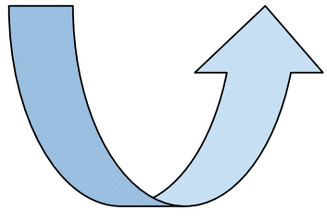
During the early 1990s ACT schools, through school-based curriculum development processes, worked with these National Statements and Profiles ensuring that they addressed the content and across curriculum perspectives. While the Statements and Profiles gave guidance, each school was responsible for organizing and developing its curriculum.

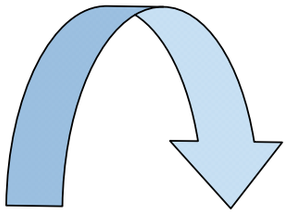


The Adelaide Declaration in 1999, when all Education Ministers recognised the need to seriously consider what should be Australia's national goals for schooling in the twenty-first century. The twenty-first century was clearly going to be very different from the twentieth century in terms of technology, globalisation and the development of the knowledge society. The goals expressed in the Adelaide Declaration provided broad directions to guide schools and educational authorities in securing high quality learning outcomes for Australian students. It ushered in a period of curriculum renewal in all states and territories.

2003: The National Statements of Learning in English, mathematics, science and civics and citizenship, were embedded in every jurisdiction's curriculum.

In the ACT this period of renewal led to the development of the curriculum framework P – 10, Every chance to learn *which was released in November 2007. For the first time since the ACT gained its own identity as a jurisdiction in 1974, the territory had a curriculum P – 10, agreed to by all sectors, for public and non-government schools.*





May 2008: Introduction of the National Assessment Program NAP, with literacy and numeracy (NAPLAN).

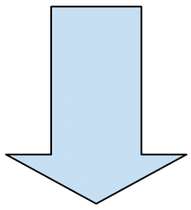
The Melbourne Declaration in December 2008, when Education Ministers agreed to the statement of 'Educational Goals for Young Australians'

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals and active and informed citizens

The Education Ministers defined the learning areas for all Australian students: English, mathematics, science, history, geography, languages, the arts, technology, physical education and health. The Declaration contains a commitment by Australian governments to ensure a world-class curriculum at national and local levels. Work began on an Australian Curriculum under the direction of the Australian Curriculum Assessment and Reporting Authority (ACARA).

Many ACT teachers and curriculum officers have contributed to the development of the national curriculum, with representatives in writing teams and attendance at workshops and other consultative meetings. As the Phase 1 curriculum documents have been developed the ACT has realised that the work on writing and implementing Every chance to learn *has been excellent preparation for the move to a national curriculum.* Every chance to learn *is the most useful and strong scaffold for ACT schools as they transition to using the national curriculum.*



Australia now has Phase 1 of a new national curriculum and work has begun on the Phase 2 subjects. Development of curriculum for the Phase 3 subjects will follow within the next couple of years.

The ACT will continue its journey, from its innovative beginnings in 1974 with school-based curriculum design and development, through the development of Every chance to learn, *and now to the implementation of the Australian Curriculum Phase 1 subjects from 2011. As the development of the complete Australian Curriculum K-12 continues the imperative remains constant for ACT teachers, that we give every student every chance to learn the knowledge and skills needed to thrive throughout their lives.*

1.2 Towards an Australian Curriculum

The Melbourne Declaration noted that: *Australia values the central role of education in building a democratic, equitable and just society … that is prosperous, cohesive and culturally diverse, and that values Australia's Indigenous cultures as a key part of the nation's history, present and future... Education equips young people with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence. Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion.* The Australian Curriculum seeks to address these inspiring concepts.

The process, directed by ACARA, has been highly collaborative. It has involved, and will continue to involve, the writing of a Shape paper for each learning area, the establishment of writing teams led by learning area specialists, drafts, consultation, evaluation and incorporation of feedback and final writing. To understand more about the process, background information, underpinning research and the Shape Paper, plus other information, please access the ACARA website:
http://www.australiancurriculum.edu.au/Home

1.3 The implications of having a national curriculum

For students the implications are that:

- they will have access to a world-class curriculum regardless of individual circumstances and location
- there will be educational continuity between states and territories
- resources to support curriculum and learning will be equally available and accessible across Australia to any student.

For teachers the implications are that:

- they will have explicit knowledge about what all Australian children should be taught, what those students need to know, understand, value and be able to do
- there will be consistency of judgement with regard to student achievement.

For educational jurisdictions and systems the implications are that:

- opportunities will occur to work together, across geographical and school-sector boundaries, to provide a world-class education for all young Australians
- states and territories will be able to focus on how students' learning can be improved to achieve the national goals, regardless of individual circumstances or school location
- greater attention can be devoted to equipping young Australians with those skills, knowledge and capabilities necessary to enable them to effectively engage with and prosper in society, compete in a globalised world and thrive in the information-rich workplace in the future
- there will be greater consistency for the country's increasingly mobile student and teacher population
- there are potential economies of scale and a substantial reduction in the duplication of time, effort and resources.

For Australia and its citizens the implications are that:

- we have a 21st century curriculum that will enable our students to thrive as citizens, not just of Australia, but of the world
- a national curriculum contributes to the nation's goal of being a democratic, equitable and just society.

2. The structure of the Australian Curriculum

2.1 Overall structure

The structure of the curriculum for each learning area is:

- **Rationale** – explaining the place and purpose of the learning area in the school curriculum and how it contributes to meeting the goals of the 2008 Melbourne Declaration.
- **Aims** – identifying the major learning that students will be able to demonstrate as a result of learning from the curriculum.
- **Organisation** – providing an overview of how the curriculum in the learning areas will be organised K – 12.
- **Content descriptions** – specifiying what teachers are expected to teach. They include the knowledge, skills and understanding for each learning area as students progress through schooling. The content descriptions provide a well-researched scope and sequence of teaching, within which teachers determine how best to cater for individual students' learning needs and interests. Examples that illustrate each content description can be found in **elaborations.** These are provided for teachers who may need further information to better understand the content description.
- **Achievement standards** – describing the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) typically expected of students as they progress through schooling. Students who achieve the standard are well prepared to progress to the next level. The sequence of achievement across K – 10 describe and illustrate progress in the learning area. This sequence provides teachers with a framework of growth and development in each of the learning areas.

2.2 Capabilities and cross-curriculum priorities

While the Australian Curriculum is packaged into learning areas ACARA has recognised that we live in a world where knowledge is constantly growing and evolving. Students need to develop a set of skills, behaviours and dispositions, or general capabilities that apply across subject-based content and equip them to be life-long learners able to operate with confidence in a complex, information-rich, globalised world. To this end, the Australian Curriculum pays explicit attention to how **seven general capabilities** and **three cross-curriculum priorities** contribute to, and can be developed through, teaching in each learning area.

The capabilities are:

1. literacy
2. numeracy
3. information and communication technology (ICT) competence
4. critical and creative thinking
5. ethical behaviour
6. personal and social competence
7. intercultural understanding

The first three will have continua developed to assist teachers with their planning and to align with national testing**. The capabilities** are similar to the Essential Learning Achievements 1 – 6 in *Every chance to Learn*, with the addition of Literacy and Numeracy. Quality teaching in each of the learning areas will always contribute to a student's development of general capabilities. The Australian Curriculum reinforces this expectation by incorporating the general capabilities into the content descriptions in the learning areas, in ways appropriate to each learning area.

