

‘Progressing to Foundation’

**What does the national curriculum
mean for special education?**

AASE conference Thursday 29 September 2011

A curriculum for all learners should...

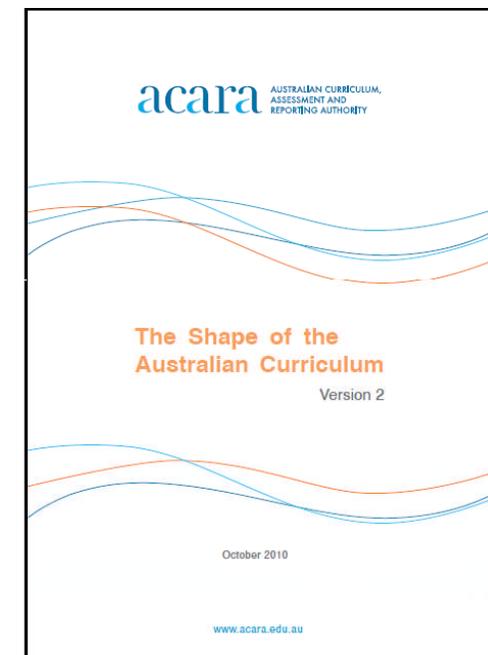


...be a source of pride and inspiration.

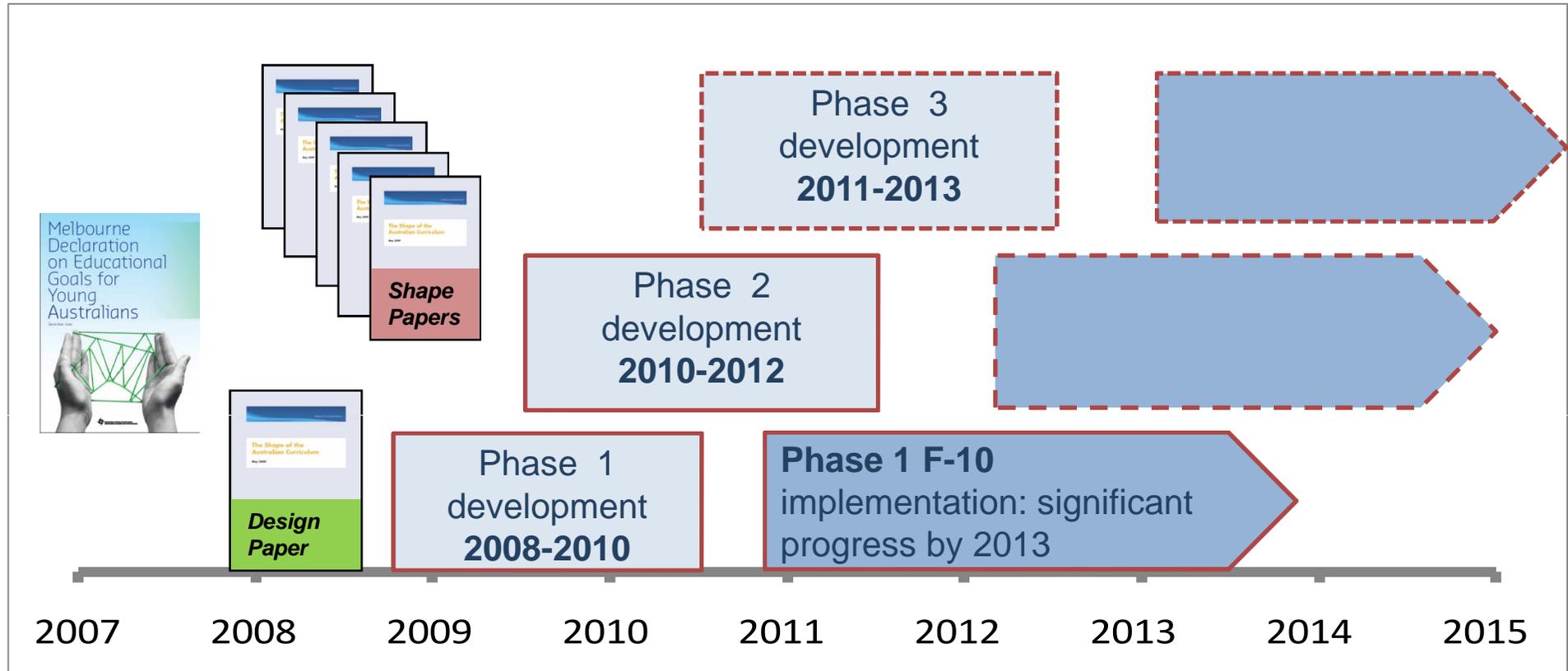
We should all be able to say... “this is the very best we can offer our young people.”

