

# Student diversity and the Australian Curriculum



Version 9.0

**Sharon Foster**  
**Executive Director Curriculum**

- What was the aim and outcome of the Australian Curriculum Review?
- What is high quality curriculum planning to support implementation?

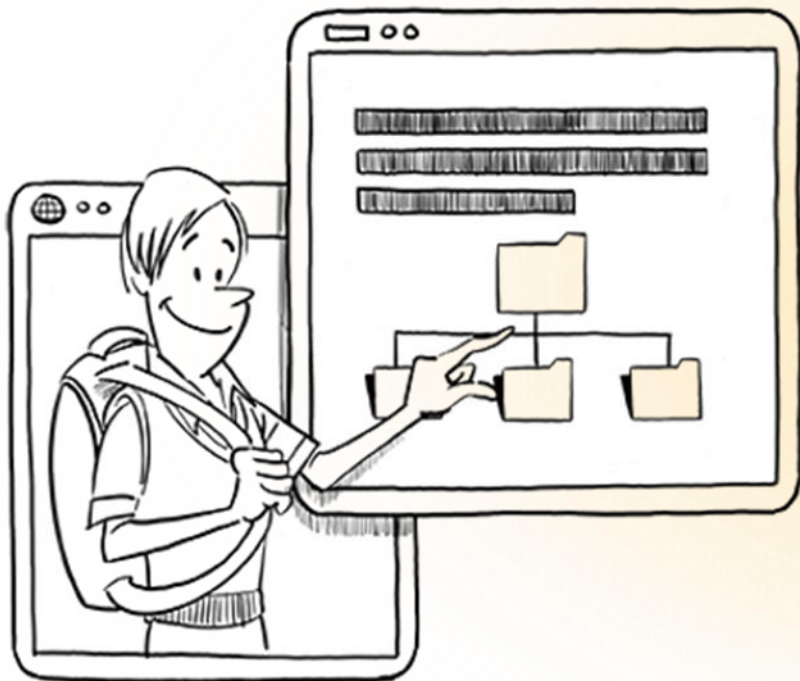
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## Wondering about the Australian Curriculum



The school curriculum expresses a nation's aspirations for its next generations...What constitutes essential school learning will always be contested because behind it is a debate about what knowledge is of most worth. Curriculum stirs the passions – and that is a good thing. Curriculum is never completed. It is never perfect and should always be a work in progress”.

Barry McGaw  
Former Chairman of the ACARA Board



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## Wondering about the review process and outcomes

# Aims of the review



The overall aim is to **improve** the F-10 Australian Curriculum by **refining, realigning and decluttering** the content of the curriculum **within its existing structure**.



In particular, the review aims to:

- **Refine and reduce** the amount of content to focus on core concepts
- **Improve the quality** of content descriptions and achievement standards
- **Rationalise** and improve content elaborations
- **Improve the digital presentation** of the Australian Curriculum



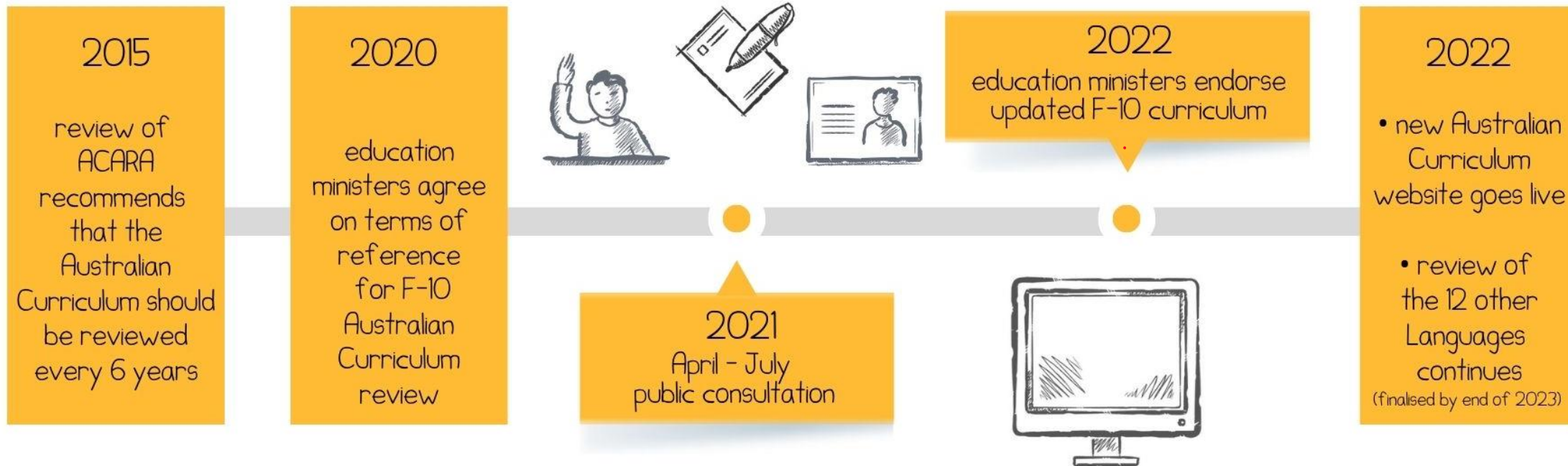
The review will be undertaken **concurrently in all eight learning areas** and from Foundation to Year 10.