The rationale for **the cross-curriculum priorities** is that the Australian Curriculum must be both relevant to the lives of students and address the contemporary issues with which they are dealing. With

this in mind, the curriculum gives special attention to three priorities: one national priority, one regional priority and one global priority. These will immerse students in learning beyond their local context.

The three cross-curriculum priorities are:

1. **Aboriginal and Torres Strait Islander histories and cultures**, to ensure that all young Australians are given the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had and continue to have on our world. **This is a national focus.**
2. **Asia and Australia's engagement with Asia**, to reflect the importance of young people knowing about Asia and Australia's engagement with Asia. As young people learn about and develop a better understanding of the countries and cultures of the region, they appreciate the economic, political and cultural interconnections that Australia has with the Asia region. **This is a regional focus**.
3. **Sustainability**, to develop in young people an appreciation of the need for more sustainable patterns of living, and to build capacities for thinking, valuing and acting necessary to create a more sustainable future. **This is a global focus**.

2.3 Stages of schooling

Preschool

The *Early Years Learning Framework* has been considered in the development of the Australian Curriculum for the first years of formal schooling. The curriculum builds on the framework and is designed to accommodate the varied learning experiences and diverse backgrounds that children bring to school. In planning preschool programs teachers will continue to use the *Early Years Learning Framework* and *Every chance to learn*.

K-10

The Australian Curriculum calls the year before year 1 *Foundation*. The ACT will continue to call this year *Kindergarten*. The Phase 1 learning areas will be implemented across K – 10 over the next three years. For all other learning areas *Every chance to learn* maintains currency. There is further information about the implementation of the new curriculum, K – 10, later in this document.

Senior Secondary (Years 11 – 12)

The curriculum for years 11 and 12 is being developed as courses in the same broad learning areas that articulate with the content descriptions and the achievement standards for the K – 10 years. The curriculum will offer opportunities for specialisation in learning, including within the regular school program and through accredited vocational education and training. States and territories will continue to offer subjects that do not overlap significantly with the Australian Curriculum.

In the ACT, the Board of Senior Secondary Studies will regulate registration and accreditation of learning areas for years 11 and 12 until the full implementation of the Australian Curriculum.

3. Implementation of the Australian Curriculum in the ACT

Implementation of the Australian Curriculum means teaching, assessing and reporting is based on the curriculum content and achievement standards. In the ACT there is close alignment between *Every chance to learn* and the Australian Curriculum. The recent work that ACT teachers have done with regard to curriculum development and implementation will stand them in good stead in the move to national curriculum documents.

3.1 Key messages about implementation

- In the ACT, implementation of Phase 1 of the Australian Curriculum begins in 2011 and will be substantially completed by 2013 as outlined below. Schools have the option of implementing at a faster rate.

	2011				2012			
	English	Maths	Science	History	English	Maths	Science	History
K - 6								
Yr 7								
Yr 8								
Yr 9								
Yr 10								

- While the Australian Curriculum outlines the scope of what is to be learned, it will be teachers in classrooms who make decisions about how best to organise learning, the contexts for learning and the depth of learning that will be pursued for each child in their classes. There is flexibility for teachers and schools to build on student learning and interest.

- The principal is the instructional leader and leads the implementation process.

- Each school requires a curriculum coordinator (and a curriculum team if possible) to facilitate the change to the national curriculum.

- The Australian Curriculum is a core entitlement for every student. However, there is time for other school (curriculum and experiential) activities.

- The implementation process involves transitioning, with support and guidance, from developing teaching programs using *Every chance to learn*, to using the Australian Curriculum subject documents to plan teaching programs.

- Mapping of the content of *Every chance to learn* to the Phase 1 subjects of the Australian Curriculum shows that *Every chance to learn* is well aligned with the national curriculum. An example of the mapping is in this document and the full map will be on the ACT Department of Education and Training's website by the beginning of Term 1, 2011.

- Where appropriate teachers will integrate content from different learning areas to meet learning needs.

- Support will be available for schools – see section, 'Support for Schools'.

3.2 The implementation plan 2010-2013

	2010	2011
	INITIATION	**ENGAGEMENT** Primary English and science Secondary *Year 7*: English, science, mathematics and history *Year 9*: English, science and mathematics
The Cross Sectoral Implementation Committee **Communication**	• Communication of updates, support and resources – regular newsletter • Bridging document developed	• Continued communication of updates, support and resources – regular newsletter • Phase 2 learning areas: consultation period
Professional Development All Schools	**Term 3** • School leadership forum • ACARA Website familiarisation	**Term 1** • 2 School based pupil free days (or equivalent), following Train-the-Trainer/coaching process **Term 2** • Train-the-Trainer/coaching in assessment issues (curriculum coordinators) **Term 3** • 1 Public school pupil free day for professional development (assessment), following Train-the –Trainer/coaching process
Professional Development Lead Schools	**Term 4** • Week 4: 'Leading School" project advertised • Week 7: Public lead schools notified • Week 9: Train-the-Trainer coaching in Australian Curriculum implementation for curriculum coordinators (2 days)	**Term 1-4** • Central and school-based professional learning in the implementation of Phase 1 and supportive pedagogy **Term 1-4** • Develop and share planning and teaching strategies to support implementation
Expectations for Schools	**Principals** • Identify curriculum coordinators • Leadership and guidance through the implementation process **Teachers** • Familiarisation with web based curriculum	**Principals** • Whole school planning for Australian Curriculum, aligning of timetables and providing professional development • Support curriculum coordinators in their engagement with the Australian Curriculum **Teachers** • Unit alignment and unit writing • Teaching the content of the Australian Curriculum

2012	2013
ENGAGEMENT Primary history and mathematics Secondary *Year 8*: English, science, mathematics and history *Year 9*: history *Year 10*: English, science, mathematics and history **CONSOLIDATION** Primary English and science Secondary *Year 7*: English, science, mathematics and history *Year 9*: English, science and mathematics	**IMPLEMENTATION** Phase 1 **ENGAGEMENT** Phase 1: Year 10 history Phase 2: geography, languages and the arts
• Continued communication of updates, support and resources – regular newsletter • Phase 2 documents published	• Communication of updates, support and resources – regular newsletter • Phase 2 engagement period begins • Phase 3 consultation process begins
Term 1-4 • Central and school-based professional development in Phase 1 subjects including pedagogy and assessment practices • Introduction of Phase 2 learning areas **Term 1-4** • Emphasis on writing and sharing units of work. • Lead Schools to provide professional development for other schools	**Term 1-4** • Professional development to meet school needs • Continue the development of assessment and pedagogical practices
Principals • Whole school planning for Australian Curriculum, aligning of timetables and providing professional development • Support curriculum coordinators in their engagement with the Australian Curriculum **Teachers** • Unit alignment and unit writing • Teaching the content of the Australian Curriculum • Aligning of assessment and reporting mechanisms	**Principals** • Ensure that the Australian Curriculum is the basis for all curriculum documents for Phase 1 subjects • Ensure that assessment of all Phase 1 subjects is against achievement standards **Teachers** • Teaching the content of the Australian Curriculum • Assess and report on students' work against Phase 1 achievement standards

3.3 Development of the Australian Curriculum Phase 1 to Phase 3

Currently the Australian Curriculum specifies Content and Achievement Standards in English, mathematics, science and history (Phase 1 subjects) and is organised in year levels from Foundation (Kindergarten in the ACT) to Year 10. The following chart shows how the Australian Curriculum is being developed from Phase 1 to Phase 3.

