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ACARA Copyright Administration, ACARA
Level 13, 280 Elizabeth Street
Sydney
NSW 2000



Date	Version	Comment
April 2020	5.0	<p><i>The Shape of the Australian Curriculum</i> (Version 5.0) provides background to the development of the first Australian Curriculum and sets out the rationale, dimensions and structure of the Australian Curriculum. It has been updated from previous versions (see below) to reflect the <i>Alice Springs (Mparntwe) Education Declaration</i> (December 2019) and includes the aims for the review of the Foundation to Year 10 Australian Curriculum (v8.5) commencing in 2020.</p> <p>Approved by the ACARA Board on 24 April 2020 and the Education Council on 12 June 2020.</p>

Previous versions guiding the initial development of the Australian Curriculum

Date	Version	Comment
May 2009	1.0	Approved by the Interim National Curriculum Board in May 2009 and the Ministerial Council in September 2009 to guide the development of the first phase of the Australian Curriculum (English, Mathematics, Science and History).
October 2010	2.0	Updated to support implementation of the Foundation to Year 10 Australian Curriculum for English, Mathematics, Science and History, to provide the context for the next stage of development of the Foundation to Year 12 curriculum and to promote ongoing





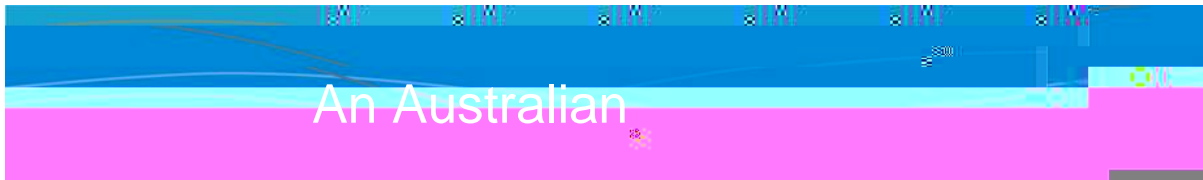
4. The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent statutory authority established in 2008 to execute policy directions determined by the COAG Education Council regarding curriculum, assessment and reporting at the national level. ACARA's responsibilities for national curriculum involve:

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importance of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

10. In December 2019, Education Council endorsed the *Alice Springs (Mparntwe) Education Declaration*, which affirmed national commitment to a world-class Australian Curriculum based on learning areas, general capabilities





- ensure that Australia's education system is recognised internationally for delivering high quality learning outcomes.

Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

Confident and creative individuals who:

- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing
- develop personal values and attributes such as honesty, empathy, loyalty, responsibility and respect for others
- are resilient and develop the skills and strategies they need to tackle current and future challenges
- are able to recognise, adapt to, and manage change
- have a sense of optimism about their lives and the future
- show initiative, use their creative abilities and are enterprising
- have the imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- understand their responsibilities as global citizens and know how to affect positive change
- have the confidence and capability to pursue learning throughout life, leading to enjoyable, fulfilling and productive employment
- relate well to others and form and maintain healthy relationships
- are well prepared for their potential life roles as friends, family, community and workforce members
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- civic life by connecting with their community and contributing to local and national conversations
- understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures
- possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians
- are informed and responsible global and local members of the community who value and celebrate cultural and linguistic differences, and engage in the global community, particularly with our neighbours in the Indo-Pacific regions.

Source: Council of Australian Governments Education Council, Alice Springs (Mparntwe) Education Declaration, December 2019, pp. 5–8

Rationale

15. The Australian Curriculum contributes to improving the quality, equity and transparency of Australia's education system.

- **Quality** – the Australian Curriculum was founded upon a willingness to work together, across geographical and school-sector boundaries, to provide a world-class education for all young Australians. Working nationally makes it possible to harness collective expertise and effort to produce a quality curriculum, as well as offering the potential for economies of scale and reduction in the duplication of time and resources.
- **Equity** – the Australian Curriculum encourages and supports every student to be the very best they can be, no matter where they live, where they learn anvrJ /TT0 1 .9(17.6(he-3.6