Content changes will not necessarily be of **the same scale or magnitude** across the learning areas and years of schooling.

# Review timeline

Australian Curriculum timeline



# Review process

18 reference groups  
comprising **360 teachers  
and curriculum specialists**  
from across Australia

**47 schools**  
tested the consultation  
draft primary curriculum

More than  
**6,000 online  
surveys completed**

**900 email**  
submissions were received



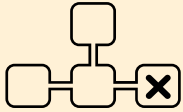
**We are excited about ...**

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**...the outcome of the Review**



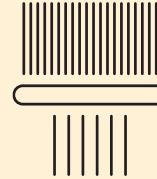
## Key changes Version 8.4 → Version 9.0



**Removal of content** to enable greater depth of exploration and reduce repetition especially in F–6



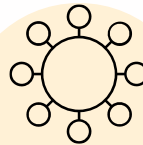
**Refinement of content descriptions and achievement standards** to improve clarity of scope and define essential content



**Removed unnecessary duplication** and repetition



**Improved alignment** with other learning areas



Separate **Foundation** year



**Content elaborations** improved across all learning areas, ensuring authentic ways to connect to the general capabilities and cross-curriculum priorities

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## Summary of key changes

the **removal and reduction of content** so the curriculum can be taught with depth and rigour, including an overall 21% reduction in the number of content descriptions

concise, connected and consistent content across the 3 strands in **English**

a stronger focus on students **mastering the essential mathematical facts, skills, concepts and processes**, and being introduced to these at the right time

prioritising **Australian history in Years 9 and 10** within a global context

deepening students' understanding of **First Nations Australian histories and cultures**

strengthening and making explicit teaching about the **origins and heritage of Australia's democracy** and the **diversity** of Australian communities

strengthening the explicit teaching of **consent and respectful relationships** from F–10 in age-appropriate ways

addition of **privacy and security** in the Digital Technologies curriculum

strengthening the focus on students being **physically active**, and content with a focus on activity in natural and outdoor settings

strengthening the Foundation year by **identifying the essential content to teach** in the first year of school across all 8 learning areas.

## Summary of key changes

**We are excited about the  
Version 9.0 website ...**

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**... it is designed to support  
teachers to work with the  
curriculum, cater for all  
students and reflect local  
contexts**

# Australian Curriculum Version 9.0 website

The Australian Curriculum, Version 9.0 website includes key features to improve teachers' ability to explore and plan using the curriculum