	Learning areas	Timeline
1	English	Phase 1
2	Mathematics	Phase 1
3	Science	Phase 1
4	Humanities and social sciences • History • Geography • Economics, Business, Civics and citizenship	 Phase 1 Phase 2 Phase 3
5	The Arts	Phase 2
6	Languages	Phase 2
7	Health PE	Phase 3
8	Technologies	Phase 3

The second phase of the Australian Curriculum development involves geography, the arts and languages.

For geography, an *Initial Advice* paper was prepared and presented to a national geography forum of key stakeholders in April 2010. This informed the draft *Shape of the Australian Curriculum: Geography* paper which was released for public consultation during June, July and August 2010. Analysis of the consultation feedback will inform the development of the final shape paper for geography by the end of 2010. Writing, consultation and publication of the geography curriculum will occur during 2011.

For the arts, an *Initial Advice* paper was prepared and presented to a national arts forum of key stakeholders in May 2010. This informed the development of the draft *Shape of the Australian Curriculum: Arts* paper which was released for public consultation during October, November and December. Analysis of the consultation feedback will inform the development of the final shape paper for the arts by early 2011. Writing, consultation and publication of the arts curriculum will occur during 2011.

For languages, an *Initial Advice* paper was prepared and presented to a national languages forum of key stakeholders in October 2010. This is informing the development of the draft *Shape of the Australian Curriculum: Languages* paper which will be available for public consultation from December 2010 to February 2011. Analysis of the consultation feedback will inform the development of the final shape paper for languages by early 2011. Writing, consultation and publication of the languages curriculum will occur during 2011.

The third phase has yet to be conclusively planned. All Australian education ministers have agreed that subsequent development work will focus on the remaining learning areas identified in the 2008 *Melbourne Declaration* on *Educational Goals for Young Australians*, namely information and

communication technology and design and technology, health and physical education, economics, business and civics and citizenship.

Timelines and processes for this future work are to be confirmed by education ministers. Learning areas currently not included in Australian Curriculum development will continue to be the responsibility of state and territory education authorities.

3.4 The Australian Curriculum is an online curriculum

Having an online curriculum provides maximum flexibility in how the curriculum can be accessed and organised during implementation. It has the capacity for multiple ways of viewing. The default view is the curriculum by year level (content and achievement standard) for the learning area. In addition, the curriculum may be viewed by strands across year levels.

The curriculum may also be searched by key words (including strand names, concepts, skills, understandings, general capabilities, cross-curriculum priorities) to find the specific point in the curriculum where something appears, or to locate threads that run across year levels, showing the sequence of their development. This includes the modes of English and the proficiencies in mathematics. The search capability is supported by the glossary which clarifies what is meant by specific terms that appear in the curriculum for each learning area. Users can view, download and print the curriculum for a particular learning area at one level or across multiple levels. They can view, download and print content with a focus on one or more of the general capabilities or cross-curriculum priorities.

3.5 Implementation checklist for principals

Have you a plan/process for

- incorporating the implementation of the Australian Curriculum into your school's strategic and management plans (to do with the vision of the school and the process required for registration/validation)
- incorporating the transition to the Australian Curriculum in your school's operational plan (including staffing, timetabling, budgets, professional development)
- embedding the Australian Curriculum into the school's learning areas (using/developing templates and units of work)
- familiarising teachers with the digital format, filters, capabilities and content of Phase 1 learning areas (building on the professional learning curriculum coordinators have received)
- how the leadership team will support the curriculum coordinator (and curriculum team) to be able to 'drive' the implementation of the Australian Curriculum in your school
- ensuring the *Every chance to learn* continues to be the curriculum in your school for subjects other than those in Phase 1 of the national curriculum?

4. The Australian Curriculum and *Every chance to learn*

4.1 A comparison of Bands of Development in *Every chance to learn* to the years (or levels) in the Australian Curriculum

Every chance to learn	**Australian Curriculum**
Early childhood – preschool to year 2	Foundation (Kindergarten) Year 1 Year 2
Later childhood – year 3 to year 5	Year 3 Year 4 Year 5
Early adolescence – year 6 to year 8	Year 6 Year 7 Year 8
Later adolescence – year 9 to year 10.	Year 9 Year 10
	Year 11
	Year 12

4.2 The continuing role of *Every chance to learn* in ACT schools

The content in the Essential Learning Achievements (ELAs) for English (8, 9, 10, 11), mathematics (16, 17, 18), science (19, 20), and history (parts of 21, 22, 23) is now replaced by the content for those subjects in the Australian Curriculum. However, there are several other curriculum areas, P – 10, that will continue to be taught in ACT schools and these will follow *Every chance to learn,* as well as, in preschools, the *Early Years Learning Framework*. The table below shows which ELAs are still relevant and when the learning area will be developed by ACARA.

ELA	**Learning area**	**Timing for development in the Australian Curriculum**
7: *The student creates, presents and appreciates artistic works*	The Arts	Phase 2
12: *The student takes action to promote health* 13: *The student is physically skilled and active* 14: *The student manages self and relationships*	Health and Physical Education	Phase 3
15: *The student communicates with intercultural understanding*	Languages – part thereof	Phase 2
21: *The student understands about Australia and Australians* 22:*The student understands and values what it means to be a citizen within a democracy* 23: *The student understands world events and issues*	Social sciences/ humanities (note: history is in Phase 1)	Geography Phase 2 Other areas of humanities learning Phase 3
24: *The student makes informed choices about money and finance*	Financial literacy: mathematical aspects are covered in mathematics	Consumer literacy, knowledge of economic concepts may be part of humanities/social sciences, Phase 3
25: *The student designs, makes and appraises using technology*	Technologies	Phase 3

5. Aligning *Every chance to learn* with the Australian Curriculum.

This section contains

a) sample mapping
b) sample unit alignment

These documents have been aligned with the latest available version of the Australian Curriculum prior to its official release. At the time of printing this Bridging Document, there may be further fine-tuning of the curriculum by ACARA. However, the purpose of including samples here is to demonstrate the process of alignment.

a) **The sample mapping** shows where content from *Every chance to learn* sits in the draft Australian Curriculum. As soon as the Australian Curriculum is released, the mapping of *Every chance to learn* to the national curriculum documents will be completed. The full map will be on the ACT Department of Education and Training's website. Teachers will be able to access learning areas relevant to them.

b) There are two **examples of units of work** that have been aligned with the draft Australian Curriculum. They show the content from *Every chance to learn* and also the Australian Curriculum content. Over the next few months more examples of such alignment will be available, as well as examples of units of work designed 'from scratch' from the Australian Curriculum.

These examples are included to show teachers how alignment can occur. If they are used in classrooms, they need to be differentiated to meet the learning needs of the particular students in the class. It is expected that many current units of work/learning programs will remain important parts of learning and teaching in schools and simply need some adjustment to align fully with the Australian Curriculum. Over time, new units of work/learning programs will be developed.

