

The Australian National Curriculum

July 2010



Background

- * 2008 – announcement of new National Curriculum
- * To commence with English, Mathematics, Science & History
- * Then Geography, Languages Other than English, & The Arts.



The Melbourne Declaration.

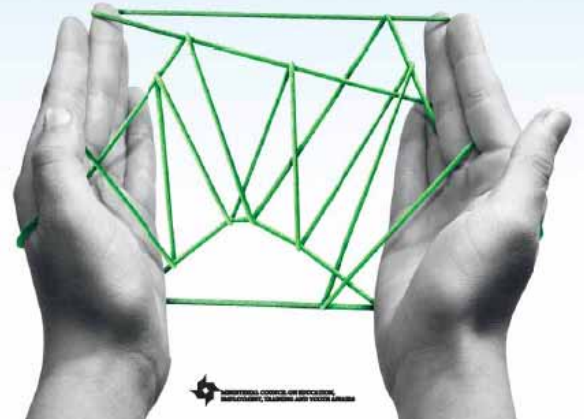
Goal 1 - Australian Schooling promotes equity and excellence

Goal 2 – All Young Australians become:

- * Successful learners
- * Confident and creative individuals
- * Active and informed citizens

Melbourne
Declaration
on Educational
Goals for
Young
Australians

December 2008



Impetus

- Global – integration, mobility, citizenship and opportunities
- Growing influence of India & China à need for Asian literacy
- Technological Change
- Complex pressures (environmental, social and economic)
- Rapid advances in ICT

National Declaration on Educational Goals for Young Australians, Dec. 2008, MCEETYA



Reasons for a National Curriculum – *Barry McGaw*

- * Globalisation
- * International more important than intra-national comparisons
- * Sense that nation as a whole can do better than its parts
 - ◇ Australia is a small federal system
 - ◇ Greater capacity if we all work together
 - ◇ More efficient to avoid duplication
 - ◇ Interstate competition has not yielded great benefits
- * Needs of students and teachers who move interstate

Senior Schooling Conference Qld. 2009 proceedings
*Keynote address Prof. Barry McGaw - **Chair, National Curriculum Board***



Timeline

Phase 1

- * K-10 English, Maths, Science & History - *consultation March to May 2010.*
- * Senior Sec'y English, Maths, Science & History - *consultation April to June 2010.*
- * Online publication of K-12 Curriculum - English, Maths, Science & History late 2010.



Timeline

Phase 2

- * Involves Geography, Languages and the Arts.
- * Shape papers and consultation 2010.
- * Writing and publication in 2011



Timeline

Phase 3

- * Development of remaining learning areas identified in the *Melbourne Declaration on Educational Goals for Young Australians*, namely
 - * ICT and Design and Technology,
 - * Health and Physical Education,
 - * Economics, Business and Civics and Citizenship.
- * Learning areas not included - responsibility of states & territories.



Implementation

- * Process of implementation is a matter for each state & territory.
- * Implementation of K-10 Curriculum by 2013.
- * Implementation of Senior Secondary Curriculum determined in 2010.



What does the K-10 Curriculum look like?

Each learning area will include

- * content descriptions (supplemented by)
 - * content elaborations
- * achievement standards (supplemented by)
 - * work samples



I. Content Descriptions

Example - Mathematics - Kindergarten Content descriptions

Number and Algebra

1. Counting

Say, understand and reason with number sequences, initially to and from 20, and then beyond, moving to any starting point

2. Numeration

Understand numbers to 10, including matching number names, numerals and quantities, and work fluently with small numbers including subitising and partitioning

3. Comparing collections

Compare and order collections, initially to 20, and then beyond, and explain reasoning

4. Addition and subtraction

Model, represent and solve problems concerning additive and sharing situations involving combining, change and missing elements

5. Pattern

Sort and classify familiar objects, explain reasons for these classifications and copy, continue and create patterns with objects and drawings

... followed by similar descriptions at Kindergarten level for

- ***Statistics & Probability and***
- ***Measurement and Geometry***

II. Content Elaborations

Feedback for Mathematics - / Kindergarten / Number and Algebra

- saying the number words in sequence, backwards and forwards, and reasoning with the number sequences, establishes the language on which subsequent counting experiences can build
- developing fluency with forwards and backwards counting in meaningful contexts including stories and rhymes
- using a calculator to develop understanding of counting patterns (e.g., count by adding 1 each time, beginning with 0 and press $+1 =$ repeatedly)
- understanding that numbers are said in a particular order and there are patterns in the way we say them which help us to remember the order (eg hear the teen part of the sequence in 14 to 19)

III. Achievement Standards for Kindergarten Mathematics

By the end of Kindergarten, students are able to confidently recall the sequence of numbers to 20, matching names and numerals and find the total of small collections by counting.