Shape of the Australian Curriculum v2.0

- Referenced to the Melbourne Declaration
- Provides a context for the current F-10 Australian Curriculum and guides the next stage of curriculum development
- Describes what has been agreed about the structure and development of the Australian Curriculum
- Will be progressively revised to reflect the ongoing development of the Australian Curriculum



Australian Curriculum development



Australian Curriculum development timelines

The Australian Curriculum...

- a learning entitlement to knowledge, understanding and skills in those learning areas for which Australian Curriculum is developed
- the content that will be taught and the associated achievement standards for those learning areas for which Australian Curriculum is developed.
- **teachers** decide how best to plan and deliver the curriculum to ensure all students have opportunities to engage in meaningful learning.

Curriculum

Organisation of learning / pedagogy

Schools and teachers are best placed to decide how to organise learning, taking account of the needs and interests of students and school context

Curriculum

The Australian Curriculum details what students should learn (content descriptions) and describes the quality of learning expected (achievement standards)

Assessment

The Australian Curriculum does not specify how teachers / schools / curriculum authorities will assess student learning

Dimensions of the Australian Curriculum

Learning areas

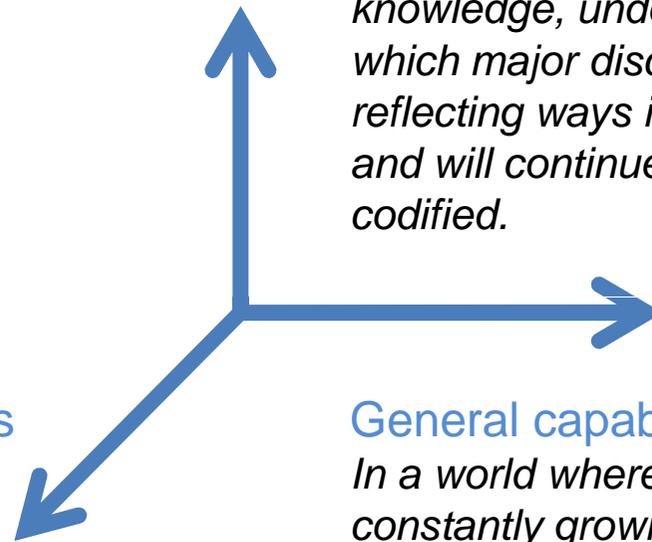
The Australian Curriculum will be designed to ensure that students develop the knowledge, understanding and skills on which major disciplines are based; reflecting ways in which knowledge has and will continue to be developed and codified.

General capabilities

In a world where knowledge is constantly growing and evolving students need to develop skills, behaviours and dispositions that apply across subject areas; equip students to be lifelong learners.

Cross-curriculum priorities

Special attention to three contemporary issues.



Dimensions of the Australian Curriculum

Learning areas

- *English*
- *Mathematics*
- *Science*
- *Humanities and social sciences – history, geography, business and economics, civics and citizenship*
- *Arts*
- *Languages*
- *Health and physical education*
- *Technologies*