5.1 Sample mapping: Mathematics (Early adolescence)

Every chance to learn		Australian Curriculum		
16. The student understands and applies number		Number and algebra		
		Year 6	Year 7	Year 8
16.EA.1	the base 10 number system and its number properties	• Identify and describe properties of prime, composite, square and triangular numbers	• Investigate index notation and represent numbers as a products of powers of prime numbers	
16.EA.2	positive and negative numbers to at least seven digits and decimal fractions to at least three decimal places	• Investigate everyday situations that use positive and negative whole numbers and zero Locate and represent them on a number line	• Round decimals to a specified number of decimal places	• Investigate terminating and recurring decimals
16.EA.3	addition, subtraction and multiplication, including small whole number powers and division using one- and two digit whole number divisors	• Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers	• Apply the associative, commutative and distributive laws to aid mental and written computation	• Carry out the four operations with integers, using efficient mental and written strategies and appropriate digital technologies

16.EA.4	common fractions and families of equivalent fractions, including those expressed in simplest form and as decimals and percentages	• Compare fractions with related denominators and locate and represent them on a number line • Make connections between equivalent fractions, decimals and percentages	• Compare fractions using equivalence. Locate and represent fractions and mixed numerals on a number line • Connect fractions, decimals and percentages and carry out simple conversions	
16.EA.5	addition and subtraction of fractions where a common denominator is readily identifiable, and multiplication and simple division of fractions	• Solve problems involving addition and subtraction of fractions with the same or related denominators • Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies	• Solve problems involving addition and subtraction of fractions *including those with unrelated denominators* • Multiply and divide fractions and decimals using efficient written strategies and digital technologies	

		Year 6	Year 7	Year 8
16.EA.6	problems that involve simple percentages, proportions, ratios and rates in practical situations, including money, time and other measurements	• Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies	• Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies • Express one quantity as a fraction of another with and without the use of digital technologies • Recognise and solve problems involving simple ratios • Investigate and calculate best buys, with and without digital technologies	• Solve problems involving use of percentages, including percentage increase and decrease, with and without digital technologies • Solve a range of problems involving rates and ratios, with and without digital technologies • Solve problems involving profit and loss, with and without digital technologies
16.EA.7	relationships between whole numbers, decimal fractions, percentages and common fractions	• Make connections between equivalent fractions, decimals and percentages	• Connect fractions, decimals and percentages and carry out simple conversions	
16.EA.8	magnitude of numbers based on powers of 10	Not addressed in Australian Curriculum Concept is useful for developing understanding for scientific notation		

16.EA.9	equivalences between linear expressions to solve linear equations (e.g. 'backtracking')		• Introduce the concept of variables as a way of representing numbers using letters • Write algebraic expressions and evaluate them by substituting a given value for each variable • Extend and apply the laws and properties of arithmetic to algebraic terms and expressions • Solve simple linear equations	• Extend and apply the distributive law to the expansion of algebraic expressions • Factorise algebraic expressions by identifying numerical factors • Simplify algebraic expressions involving the four operations • Solve linear equations using algebraic and *graphical techniques*. Verify solutions using substitution
16.EA.10	the contributions of different cultures to the development of number systems and mathematical knowledge throughout history	Not addressed in Australian Curriculum The content is useful for building students' deep understanding of number and different cultural aspects		
16.EA.11	compare and order sets of positive and negative numbers and decimal fractions	• Investigate everyday situations that use positive and negative whole numbers and zero. Locate and represent them on a number line	• Compare, order, add and subtract integers	• Investigate terminating and recurring decimals

		Year 6	Year 7	Year 8
16.EA.12	represent and order common fractions and identify families of equivalent fractions, including simple forms, decimals and percentages	• Compare fractions with related denominators and locate and represent them on a number line • Make connections between equivalent fractions, decimals and percentages	• Compare fractions using equivalence. Locate and represent fractions and mixed numerals on a number line • Connect fractions, decimals and percentages and carry out simple conversions	
16.EA.13	explore general number properties and apply these to computation	• Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers	• Apply the associative, commutative and distributive laws to aid mental and written computation	• Carry out the four operations with integers, using efficient mental and written strategies and appropriate digital technologies
16.EA.14	apply their understanding of the meaning and order of operations when carrying out more complicated calculations	• Explore the use of brackets and order of operations to write number sentences	• Extend and apply the laws and properties of arithmetic to algebraic terms and expressions	• Extend and apply the distributive law to the expansion of algebraic expressions
16.EA.15	use mental, written and electronic methods to carry out computations involving addition and subtraction of fractions where a common denominator is readily identifiable, and multiplication and simple division of fractions	• Solve problems involving addition and subtraction of fractions with the same or related denominators • Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies	• Solve problems involving addition and subtraction of fractions *including those with unrelated denominators* • Multiply and divide fractions and decimals using efficient written strategies and digital technologies	

16.EA.16	interpret and solve practical problems, using an appropriate sequence of operations and suitable methods when dealing with integers, decimals, simple percentages, proportions, ratios and rates including money, time and other measurements	• Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers • Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers • Multiply decimals by whole numbers and perform divisions that result in terminating decimals, with and without digital technologies • Multiply and divide decimals by powers of 10 • Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies	• Apply the associative, commutative and distributive laws to aid mental and written computation • Multiply and divide fractions and decimals using efficient written strategies and digital technologies • Express one quantity as a fraction of another with and without the use of digital technologies • Connect fractions, decimals and percentages and carry out simple conversions • Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies • Recognise and solve problems involving simple ratios • Investigate and calculate best buys, with and without digital technologies	• Carry out the four operations with integers, using efficient mental and written strategies and appropriate digital technologies • Solve problems involving use of percentages, including percentage increase and decrease, with and without digital technologies • Solve a range of problems involving rates and ratios, with and without digital technologies • Solve problems involving profit and loss, with and without digital technologies

		Year 6	Year 7	Year 8
16.EA.17	choose and use a range of strategies to solve problems, including sensible choices about mental, written and electronic methods for calculation	• Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers • Multiply decimals by whole numbers and perform divisions that result in terminating decimals, with and without digital technologies • Multiply and divide decimals by powers of 10	• Apply the associative, commutative and distributive laws to aid mental and written computation • Round decimals to a specified number of decimal places	• Carry out the four operations with integers, using efficient mental and written strategies and appropriate digital technologies
16.EA.18	make estimates for calculations using their knowledge of number systems and relationships, mental calculation, rounding and magnitude based on powers of 10	• Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers	• Round decimals to a specified number of decimal places	
		Estimation should be used for many calculations within this band of development		

Australian Curriculum content not previously required at this band of development in *Every chance to learn*:

Year 7 - Investigate and use square roots of perfect square numbers

- Solve problems involving addition and subtraction of fractions *including those with unrelated denominators*

Year 8 - Use index notation with numbers to establish the index laws with positive integral indices and the zero index

- Investigate the concept of irrational numbers, including π

5.2 Sample Unit: Year 6 Science – Change Detectives

UNIT OF WORK: Learning Area: Science and Literacy	
Year Level: Year 6	
Inquiry Concept: Change	
Unit Name: Change Detectives	
Focus Question: How are the properties of materials affected by change?	
Enduring Understandings Students will understand that: • Materials have different properties. • Materials react to change differently. • Physical and chemical changes occur in everyday materials. • Literacy is integral in scientific investigations.	**Core Contributing Questions** • How can materials be changed? • How can new materials be made? • Why is fair testing integral to science investigations? • Why is an understanding of the literacy of science important?