They subitise small quantities, partition numbers to 10 and use one-to-one relations to share and count out quantities. Students collect data from straightforward questions about themselves and familiar events and, with assistance, can organise this data. They readily use everyday language to describe measurements found by direct comparison and sort and classify familiar shapes

Subitise = to perceive the number of (a group of items) at a glance and without counting

IV. Work Samples

Twenty Samples on the ACARA Website, e.g.,

Bouncing Balls: Year 5 - Science

Micro-organisms: Year 5 - Science

Dissolving: Year 6 - Science

Volcanoes: Year 6 - Science



General capabilities

- Literacy
- Numeracy
- ICT
- Thinking skills
- Creativity
- Self-management
- Teamwork
- Intercultural understanding
- Ethical behaviour
- Social competence



Cross Curriculum Dimensions

- * Indigenous Perspective
- * Sustainable Living Patterns
- * Australia's Engagement with Asia



What does the Senior Secondary Curriculum look like?

ACARA has developed draft senior secondary curriculum in the four subjects of English, Mathematics, History and Science. Specific curriculum content has been developed for 14 courses as per table below:

English	English as an Additional Language	Literature
Essential English	Mathematics	Essential Mathematics
General Maths	Mathematical Methods	Specialist Mathematics
Science	Physics	Chemistry
Biology	Earth Environmental Science	History
Ancient History	Modern History	



Senior Secondary Curriculum

- Each course contains units of nominally 50-60 hours duration with four units studied over a two-year period.
- Units 1 and 2 follow on from Year 10.
- Units 3 and 4 are more challenging and assume Units 1 and 2.
- For each of these 14 courses ACARA will develop senior secondary Australian Curriculum content and achievement standards only.

Senior Secondary Curriculum

- Content will be described for each unit, with achievement standards described for each year of schooling.
- No content elaborations will be developed for the senior secondary Australian Curriculum courses (*or work samples*)
- The cross-curriculum dimensions and general capabilities will be embedded across the senior secondary Australian Curriculum.

Issues / Concerns – Alan Reid – President Elect, Australian College of Educators

Coherence Privileged Status Assessment



Implications for Christian Schools in Australia

CEPA



What is Curriculum? Cannot be divorced from worldview



Curriculum ... is a disciplining technology that directs how the individual is to act, feel, talk and “see” the world and “self”. As such, curriculum is a form of social regulation. (Popkewitz, 1997 p. 132).



“The National Curriculum maintains what we value in education and has quickly become the site for reaching a settlement on questions related to curriculum and national identity ...”

... at the standard required

When it comes to curriculum, especially the teaching of English, I'm a traditionalist, but I'm not going to impose my views. I believe decisions like this are better left to the experts not the politicians. ...

Every Australian child must have the benefit of a high class curriculum ... a curriculum for all schools. ... all our children must be exposed to the knowledge they need at the standard required to flourish in today's world.



The Hon. Julia Gillard.

Speech to Australian Primary Principals Association, 29 Oct. 2008

**Post modern
view** (NSW)

Back to



**Modern
view** (Aust)

Does it matter?



“... decisions like this are better left to the experts not the politicians ...”

“On the same (Curriculum) page?”

Common Grace



Common Grace

There is a grace of God which is common to all humankind - its benefits are experienced by the whole human race without distinction between one person and another.

God through the Son "upholds the universe by the word of his power" (Heb. 1:2-3; John 1:1-4).

God "makes his sun rise on the evil and on the good, and sends rain on the just and on the unjust" (Matt. 5:45).



“On the same (Curriculum) page?”

Antithesis



Stuart Fowler - antithesis

“Every human thought and action ... is directed by one of two religious principles that can never be reconciled. We either respond with wholehearted love for God or we respond in unbelief ...”



1 Corinthians 1:18 & 20

For the message of the cross is foolishness to those who are perishing, but to us who are being saved it is the power of God. ... Where are the wise? Where is the teacher of the law? Where is the philosopher of this age? Has not God made foolish the wisdom of the world?



“What knowledge is of most worth?”

(Spencer - 19th C.)

Exciting Opportunities – a national **Christian Curriculum** which teaches for “justice, delight and gratitude ... equipping students for living a Christian life” (Wolterstorff)

Relentless risk - a technical / consumerist / productivity driven approach to curriculum can lead to children and even teachers being treated as less than human - objects who are valued for their contribution to the process rather than for their inherent worth as responsible subjects - humans made in the image of God.

