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South Australia

## *Australian Curriculum: Overview and Future Directions*

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*2<sup>nd</sup> Annual Australian Islamic Schooling Conference*  
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# National Curriculum Reforms: Global Context



Trends in International Mathematics and Science Study (TIMSS)  
Programme for International Student Assessment (PISA)

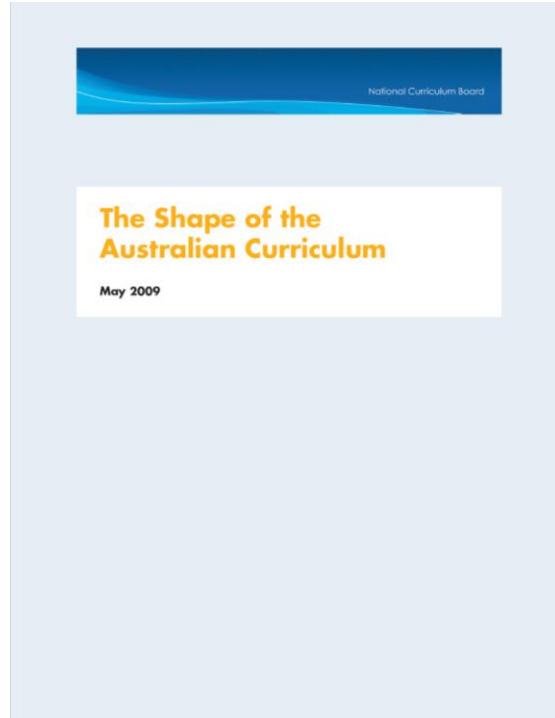
- Global Policy Scapes
- Legislative
- Inclusive Education



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# Australian Curriculum: Acknowledgement of Student Diversity

- The Shape of the Australian Curriculum versions 1- 4
- Progressive acknowledgement and inclusive of student diversity and students with disability



## Australian Curriculum

Melbourne Declaration (MCEETYA, 2008)

- Knowledge, understanding and skills to support 21<sup>st</sup> century learning
- Goals - equity and excellence, quality world class curriculum
- Rationale – improving quality, equity and transparency of Australian education system

*Primary audience of the Australian Curriculum is teachers*

*'Jurisdictions, systems and schools will be able to implement the AC in ways that value teachers professional knowledge, reflect local contexts and take into account individual students' family, cultural and community backgrounds. Schools and teachers determine pedagogical and other delivery considerations.'*

(The Shape of the Australian Curriculum v.4, 2012)



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# Australian Curriculum: Architecture

- Learning Areas
- General Capabilities
- Cross Curriculum Priorities

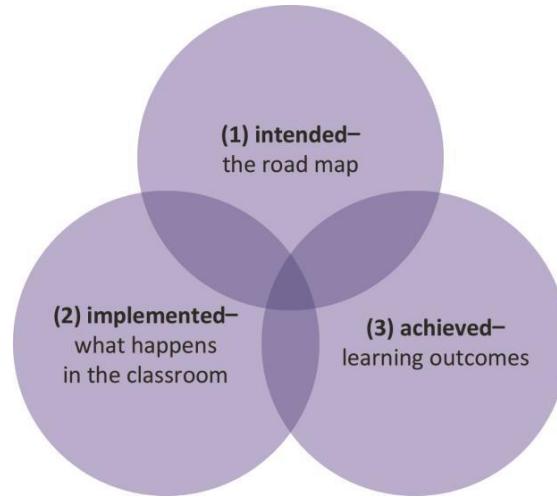


Figure: The three aspects of the curriculum  
(Donnelly & Wiltshire, 2014)



# Inclusive Australian Curriculum achievements 2008-2017

- ✓ Raised debate and consciousness of inclusion of cultural diversity, SWDs in the AC
- ✓ Consultation through Advisory Groups
- ✓ Recognition within ACARA and AC documentation e.g. Student Diversity paper (2013)
- ✓ Recommendations for adjustments
- ✓ Positive examples of worked samples, exemplars, resources
- ✓ Architecture – language, broader cultural perspectives and content
- ✓ Raising expectations and opportunities for achievement
- ✓ Advice for principals (2013)



# Issues

- Inclusion across all curriculum not extra i.e. Cross Curriculum Priorities
- What is Australian in an Australian Curriculum?
- Naming of Australian Curriculum
- Whose perspectives are reflected in content, achievement standards?
- Explicit content and achievement standards versus flexibility, freedom and diversity of perspectives
- Overcrowded curriculum
- Neoliberalism, global and national assessment rankings
- Architecture: language, prioritisation, structure



# Australian Curriculum Review and Australian Government Response

- ✓ Timing
- ✓ Donnelly & Wiltshire (2014) Recommendation 17 ACARA reconceptualise the cross-curriculum priorities and instead embed teaching and learning about Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and sustainability explicitly, and only where educationally relevant, in the mandatory content of the curriculum.
- ✓ Australian Government support
- ? Did we already know?
- ✓ Created a focus, debate, renewed action



# Curriculum Innovation: What if?

- Collective benefits of education
- Democratic purpose
- All students can move freely on a learning continuum
- Capabilities approach/language
- Cultural shift – all responsible, embedded
- Education of all perspectives (teachers and young people)
- Universal Design
- Early Years
- Research informed – purposeful data
- Fierce advocacy
- Contextual: geographical flexibility
- Positive models of inclusive curriculum and culturally responsive pedagogies
- Professional Learning Communities within and across sites and cultures





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Thank you

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