ELA Alignment to the Australian Curriculum

ELA 1	The student uses a range of strategies to think and learn	Australian Curriculum – Science Inquiry Skills (Yr 5/6)
EA 2	Students have opportunities to choose from a range of thinking tools or processes and use them to think in different ways indepth and generate different points of view on issues and problems	**Questioning and Predicting**: • Identify questions that can be investigated scientifically and predict what the outcome of investigations might be
		Planning and conducting: • Contribute to selecting the investigation method to use including the use of fair tests, models, information research and surveys
		Processing information: • Construct tables to record and represent observations and identify and describe patterns or relationships in data using information and digital technologies as appropriate

EA.3	Students have opportunities to use logical, creative and lateral thinking to explore relevant knowledge indepth, distinguish central concepts from contributing ideas, stimulate imagination and generate and test creative ideas and solutions	**Processing information:** • Construct tables to record and represent observations and identify and describe patterns or relationships in data using information and digital technologies as appropriate
		Reflecting and evaluating: • Reflect on the method of investigation and suggest improvements to the method
ELA 2	**The student understands and applies the inquiry process**	**Australian Curriculum – Science Inquiry Skills (Yr 5/6)**
EA 1	Students have opportunities to understand variations of the inquiry process used in particular disciplines	**Questioning and predicting:** • Identify questions that can be investigated scientifically and predict what the outcome of investigations might be
EA 6	Students have opportunities to plan and conduct scientific investigations with an understanding of the requirements of fair testing	**Planning and conducting:** • Decide which variables should be changed and which one measured in fair tests • Contribute to selecting the investigation method to use including the use of fair tests, models, information research, surveys
		Reflecting and evaluating: • Reflect on the method of investigation and suggest improvements to the method
ELA 10	**The student writes effectively**	**Australian Curriculum - Literacy**
EA 3	Students have opportunities to understand and learn about structures of texts for writing in different disciplines, including various types of literary and information texts, and the formal logical structure used in argument texts	**Creating texts:** • Plan, draft and publish imaginative, informative and persuasive texts choosing and experimenting with text structure, language features, images and digital online resources appropriate to purpose and audience
ELA 19	**The students understands and applies scientific knowledge**	**Australian Curriculum – Science Understanding (Year 6) / Science Inquiry Skills (Year 5/6)**
EA 8	Students have opportunities to understand and learn about features of physical and chemical changes and the reversibility of change (e.g. dissolving, crystallising, decomposing)	**Chemical Sciences (Year 6):** • Changes to materials caused by heating, cooling or mixing, can be reversible or irreversible
EA 17	Students have opportunities to safely and correctly use laboratory equipment	**Planning and conducting:** • Select appropriate equipment and materials and use them safely, identifying potential risks

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	**Students will be able to**	**Students**	
ENGAGE	**Lesson 1** Mess scene investigation	represent their current understanding as they • identify evidence of changes that occur • describe their existing ideas of what causes change • explain why they think changes can or cannot be reversed.	• contribute to discussions about changes to common materials • identify the purpose and features of science journal • make predictions and record observations in the class science journal • understand the purpose and features of summary and a report.	• observe and record information about some common changes to materials • share and discuss observations.	**Diagnostic assessment** Through discussion, share ideas and questions about changes to materials Science journal entries Class discussion Team summary Word wall contribution
EXPLORE	**Lesson 2** Purely physical ***Session 1*** Mostly melting ***Session 2*** Playing particles ***Session 3*** Evocative evaporation	• plan an investigation, with teacher support • make predictions about what factors will make an ice cube melt fastest and a liquid evaporate fastest • observe, record and interpret the results of their investigation • describe the effect of temperature on phase change • explain that the same substance can change state and be a liquid, a solid or a gas • explain why they can smell evaporated liquids.	• understand the purpose and features of a table • use oral, written and visual language to record and discuss investigation results • engage in a discussion to compare ideas, and use evidence from an investigation to explain that temperature has an effect on phase change • role-play their understanding of the effect of temperature on phase change by using representational models of particles.	***Session 1*** Mostly melting • test whether melted or frozen objects can be returned to their original state • observe and record the factors that make an ice cube melt the fastest. ***Session 2*** Playing particles • represent what happens when a solid melts. ***Session 3*** Evocative evaporation • discuss why they can smell evaporated liquids • observe and record the factors that make a liquid evaporate the fastest • describe what happens when a liquid evaporates.	**Formative assessment** Science journal entries Class discussion PROE (predict, observe, explain) responses Role-play representation

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	**Students will be able to**	**Students**	
EXPLORE	**Lesson 3** Slippery solutions ***Session 1*** Delightful dissolving ***Session 2*** Gas bags	• plan and conduct an investigation of the effect of the quantity of water on the amount of salt dissolved • follow directions to investigate a chemical reaction that produces the gas, carbon dioxide • observe, record and interpret the results of their investigations • identify the features that made their investigation a fair test • explain that chemical change only occurs when all the necessary substances are present.	• identify the features and purpose of a procedural text • follow a procedural text to complete an investigation • use oral, written and visual language to record and discuss investigation results • engage in discussion to compare ideas and relate evidence from an investigation to explanations about dissolving and reacting • demonstrate understanding of dissolving and reacting using science journal entries.	***Session 1*** Delightful dissolving • observe salt dissolving in water • devise and conduct tests to retrieve the salt in its original form. ***Session 2*** Gas bags • observe and record what happens when a bicarbonate soda solution meets a tartaric acid solution.	**Formative assessment** Science journal entries Class discussion 'Salt dissolving table' (Resource sheet 1)
EXPLORE	**Lesson 4** Candle capers	• observe and discuss the features of a candle • make predictions about which features of candles allow them to burn • plan an investigation, with teacher support, of the effect of the amount of air available on the burning of a candle • observe, record and interpret the results of their investigation • describe the conditions that are necessary for a candle to burn.	• use oral, written and visual language to report observations of candles • identify the purpose and features of a graph • engage in discussion to compare ideas and develop understanding about conditions that are necessary for a candle to burn • demonstrate understanding of candles and burning through science journal entries.	• observe candles and their separate parts • investigate how candles need air to keep burning.	**Formative assessment** Science journal entries Class discussion 'Candle capers' graph

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	**Students will be able to**	**Students**	
EXPLAIN	**Lesson 5** Classifying changes	• create categories to group different changes • explain the difference between physical and chemical change • describe reactions as physical or chemical change, and give reasons for their choice.	• demonstrate the understanding of the difficulties of classification systems through discussions • engage in discussion to compare ideas about how to classify changes and provide relevant arguments to support their conclusions • use scientific vocabulary appropriately in their writing and talking • create a Venn diagram to present information.	• discuss descriptions of physical and chemical change • classify changes as physical or chemical changes.	**Formative assessment** Science journal entries Class discussion Venn diagram 'Changes card sort' (Resource sheet 3)
ELABORATE	**Lesson 6** Fizz wizz	• formulate a question and make predictions about what factors affect the speed of a chemical reaction • plan and conduct fair tests of different factors to see if they affect the speed of a chemical reaction • make and record observations • construct and identify patterns in a graph • provide evidence to support their conclusions.	• represent results to decide what factors affect the speed of a chemical reaction • summarise their findings about what factors affect the speed of a chemical reaction • engage in discussion to compare ideas and provide relevant arguments to support their conclusions.	• formulate a question for investigation • plan and set up an investigation to determine factors that affect the rate of reactions • observe, record and share results.	**Summative assessment** Science journal entries Class discussion 'Tablet investigation planner' (Resource sheet 4)

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	**Students will be able to**	**Students**	
EVALUATE	**Lesson 7** Intrepid reporters	• describe different changes and why they have occurred • identify changes as physical or chemical changes • describe investigations and support conclusions with evidence.	• prepare an analytical report of their investigations which demonstrates understanding of physical and chemical changes • summarise their findings concisely • use language to clarify their understanding and reflect on their experiences • use language and visual representation to communicate their ideas.	• create a final report of their 'Mess scene' findings • reflect on their learning during the unit.	**Summative assessment** Science journal entries Class discussion 'Mess scene' investigation report

5.3 Sample Unit: Year 7- Ancient History

Stage: Year 7	Focus Area (KLA/s) SOSE (History)	Duration: 1 Semester
Title: Investigating History: Ancient History		

Phase 1- Desired Results

What are the desired outcomes/objectives for the unit?