when they complete their schooling and prepare them for entering and shaping our



Development of the

Development of the Australian Curriculum

- j) The Australian Curriculum is aligned with the *Early Years Learning Framework* and builds on its key learning outcomes, namely: children have a strong sense of identity; children are connected with and contribute to their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators.
- k) For some learning areas, the Australian Curriculum is written with the expectation that they will be taught in each year of schooling from Foundation to Year 10. For other areas, the Australian Curriculum will describe an entitlement that students will have the opportunity to learn across Foundation to Year 8, as well as additional learning they may choose and/or schools may choose to provide in Years 9–10.
- l) The primary audience for the Australian Curriculum is teachers. The curriculum is written in plain and concise language while utilising the vocabulary appropriate for professional practitioners of each learning area. Consistency in terms of language and structure is used to support teachers in planning within and across learning areas.
- m) The Australian Curriculum reflects a strong and contemporary evidence base, which is related to learning, pedagogy and what works in professional practice, and has been benchmarked against international curricula.

Curriculum development process

23. The process for developing the Australian Curriculum from 2009 to 2016 was designed to generate broad engagement with, and discussion and feedback about, the shape and content of the Australian Curriculum.
24. It involved four interrelated phases: curriculum shaping, curriculum writing, implementation, and curriculum evaluation and review.
25. Curriculum shaping involved the development of a paper for each learning area to set out a broad outline of the proposed curriculum. Expert advice was sought, and an initial draft shape paper was released for wide public consultation. Following modification, a final shape paper was published on ACARA's website at <http://www.acara.edu.au>.
26. Curriculum writing involved teams of writers, supported by expert advisory groups and ACARA curriculum staff. The draft Australian Curriculum for each learning area was released for public consultation and was subsequently revised in light of the feedback. The writing stage culminated in publication of the Australian Curriculum for the learning area following the endorsement by the ACARA Board and all Australian education ministers.
27. Major features, processes and broad timeframes that informed the curriculum shaping and writing phases from 2009 are elaborated in the *Curriculum Development Process* paper (Version 6, 2012) and the *Curriculum Design Paper* (Version 3.1, 2012), found

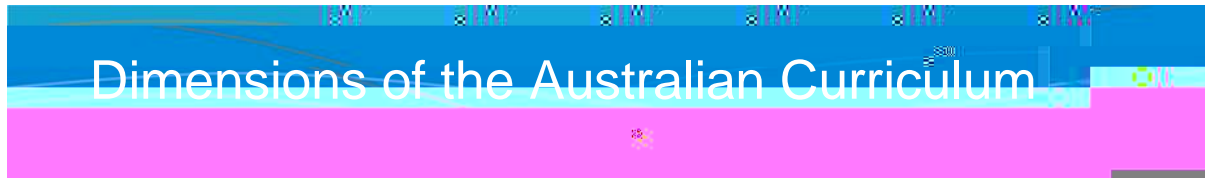


Development of the Australian Curriculum

Dimensions of the Australian Curriculum

Scope of the Australian Curriculum

33. The *Melbourne Declaration on Educational Goals for Young Australians* (December 2008) set the scope of the Australian Curriculum by identifying the three dimensions to comprise the national curriculum:
- discipline-based learning areas;
 - general capabilities as essential 21st century skills; and
 - contemporary cross-curriculum priorities.
34. The *Alice Springs (Mparntwe) Education Declaration* (December 2019) confirms the need for the Australian Curriculum to encompass all three dimensions.
35. The learning areas and the disciplines from which they are drawn provide the foundation of learning in the Australian Curriculum because they reflect the way in which knowledge



The curriculum supports students to become responsible local and global members of the community in an interconnected world n

Dimensions of the Australian Curriculum

41. Teachers choose how best to introduce essential concepts and processes, and how to progressively deepen understanding of discipline-based content, including through cross-disciplinary learning that broadens and enriches each student's learning.
42. Teachers use the content descriptions of each learning area to plan for teaching and learning; and use the achievement standards to assess student learning. State and territory curriculum and school authorities determine how student learning is assessed and reported.

Australian Curriculum: learning areas

English

The Australian Curriculum: English provides students with the skills to read, view, speak, write, create, listen to and reflect on increasingly complex and sophisticated spoken, written and multimodal texts with accuracy, fluency and purpose. It recognises that Australia is a linguistically and culturally diverse country and assists students to understand how Standard Australian English works to create meaning. The Australian Curriculum: English allows students to engage imaginatively and critically with literature.