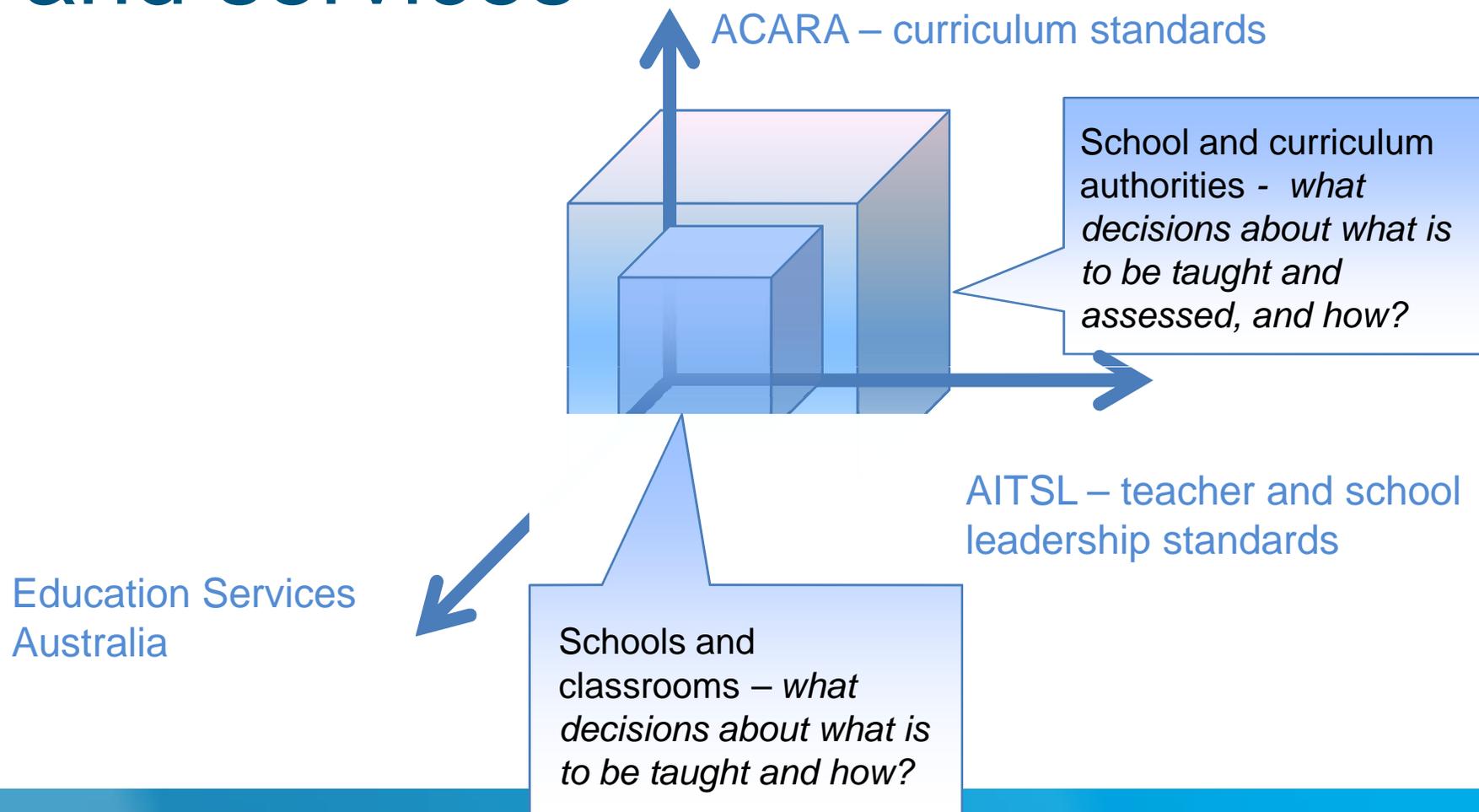
Cross-curriculum priorities

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

General capabilities

- *Literacy*
- *Numeracy*
- *Information and communication technology*
- *Critical and creative thinking*
- *Ethical behaviour*
- *Personal and social competence*
- *Intercultural understanding*

National activities – standards and services



Dimensions of Teaching and Learning- Guiding questions to inform professional practice

clever • skilled • creative

What do we want students to learn?

Teachers focus on the content and learning objectives outlined in:

- Australian Curriculum
- P-3 Literacy and Numeracy Indicators.

What do we need to do to improve learning?

Teachers use feedback to:

- recognise, encourage, challenge and improve student performance
- inform teacher planning for early intervention/extension
- report to parents and students
- report to school, community and systems
- establish effective partnerships between school and community
- review effectiveness of teaching strategies.

How well have students learned?

Teachers use multiple assessments to make judgments about learning progress against the learning statements. Consistent teacher judgment is supported through:

- Australian Curriculum achievement standards
- P-3 literacy and numeracy indicators
- students reflect on their own learning progress

What evidence of learning is required for students to demonstrate what they know and can do?

Prep teachers use the Australian Curriculum to plan for monitoring and assessing in Prep.