Through the study of ancient civilisations students will learn to use and assess archaeological evidence and literary evidence where appropriate. An initial exploration of the nature of history and archaeological evidence will introduce students to the study of history at high school. One civilisation from different regions of the world has been selected for class study through an in-depth simulation activity. Specific topics will vary according to the tasks chosen, but would be likely (through grouping of tasks) to include such aspects as government structures, social groupings, cultural developments and achievements, religion, and historical events (warfare, political change, cultural events).

Emphasis should be given to the concept of change, human ingenuity in creating and responding to change, and the social and government systems of the human society. The contribution of ancient civilisations to the development of succeeding societies should be highlighted.

Development of research skills, which includes note-taking, and internet searches, and referencing techniques will be important elements of the unit.

Why does the learning matter?

This learning will provide students with the foundation skills required to study and enjoy the learning of history – not only in high school but also as life long learners. The simulation will give students an opportunity to deeply engage with a period of human history and to become experts in aspects of that society.

Which guiding questions will scaffold inquiry in the students? (adapted from the Australian Curriculum: History K-10)

- How do historians and archaeologists investigate history?
- Why and where did the earliest societies develop?
- What were the defining characteristics of ancient societies that developed?
- What have been the legacies of ancient societies?
- How do we use sources in a historical investigation?
- How do sources give us clues to solve historical mysteries?

Values and attitudes

- That students gain an appreciation of ancient societies by studying a selected civilisation in depth
- That students are able to utilise the skills of a historian by undertaking an open ended investigation

Australian Curriculum: Historical Skills (HS) and Historical Knowledge and Understandings (HKU)

- Sequence historical events and periods within history (HS)
- Use historical terms and concepts(HS)
- Locate, select and organise historical information from a range of sources (HS)
- Recognise that there may be multiple causes and consequences of an historical event (HKU)
- Recognise that evidence needs to be used to understand perspectives of people in the past (HKU)
- A chronological account of the significant periods/features, events and people of China, including the society's relationship and use of the environment (HKU)
- Key groups in Chinese society in this period and how they were organised and the rights and responsibilities of these groups as defined by law and religion (HKU)
- The significant beliefs, values and practices of Chinese society, with a particular emphasis on one area of Chinese society (HKU)

Intercultural Understandings

- That students gain an appreciation of a history and culture that differs from their own (or from the mainstream culture and history of Australia)
- That students gain an insight into the similarities between cultures and the links between the modern world and the ancient world
- That Australia shares a rich history with other lands and cultures in the Asia-pacific region and that there is value in examining other societies within this region

Phase 2- Assessment

What are the measurable statements from the desired outcomes?

- Students understand how evidence is used in history
- Student will demonstrate an understanding of how and why timelines are used
- Students will demonstrate an understanding of the characteristics of an early civilisation
- Students will understand how people in ancient civilisations lived their daily lives
- Students will understand the contributions made by ancient societies to the modern world

Achievement Standard – Year 7 History (taken from Australian Curriculum:K-10)

By the end of year 7, students sequence some of the main events, people and societies they have studied. They categorise time into periods, and interpret timelines. When researching, students develop historical questions, plan an inquiry and identify relevant historical sources. They locate information from a range of sources and use it as evidence to answer inquiry questions.

Students select and categorise relevant historical information from a range of sources. They examine sources to determine their origin, to identify meaning, point of view, values and attitudes. Students describe the context for people's actions in the past and the historical significance of an individual, group or event. They describe change and continuity over time and suggest reasons for changes.

Students compose historical texts, such as explanations and descriptions (incorporating analysis), which draw on evidence identified in sources. They use appropriate historical terms, concepts and referencing in their historical texts. Students present their findings in a range of forms, in particular written and visual texts and in a range of delivery media including digital technologies.

What are you going to get the students to do (or produce)	**How well do you expect them to do it?**
• Pre-test and post test to determine the student's content knowledge and understanding of historical skills • Students to construct a timeline that shows a chronology of events • Students to take part in an in-depth investigative study as part of the Ancient China simulation activity. The simulation provides opportunities to develop historical understanding and skills. • Students will present an oral report on the contributions a selected Ancient Civilisation has made to the modern world	• Post test results to evaluate students' improved understanding of content knowledge and historical skills • Students are able to construct a timeline with a clear, correct chronology of events • The simulation contains explicit quality guides to ensure formative assessment is presented to students to help grow their knowledge of content and their historical skills • The oral report will contain at least 3 contributions made by the civilisation to the modern world and why those contributions are significant.

Investigating History: Ancient History *Comparative Curriculum Map*			
Every Chance to Learn	**Essential Content**	**Aust. Curriculum**	**Historical Skills**
23.LC.11	**Develop a timeline that indicates significant world events are related to each other**	**Year 7 historical skills -** comprehension	• Sequence historical events and periods within history
23.LC.10	**Ask historical questions (e.g. who, what, when, how and where and why)**	**Year 7 historical skills -** comprehension	• Use historical terms and concepts
23.LC.10 **2.EA.1**	**Ask historical questions (e.g. who, what, when, how and where and why)** **Understand variations of the inquiry process used in particular disciplines (e.g. historical research)**	**Year 7 historical skills –** Historical questions and research	• Identify a range of questions about the past to inform a historical inquiry
23.EA.9 **6.LC.1**	**Use a range of historical sources to investigate world issues and events** **Select appropriate ICT to use in conducting inquiries and reflect on their effectiveness**	**Year 7 historical skills –** Historical questions and research	• Identify and locate relevant sources, using ICT and other methods
2.EA.8	**Access and interpret a range of primary and /or secondary sources of information** **Evaluate the accuracy, relevance, completeness and credibility of data and information and their sources**	**Year 7 historical skills –** analysis and use of sources	• Identify the origin and purpose of primary and secondary sources
23.EA.9	**Use a range of historical sources to investigate world issues and events**	**Year 7 historical skills –** analysis and use of sources	• Locate, select and organise historical information from a range of sources
23.EA.12 **2.EA.9**	**Engage in 'what if" discussions about how an issue or event might have unfolded differently if people had chosen a different course of action** **Evaluate the accuracy, relevance completeness and credibility of data and information and their sources**	**Year 7 historical skills –** analysis and use of sources	• Draw conclusions about the usefulness of sources
23.LA.10	**Evaluate and use a range of historical and geographical sources to construct reasoned explanations about world events in the past**	**Year 7 historical skills –** perspectives and interpretations	• Identify and describe points of view, attitudes and values in primary and secondary sources