Mathematics

The Australian Curriculum: Mathematics provides opportunities for students to: develop mathematics and numeracy for everyday life, work and as citizens; acquire knowledge and skills for further study; make connections and apply mathematics to pose and solve problems in different contexts; and communicate and interpret reasoning and findings. The curriculum encompasses concepts, structure, skills and processes of number, algebra, function, logic, space, measurement, data, randomness, chance, variability, computation and algorithms. It enables students to understand and manage human and natural worlds by posing questions, conjecturing, hypothesising; estimating, approximating and calculating; abstracting, proving, refuting and inferring; applying, investing

Dimensions of the Australian Curriculum

Languages

The Australian Curriculum: Languages provides students with the opportunity to learn one or more languages in addition to English. It recognises the features that languages share as well as the distinctiveness of specific languages. Students have the opportunity to develop the knowledge, understanding and skills to communicate in the language, to understand the relationship between language and culture, and to understand themselves as communicators. The Australian Curriculum: Languages includes language-specific curricula for world languages, Auslan, a Framework for Classical Languages including Classical Greek and Latin, and a Framework for Aboriginal Languages and Torres Strait Islander Languages.

Health and Physical Education

The Australian Curriculum: Health and Physical Education develops the skills, knowledge, and understanding to strengthen students' sense of self, and build and manage satisfying, respectful relationships. Students improve safety and wellbeing by building on personal and community strengths and assets. They navigate a range of health-related sources, services and organisations to critique and challenge assumptions and stereotypes. Through Health and Physical Education students acquire movement skills and understand concepts to confidently, competently and creatively participate in a range of physical activities.

Technologies

The Australian Curriculum: Technologies provides students with the opportunity to learn about and work with traditional, contemporary and emerging technologies, and considering sustainability. They apply knowledge, skills and processes to create innovative solutions, independently and collaboratively using design, computational and systems thinking. The Australian Curriculum: Technologies comprises two distinct but related subjects: Design and Technologies, and Digital Technologies. In Design and Technologies students generate ideas and produce designed solutions for authentic needs and opportunities for a range of contexts. In Digital Technologies students purposefully use computational thinking and information systems to define, design, implement and evaluate digital solutions.

General capabilities in the Australian Curriculum

43. The seven general capabilities in the Australian Curriculum are:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical aabod..7()- J 0 Tc 0 Tw 25.57 0 Td [(Cr)creco The A.7(n t)k9((.6(t)-13. 0 Tc 0 Tw ()Tj (

Dimensions of the Australian Curriculum

46. General capabilities are represented to different degrees in each of the learning areas. Some are essential to and best developed within specific learning areas; others can support learning in any learning area.
47. Literacy and numeracy are fundamental to all learning. While literacy and numeracy development is core to the curriculum in English and mathematics, literacy and numeracy skills are required and applied in all learning areas.
48. Critical and creative thinking skills are integral to the process of gaining knowledge, problem-solving and making informed judgments within the context of a particular learning area. ICT capability supports students to be successful learners. Both general capabilities are important to learning within all learning areas.
49. Personal and social capability, Ethical understanding and Intercultural understanding support students to develop ways of being, behaving and learning to live with others, and while primarily a focus for development in Health and physical education, HASS and Languages, can be applied across all learning areas.



Dimensions of the Australian Curriculum

Critical and creative thinking

Critical and creative thinking involve generating and evaluating knowledge, clarifying concepts and ideas, seeking possibilities, considering alternatives and solving problems. Critical thinking is at the core of most intellectual activity that involves students in learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Creative thinking involves students in learning to generate and apply new ideas.



Structural elements of the Australian Curriculum F-10

58. The Australian Curriculum sets out what young people should be taught through the specification of *content descriptions* in the learning areas and an expectation of the quality of their learning



The curriculum across the F-10 yearoyss6(9mdo8W n B3m [(C)-1.6(u6(ea)-0.6(r)-0.9.



Mathematics (and numeracy development), along with the opportunity for a broad education drawing from each of the other learning areas. The Australian Curriculum in these years provides breadth of learning across the learning areas, while also providing opportunities for students to deepen their learning in particular areas according to their interests and needs.