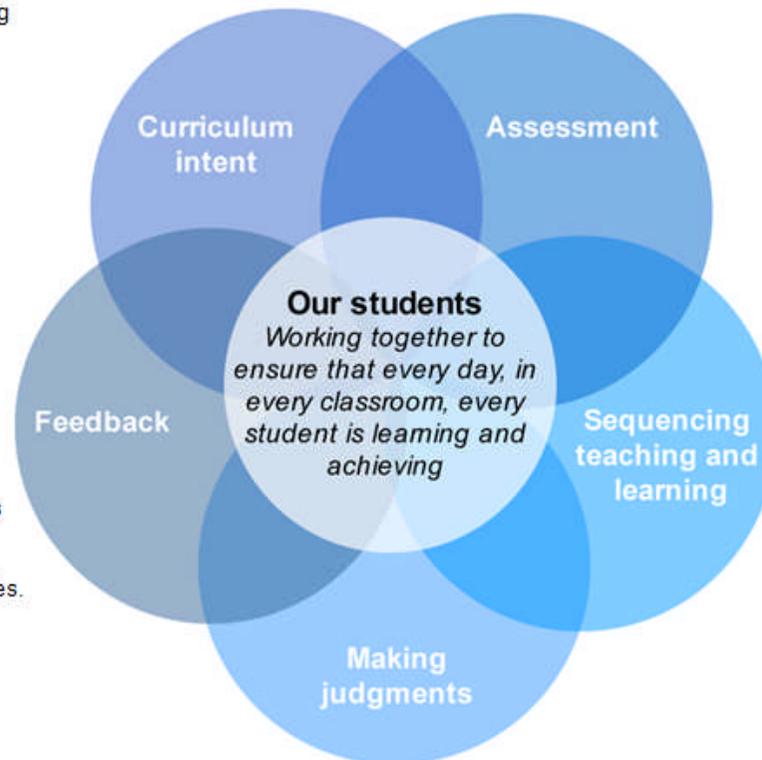
Teachers gather evidence using strategies such as:

- observations
- focused discussions
- digital records
- time sampling.

How will curriculum be taught to maximise learning for all students?

Teachers plan to cater for student diversity and use the five contexts for learning to meet the needs of all students:

- play (simulation)
- real-life situations
- investigations
- routines and transitions
- focused learning and teaching.



Queensland Government

Research and evidence base

The Australian Curriculum draws on:

- current national and international research about student learning and effective practice
- what has worked well in practice around the country
- national curriculum mapping against the curricula of states and territories
- international curriculum mapping against the curricula of high performing nations



A world-class curriculum for the 21st century

Purpose:

- To provide support for teachers of students with disability progressing to the Foundation level of achievement
- To develop a nation-wide approach for students that fosters consistency across the nation for families, schools and teachers
- To describe the learning of students that acknowledges progress towards the Foundation level of achievement

Why are we doing this?

- The Disability Discrimination Act (1992), Standards for Education (2005) stipulates the right of students with disability to curriculum provision on the same basis as their peers

- The ***Education Standards for curriculum development, accreditation and delivery***

- ***Rights given by this Part:***

The effect of the following standard(s) is to give students with disabilities the 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 students without disabilities.

DDA Education Standards

- The education provider must take reasonable steps to ensure that the course or program is designed in such a way that the student is, or any student with a disability is, able to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability, and without experiencing discrimination.

Progressing to Foundation

- Development principles

- This curriculum advice *Progressing to Foundation* is specifically for students with disability
- This is not an alternative curriculum for students with disability rather an unpacking of the Foundation standard of the national curriculum
- This curriculum is not separate advice bolted on (to the national curriculum)
- This curriculum will increase the Australian community's confidence in educational consistency for students with disability
- This curriculum will take advice from the states and territories to ensure that what results is collaborative and broadly reflective of what education jurisdictions believe is appropriate to their local context

What does that mean?

- The curriculum will enhance the Australian Curriculum learning areas of English and mathematics initially
- The general capabilities of literacy, numeracy and personal and social competence will be identified within English and mathematics
- The Big Ideas of English and mathematics will be included in the document to support teachers to identify the building blocks of each discipline as they plan for their students

What it looks like!

- English and Mathematics learning area documents
- Four phases to assist teachers to identify learner abilities and a starting point for teaching
- Learning Area *content descriptions*, *content elaborations* and *achievement standards* for English and mathematics at the four levels of learning progression

This curriculum advice is for students with disability

- The curriculum follows the format and structure of the Australian Curriculum
- It consists of Content Descriptions, Content Elaborations and Achievement Standards

Activity

English and Mathematics

- What is your feedback on the learning areas of English and mathematics?
- Is the advice supportive of your teaching pedagogy?
- Can you see your student's learning in this sequence?

Consultation

- studentswithdisabilty@acara.edu.au
- Until 1 November 2011