10:LC.7	**Write information texts that provide a general statement or introduction to the topic, and develop the topic with a few points, arguments and/or descriptions**	**Year 7 historical skills-** explanation and communication	• Develop historical texts, particularly descriptions and explanations that use evidence from a range of sources.
6.LC.1	**Select appropriate ICT to use in conducting inquiries and reflect on their effectiveness**	**Year 7 historical skills-** explanation and communication	• Use a range of communication modes (oral, graphic, written, argumentative, alternative) and digital technologies
23.LC.11	**Develop a timeline that indicates significant world events are related to each other**	**Year 7 historical knowledge and understanding: Depth Study**	• A chronological account of the significant periods/features, events and people of China, including the society's relationship to and use of the environment
23.EA.6 **23.EA.7** **23.EA.8**	**The main features of some ancient societies and their relevance for contemporary societies (Ancient China)** **The roles of women in different societies and periods of time relating to world issues and events** **The key values of some of the major belief systems in the world**	**Year 7 historical knowledge and understanding: Depth Study**	• Key groups in Chinese society in this period and how they were organised and the rights and responsibilities of these groups as defined by law and religion
23.LC.1 **23.LC.7** **23.LC.8**	**Significant world events and how they affect people's lives in different places** **Features if cultures and societies relating to world events and issues** **How different people can have different values and beliefs in different times and places**	**Year 7 historical knowledge and understanding: Depth Study**	• The significant beliefs, values and practices of Chinese society, with a particular emphasis on one area of Chinese society

6. Support for Schools

6.1 A range of support to be offered

- Professional development opportunities will be listed on the Professional Learning and Events Calendar: www.activated.act.edu.au/calendar/eventsmenu .

- There will be support for school leaders through workshops that focus on targeted needs and issues, and through opportunities to share aspects of implementation across schools and sectors.

- There have already been, and there will continue to be, workshops where teachers are assisted in becoming comfortable and competent in accessing and using the Australian Curriculum website.

- Curriculum coordinators will be trained during term 4 2010 in how to implement the new curriculum Phase 1 subjects in their schools. They will be supported in developing clear understanding of how to work with the new curriculum and provided with coaching processes and activities for their work in their schools.

- There will be opportunities for coordinators and teachers to meet and discuss how they are implementing the new curriculum.

- There will be afternoon sessions (3.45 – 6.00) for teachers to become more familiar with each learning area's curriculum.

- Schools will collaborate and share in the work to be done regarding implementation, focussing efforts so that schools don't 'reinvent' products and processes. An example of targeted sharing and collaboration could be around the issue of timetabling.

- Lead schools will run professional development and provide resources and units of work to be shared with other schools. These public schools will have an additional staffing allocation to assist with this work. Other schools will be encouraged to develop and share resources and units of work.

- In addition to other Professional Learning on content and pedagogy during 2011, there will also be a focus on assessment and reporting.

- Schools will receive updates regarding ongoing curriculum development provided by ACARA.

- Supporting material, such as exemplar articles for inclusion in newsletters and Power Point presentations that may be used at Parent Teacher evenings, will be made available.

6.2 Some helpful resources – a starting point

http://www.australiancurriculum.edu.au/Home

The ACARA website has links for each learning area. Information can be sorted using filters, such as age level, key word, learning area, elaboration, capability or curriculum priority.

Education Services Australia

Education Services Australia will bring together digital resources to support teachers in the implementation of the Australian Curriculum in a vibrant and ever evolving online community. A new website called "Australian Curriculum Connect" will act as a central repository for all federal, state and territory digital resources and will allow teachers to use, create and share resources designed to help teach aspects of the Australian curriculum.

Connected Learning Community (cLc)

It is anticipated that in 2011 and beyond, the ACT DET's virtual learning environment, the cLc, will provide a local forum where teachers and curriculum officers can exchange resources and engage in discussion and reflection around the implementation of the Australian Curriculum.

School based resources

Schools will continue to use their existing resources as appropriate. While teachers progressively familiarise themselves with the learning areas of each phase, they may find that existing resources need to be supplemented by new curriculum resources to meet the content expectations and learning and teaching needs of students. Such learning resources will be acquired through a range of access points, including electronic location of information as well as the continued use of print materials.

System endorsed resources will continue to be used, for example, the *First Steps* resources, *Count Me in Too*, *Tactical Teaching* and *Primary Connections*. Many resources are being reviewed and aligned to the Australian Curriculum by the authors/publishers.

http://activated.act.edu.au/ectl/index.htm

The ACT DET website lists electronic resources under each learning area.

6.3 Guidance on curriculum differentiation for inclusive education

When planning learning, using the Australian Curriculum, teachers will continue to differentiate the content, as well as pedagogy and assessment, to best meet their students' needs. The following information is provided as a timely guide as teachers begin working with the Australian Curriculum.

Classroom teachers face multiple challenges at every year level; this is particularly so in mixed-ability classrooms where a considerable range of abilities is possible. Curriculum differentiation is an educational pedagogy founded on the principle that learning occurs in different ways and at different rates and, accordingly, that teaching should acknowledge these differences. **The goal is to reach and teach all learners.**

Curriculum is typically set for the middle 70% of any student group. When curriculum is differentiated, the level of expectation is altered in respect of content, process, product and learning environment - based on an assessment of student readiness, interest and learning profile - in an effort to meet the learning needs of ***all*** students within a group. It encompasses a blend of whole-class, group and individual instruction and challenges teachers to draw on their best knowledge of the teaching and learning process: to provide appropriate challenge to learners at their differing levels of development. Thus, a planned differentiated curriculum will address a range of learner needs rather than a single approach; it will have qualitative adjustments in structure, depth and complexity, for example, and will be student centred.

Students who need support in their learning require different levels of challenge to those who work at core level or those who are capable of working beyond the core level of learning.

For those students who are capable of working beyond the core level of learning, ***lateral*** **extension and enrichment** are often most appropriate:

- Extension is a curriculum differentiation strategy which goes more broadly and deeply into the ideas already introduced into the regular curriculum. It incorporates higher order thinking skills rather than more of the same;
- Enrichment is a curriculum differentiation strategy which provides exposure beyond the regular curriculum to provide new ideas and skills not previously encountered, and/or further concept enhancement or exploration. It incorporates higher order thinking skills rather than more of the same.

In exceptional cases, **acceleration** may be appropriate. Acceleration is a placement process in which a student is placed with an age cohort ahead of his or her chronological age or school year **in one subject, several subjects or across a whole learning year**. Such progression should be professionally assessed and monitored and will require an Individual Learning Plan (ILP) as per the *ACT Gifted and Talented Policy (2008).*

Students who need support in their learning require adjustments in the materials they use and the tasks they do, such as the use of manipulatives, the inclusion of organisers, provision of more scaffolding, for example, in order to grow and succeed.

Students for whom English is an Additional Language or Dialect (EAL/D) demonstrate a wide range of English language proficiency and progress through well-documented stages of English language acquisition. While they are learning English, such students need explicit English language support to enable them to satisfy the achievement standards of the content descriptions to the same levels as their peers for whom English is a first language.

Other students, because of a disability or learning difficulty, may not be able to demonstrate attainment of the achievement standards in content descriptions in the same ways as their peers. The Australian Government *Disability Standards for Education 2005* state that students with a disability have a right to participate in educational courses or programs that are designed to develop their skills, knowledge and understanding, including relevant supplementary programs, on the same basis as their non-disabled peers. Teachers can adapt essential content and achievement standards in content descriptions, when required, as part of the process of developing individual learning plans or special programs for students with special needs.

Teachers cannot reach the minds of students they don't engage: the purpose of curriculum differentiation is to offer students multiple and varied avenues to learning in order to provide equity and excellence in the classroom.

7. Frequently asked questions

These frequently asked questions are in no particular order. They reflect concerns and expectations placed on the implementation of the Australian Curriculum and they will be further clarified over time. For further helpful information also go to www.australiancurriculum.edu.au .

