

School curriculum simultaneously addressing disciplines and capabilities

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Designing a curriculum that supports 21st century learning

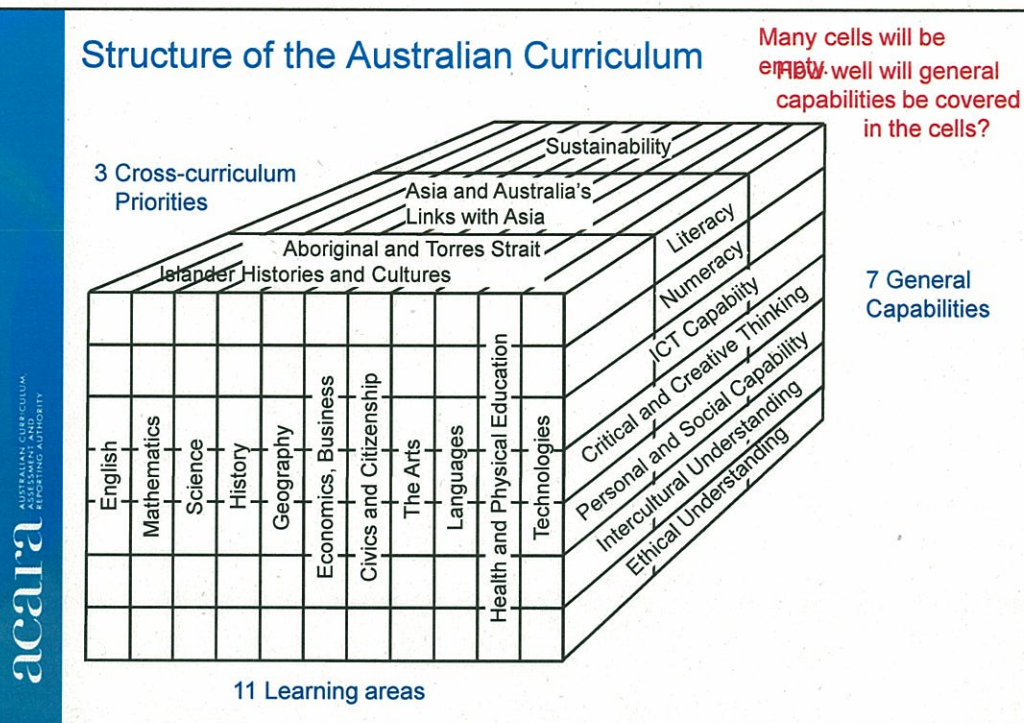


Australian Curriculum view of 21st century skills

- ❑ Are they unique?
 - Most have been important for centuries
 - Development and use in technology-rich environments is new
- ❑ 'General capabilities' rather than '21st century skills'
 - Literacy
 - Numeracy
 - Information and communication technology capability
 - Critical and creative thinking
 - Personal and social capability
 - Ethical understanding
 - Intercultural understanding
- ❑ Key questions
 - Do we have developmental continua for these capabilities?
 - What content would be required for their development?

Australian Curriculum view of knowledge disciplines

- ❑ Central place for content
 - Preserving the disciplines
 - Disciplines are the result of several millennia of human effort
 - Research on expertise shows importance of deep, domain-specific knowledge
 - Transfer of learning across domains is limited – expert research chemists are like novice political scientists!
 - Attending to some current, cross-curriculum priorities
 - Aboriginal and Torres Strait Islander histories and cultures
 - Asia and Australia's engagement with Asia
 - Sustainability
- ❑ Can the same content serve the general capabilities?
 - Content descriptions as the key elements of the curriculum
 - Content elaborations for teachers who would like more
 - Achievement standards with annotated samples of student work



Curriculum development process

- ❑ Shape of the Australian Curriculum
 - Initial version when only some learning areas to be included
 - Current version covers the entire curriculum
 - ❑ Shape Papers for Learning Areas
 - Initial Advice Paper – considered at National Forum
 - Draft Shape Paper – approved by ACARA Board for consultation
 - Final Shape Paper – approved by ACARA Board to shape curriculum
 - ❑ Curriculum
 - Draft Curriculum – approved by ACARA Board for consultation
 - Revised Curriculum – approved by ACARA Board for consultation
 - Final Curriculum – approved by Ministerial Council
- acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

International benchmarking of the Australian Curriculum

| Learning areas | Systems against which development compared |
|-----------------------------|--|
| English | Canada (Ontario), England, New Zealand, US (California) |
| Mathematics | Finland, Hong Kong, Singapore, USA (National Council of Teachers in Mathematics Standards, American Statistical Society Guidelines) |
| Science | Canada (Ontario), Finland, Singapore |
| History | Canada, England, Finland, Hong Kong, Ireland, Singapore |
| Geography | Canada (Ontario), England |
| The Arts | Canada (Ontario), England, Ireland, New Zealand, Scotland, Singapore, USA (National Art Education Statement, Framework for 21 st Century Skills) |
| Languages | <i>English-speaking systems:</i> England, Scotland, American Council on Teaching of Foreign Languages <i>Others:</i> Canada (Ontario), Finland, Hong Kong, Japan, Singapore |
| Health & Physical Education | Canada (Ottawa), England, Finland, New Zealand, Singapore, Sweden (Outdoor Education) |
| Technologies | England, Netherlands, New Zealand, Sweden, USA (Standards for Technological Literacy) |
| Civics & Citizenship | Not provided yet. |
| Economics & Business | Not provided yet. |

Current state of development of Australian Curriculum

| Learning areas | F-10 | Senior Years |
|-----------------------------|-------------------------------------|----------------------|
| Phase 1 | | |
| English | Being implemented | Integration underway |
| Mathematics | Being implemented | Integration underway |
| Science | Being implemented | Integration underway |
| History | Being implemented | Integration underway |
| Phase 2 | | |
| Geography | Final version approved by Ministers | Integration underway |
| The Arts | Final version approved by Ministers | |
| Languages | Consultations on drafts underway | |
| Phase 3 | | |
| Health & Physical Education | Consultation on draft completed | |
| Technologies | Consultation on draft completed | |
| Civics & Citizenship | Consultation on draft completed | |
| Economics & Business | Consultation on draft completed | |

Curriculum implementation



These buttons open links to the elements of the curriculum.