79. The Australian Curriculum in Years 9 and 10 recognises that many students may commence senior secondary pathways and programs, including vocational learning, in these years. The curriculum is designed to provide increased opportunities for students to make choices about learning pathways and to deepen their understanding in each learning area. The curriculum is based on the assumption that school and/or curriculum authorities will provide learning opportunities in English, Mathematics, Science, History, and Health and Physical Education for all students and will also provide learning opportunities from other learning areas and in vocational and applied learning. In these years, there is flexibility for students to undertake more specialised learning pathways that ensure all students are fully engaged and prepared to continue learning into the senior years.

The diversity of learners

80. All students are entitled to rigorous, relevant and engaging learning program


 A banner with a blue and pink background. The text "Senior secondary Australian Curriculum" is written in white. There are some faint icons and patterns in the background.

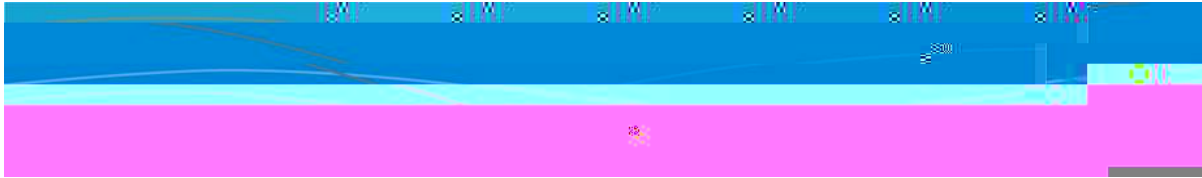
Senior secondary Australian Curriculum

Content of the senior secondary Australian Curriculum

85. The senior secondary curriculum provides students with increased opportunities to make choices about pathways through school and beyond. These choices are informed by previous success and enjoyment, future options for training, learning or employment, and the setting in which the learning is to occur. The senior school curriculum offers more opportunities for specialisation in learning, including within the regular school program and through accredited vocational education and training.
86. The senior secondary Australian Curriculum is written for subjects as agreed to nationally. Senior secondary Australian Curriculum has been developed in the following learning areas:
- English – for the subjects of English, English as an Additional Language or Dialect, Essential English and Literature
 - Mathematics – for the subjects of Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics
 - Science – for the subjects of Biology, Chemistry, Earth and Environmental Science and Physics
 - Humanities and Social Sciences – for the subjects of Ancient History, Modern History and Geography.

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Monitoring and review of the Australian Curriculum

since 2015. Annual reports can be found at <http://www.acara.edu.au>.

102. Findings from annual monitoring processes may identify editorial corrections or minor updates required to the content of the Australian Curriculum, or more substantive issues that may warrant further consideration through supplementary review or evaluation processes.

Reviewing the Australian Curriculum

103. The Australian Curriculum was externally reviewed in 2014 and revisions were made to the content and presentation of the Foundation to Year 10 Australian Curriculum (version 7.5 published in 2015).

104. A 2015 Australian Government review of ACARA recommended that ACARA undertake a six-year cycle of review of the Australian Curriculum.

105. In 2020, Education Council tasked ACARA to undertake the first cycle of review of the Foundation to Year 10 Australian Curriculum, to ensure it is still meeting the needs of students and providing clear guidance for teachers. The review is to be completed by 2022.

106. The aim of the review is to improve the Australian Curriculum F-10 by refining, realigning and decluttering the content of the curriculum within its existing structure and underpinned by the education goals of the *Alice Springs (Mparntwe) Education Declaration* (2019). Specifically, the review will:

- a) refine and reduce the amount of content across all eight learning areas of the Australian Curriculum F-10, with a priority on the primary years, to focus on essential content or core concepts
- b) improve the quality of content descriptions and achievement standards by removing ambiguity and unnecessary duplication, and ensuring consistency and clarity of language and cognitive demand
- c) rationalise and improve content elaborations, ensuring they are fit for purpose and they suggest to teachers the most authentic ways to treat general capabilities and cross curriculum priorities when teaching the learning area content
- d) improve the digital presentation of the Australian Curriculum in line with agreed content changes and user experience requirements.

107. The terms of reference, processes and timeframes for ACARA's review of the Foundation to Year 10 Australian Curriculum in 2020-2021 are found at <http://www.acara.edu.au>.