Are there specified required hours of instruction for learning areas?

There are no specified hours for learning areas. ACARA provided indicative time allocations for each Phase 1 learning area to help guide the curriculum writers. ACARA recognises that time allocations for subject areas vary across jurisdictions, education systems and schools.

Where does pedagogy fit into the Australian Curriculum?

ACARA was given the mandate to write the content of the Australian Curriculum. Pedagogy is the responsibility of system authorities, school leaders and teachers.

While the Australian Curriculum describes the scope of what is to be learned, it will be teachers in classrooms who will make decisions about how best to organise learning, the contexts for learning and the depth of learning that will be pursued for each child in their class. Teachers will continue to use pedagogy that ensures high quality teaching and learning.

Will the Australian Curriculum cater for multi-age/composite classes?

Teachers are expected to differentiate the curriculum to meet student needs. The Australian Curriculum is organised and presented by years of schooling. Schools and teachers are best placed to make decisions about delivering the curriculum, taking into account factors including the school's organisational arrangements as they plan their programs.

The approach to curriculum does not preclude schools and curriculum authorities from organising curriculum content in teaching/learning programs across years to facilitate composite or multi-age class arrangements.

How can learning areas be integrated?

Schools and teachers are best placed to make decisions about delivering the curriculum, drawing on integrated approaches where appropriate and using pedagogical approaches that take account of students' needs, interests and the school and community context. The online provision of the Australian Curriculum supports this flexibility in planning delivery by enabling the curriculum to be filtered for different views. Teachers are able to choose the 'slices' or perspectives they wish to make central in their planning decisions, e.g. teachers can choose to arrange the curriculum by learning areas or by groups of years (planning for composite classes) or by general capabilities.

What curriculum material and professional learning support will be provided to assist the implementation of the Australian Curriculum?

One of the benefits of an Australian Curriculum is that national, state and territory resources can be pooled to be available to support all teachers.

At the national level, the newly established Australian Institute for Teaching and School Leadership (AITSL) and Education Services Australia are expected to play a key role alongside the various professional and subject associations and other agencies in supporting the implementation of the Australian Curriculum.

At the local level, it is expected there will be extensive use of local and site-based professional learning, supported by online professional development.

Will schools be able to continue to offer alternative curriculum?

ACARA is developing a national recognition process for well established alternative curriculum in the context of the Australian Curriculum. Until a national approach is developed and accepted, schools that offer well established alternative curriculum, such as Steiner, Montessori and the International Baccalaureate, will continue to operate under state and territory registration arrangements.

Is there a curriculum framework for pre-school educators?

The Early Years Learning Framework provides early childhood educators with guidance for making curriculum decisions, in combination with *Every chance to learn*. Fundamental to the framework is the view that children's lives are characterised by their *belonging* (recognising the importance of children's interdependence with family, cultural group, neighbourhood and wider community), *being* (acknowledging the significance of the here and now in children's lives) and *becoming* (representing the process of change that occurs in the early years of a young child's life). *The Early Years Learning Framework* has been considered in the development of the Australian Curriculum.

Have the Australian Curriculum and the ACT curriculum been built on different principles?

Every chance to learn and the Australian Curriculum have similar guiding principles and beliefs, for example, that every student can learn, and that curriculum should be inclusive and equitable.

In the introduction to *Every chance to learn* there are statements about providing students with knowledge, understandings and skills that will allow them to be active, effective and responsible participants in society and prepare them to take part in further education, training and work in the 21st century. These and other statements of intention in *Every chance to learn* resonate with those in the 2008 *Melbourne Declaration* that underpins the development of the Australian Curriculum.

What is the status of *Every Chance to learn*?

Every chance to learn continues until Phases 1-3 of the Australian Curriculum are gradually implemented over the next few years. The Essential Learning Achievements will be progressively replaced by the content of learning areas of the Australian Curriculum, beginning with those most relevant to English, mathematics, science and history (See earlier section *The continuing role of Every chance to learn)*

Do we have to buy new resources for a new curriculum?

Existing resources will continue to have value and be used. These will be supplemented by additional resources to be developed by ACARA through Education Services Australia. There will also be jurisdictional sharing of resources.

How will schools make consistent judgements about student work?

The Australian Curriculum will provide annotated samples of student work which will indicate achievement standards relevant for the particular year level. The achievement standards written by ACARA are based on the typical level of achievement. The area of assessment and reporting will be a focus of the ACT's work in 2011.

What will be the role of the Board of Senior Secondary Studies (BSSS)

The Board of Senior Secondary Studies (BSSS) is a Statutory Authority and cannot be removed without an Act being passed in the ACT Legislative Assembly. BSSS courses will progressively make way for Australian Curriculum courses, for example in English or mathematics.

The BSSS will accredit courses not covered by the Australian Curriculum. The BSSS will continue its role of accreditation and assessment in respect of the *Australian Tertiary Assessment Rank* (ATAR).

Are test items in NAPLAN linked to the Australian Curriculum in English and mathematics?

It is anticipated that ACARA will be able to link NAPLAN test items to the Australian Curriculum by 2013.

Does every school have to map *Every chance to learn* to the Australian Curriculum?

Mapping has been undertaken by the ACT Department of Education and Training and will be provided to schools via the web site http://www.det.act.gov.au/ . Illustrative samples are included in this Bridging Document. These samples show congruency and any gaps in content between *Every chance to learn* and Phase 1 of the Australian Curriculum.

How does the Australian Curriculum meet the diverse range of students' needs?

Teachers are expected to differentiate the curriculum to meet student needs. The Australian Curriculum is being developed with this understanding and that every student is entitled to enriching learning experiences across all areas of the curriculum.

The Australian Curriculum contributes to achieving the goals of the 2008 *Melbourne Declaration* including the promotion of excellence and equity in education. The Shape of the Australian Curriculum paper noted that, *the curriculum should be based on the assumption that all students can learn and that every student matters. It should set high standards and ensure that they apply to all young Australians while acknowledging the different rates at which students develop.*

Students in Australian classrooms have multiple, diverse, and changing needs that are shaped by individual learning histories and abilities as well as cultural, language backgrounds and socio-economic factors.

The Australian Curriculum details content and achievement standards across the years of schooling, establishing high expectations for all students. It provides a continuum of learning and the flexibility to address the developmental diversity of students. This enables teachers to develop teaching and learning programs and processes based on the individual learning needs appropriate to the age and experience of their students. Meeting these needs may involve using appropriate technology for learning support and extension; revisiting content of previous years to consolidate needed learning; adaption of a variety of assessment strategies in order to accurately ascertain what are a student's learning needs.

ACARA is working with state and territory education authorities to support the implementation of the Australian Curriculum and will produce advice and guidance about using the curriculum design to address the diversity of student learning.

Particular consideration is being given to how the Australian Curriculum can best meet the needs of students for whom English is another language or dialect, and for students with special education needs.

Please go to the Australian Curriculum website: www.australiancurriculum.edu.au for further information regarding:

- Students with English as an additional language or dialect
- Students with special education needs

Please also note Section 6.3 of this document that gives more detailed guidance regarding how to differentiate units of work/learning programs.

How will Priorities be integrated into teaching programs?

There are three Curriculum Priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability
- Australia's engagement with Asia.

These three themes are already reflected in much current teaching. While not every learning area is able to address these equally, it is expected that where opportunity allows, reference to these three themes can and should be made explicit.