Search

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Home Overview Curriculum General capabilities Cross-curriculum priorities FAQs Consultation Download

Welcome to the Australian Curriculum online

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

Developing the Australian Curriculum

The Australian Curriculum is being developed progressively.

Change to the key elements of the curriculum (rationale, aims, content descriptions or achievement standards) will be recorded with a change to the version number before the point eg from 2.n to 3.n. Updates to the curriculum such as additional information or editorial changes, will be noted by a change to the number after the point. The appropriate version number will also be visible on any documents downloaded and printed from the Australian Curriculum website.

Detail of changes made to previous versions and those that are now evident in the Australian Curriculum, will be recorded and can be viewed on the website under site map and 'curriculum version history'.

Exploring the Australian Curriculum

The Overview describes the elements of the Australian Curriculum. The Foundation to

Consulting on draft Australian Curriculum

The draft senior secondary Australian

Guided tour

Web site user guide

Home Overview Curriculum General capabilities Cross-curriculum priorities FAQs Consultation Download

History

History selected

Rationale/Aims Organisation Foundation to Year 10 Curriculum

Filters Showing selected year levels Strands General capabilities Cross-curriculum priorities Apply filters Clear filters

View Show ☒ Level descriptions ☒ Content descriptions ☒ Achievement standards ☐ Tags Print this page

5

Year 5

Year level selected

Year 5 Level Description

The Australian Colonies

The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like...

Read full description

Year 5 Content Descriptions

Historical Knowledge and Understanding

The Australian Colonies

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)

Elaborations

Elaborations offer additional ideas for teachers

- investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example Moreton Bay, Van Diemen's Land) or a colony that later became a state (for example Western Australia, Victoria)
- investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and children's lives
- mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns
- investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community)
- investigating an event or development and explaining its economic, social and political impact

The impact of a significant development or event on a colony for

Scottle - Home

http://www.scottle.edu.au/ec/p/home

Website of resources linked by metatags to the Australian Curriculum

Home Find by Australian Curriculum Find on map Find on timeline A to Z Learning paths Use Improve

Learn, teach and collaborate using digital curriculum resources from The Learning Federation.

Browse by

- Arts
- Business and enterprise
- Education
- English
- Geography
- Health and physical education
- History
- Language
- Mathematics
- Science
- Studies of society and environment
- Technology

Popular search terms

- Addition
- Arts
- Australian English
- Australian history
- Counting
- Ecosystems
- English language
- Grammar
- Health

What is a collaborative workspace?

A collaborative workspace is a secure online workspace for teaching and learning. Setting one up is as simple as adding selected digital curriculum resources to the workspace and setting tasks and questions for your class.

New digital curriculum resources

- Working scientifically
- Gallipoli - baptism of fire
- Living things don't exist in isolation

New to Scottle?

- New features
- Scottle News
- Software Analyser
- FAQs
- Guide to resource types
- Scottle user guide
- Administrator user guide
- School manager guide
- Career development

What others are using

- L3198 Making water drinkable
- L8305 Pirate treasure hunt: five challenges 1
- L8480 Toby jigsaw puzzle: assessment
- L2011 Colossal fossils: the egg
- L9838 Cell division and DNA: assessment

Scottle's on Twitter!

History / Year 5 / Historical Knowledge and Understanding / The Australian Colonies [View on Australian Curriculum website](#)

Curriculum content descriptions
The nature of convict or colonial presence, including the factors that influenced patterns of development aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.

Elaborations

- investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and children's lives;
- mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns
- investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community)

General capabilities

- Literacy
- Critical and creative thinking
- Intercultural understanding

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability

ACARA cross-curriculum themes
Colonies, Social history, Human impact, Lifestyles, Settlement patterns

Resources for students and teachers help with personalisation of learning for students.

Refine search by

View as gallery View as list View on map View on timeline

Classroom resources [248] | Teacher reference materials [13]

Sourced from: The Learning Federation [192] | Web resources [69]

Sort by: Relevance | Title | Published date | Rating

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Next

Select all + Add 0 item(s) to my learning paths

First Australians, episode 3: Freedom for our lifetime, 2008
TLF-ID: M007961
Not rated Add a review
Like 0 Details View

Landmarks: people and places across Australia
TLF-ID: M006950
Not rated Add a review
Like 0 Details View

Australia's Muslim Camellers
TLF-ID: M010632
Not rated Add a review
Like 2 Details View

The First Fleet - dataset
TLF-ID: M007943
★★★★★ 1 reviews
Like 4 Details View

Curriculum as a contested area



Curriculum as a contested area

Curriculum will always be contested ... it plays a powerful role in defining what knowledge and understandings are seen as of most worth.

There are many voices ready to engage in debate during and after the development phase. ... They never speak with one voice.

Strong guiding principle: The Australian Curriculum should set high expectations of student learning that match those in the highest performing countries.

This is probably a once-in-a-lifetime chance to move Australian school education ahead to new heights.

BUT, it will take more than curriculum reform. That is necessary but not sufficient.

Thank you.