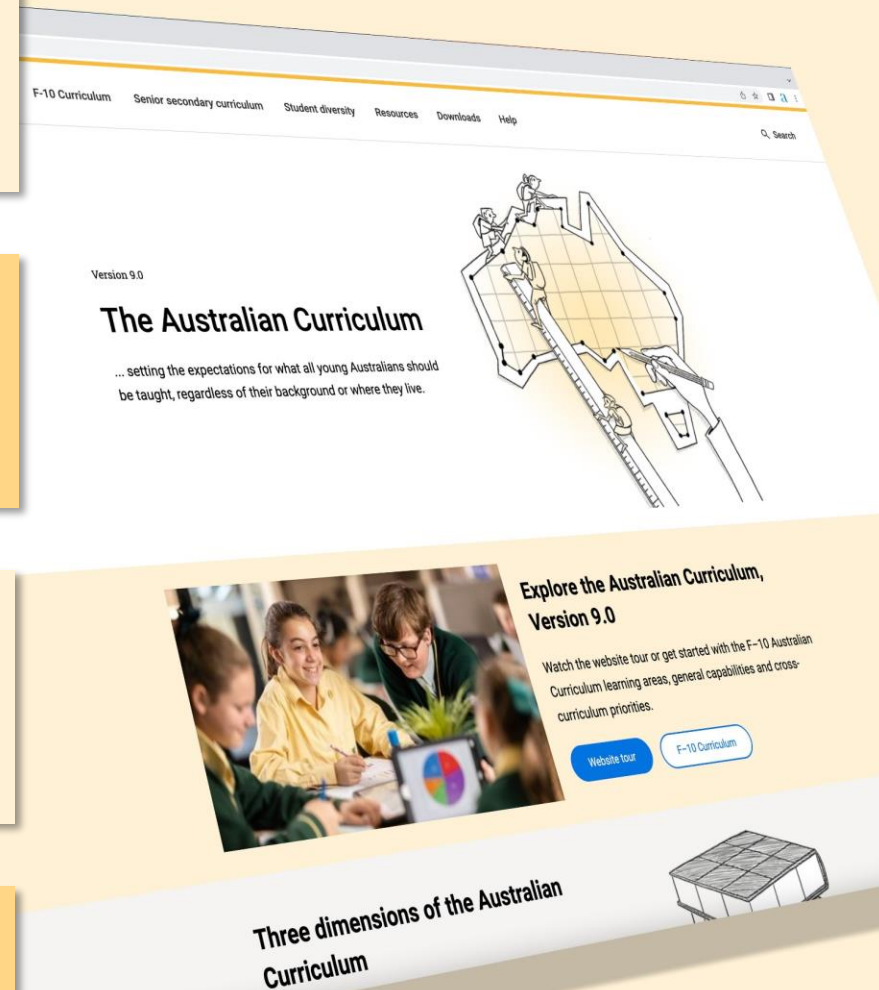
**Website** <https://v9.australiancurriculum.edu.au/>

alignment of achievement standards to content descriptions

3 dimensions of the Australian Curriculum

multiple learning areas side-by-side

inline glossary



# Selector tool

Select by learning area, general capability or cross-curriculum priority

[F-10 Curriculum](#)[Senior secondary curriculum](#)[Student diversity](#)[Resources](#)[Downloads](#)[Help](#)[F-10 Curriculum overview](#)[Learning areas](#)[General capabilities](#)[Cross-curriculum priorities](#)

## Learning areas

[Quick select](#)[Advanced select](#)

I want to view the curriculum for ...

Select multiple subjects or multiple year levels

**i** Please note some subjects might not yet be available. You can [find them here](#).

Subject

Year level

Please select a subject



Please select a year level

[Clear all](#)[Submit](#)

# Understanding the learning area

F-10 Curriculum Senior secondary curriculum Student diversity Resources Downloads Help

You're viewing curriculum for  
English – Foundation Year, Year...

[Quick select](#) | [Advanced select](#)

[Take the curriculum tour →](#)

[Understand this learning area →](#)

## Understand this learning area

Click the button below to find out more about this learning area.

[Understand English →](#)

[^ Collapse all](#) | [v Expand all](#)

[View side by side](#) [View single year](#)

Foundation Year

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Level description: Foundation Year



Level description: Year 1



Level description: Year 2





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## Meeting the needs of diverse learners

### Meeting the needs of diverse learners

The Australian Curriculum values diversity by providing for multiple means of representation, action, expression and engagement, and allows schools the flexibility to respond to the diversity of learners within their community.

All schools have a responsibility when implementing the Australian Curriculum to ensure that students' learning is inclusive, and relevant to their experiences, abilities and talents.

For some students with diverse languages, cultures, abilities and talents, it may be necessary to provide a range of curriculum adjustments so they can access age-equivalent content in the Australian Curriculum and participate in learning on the same basis as their peers.

In the English curriculum, meeting the needs of diverse learners may include selecting appropriate texts that affirm aspects of diversity and acknowledge the impact of diversity on students' social worlds. Texts can be written, spoken, visual, multimodal and in print or digital/online forms. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs, pictograms and Braille. The English glossary defines key terms such as "speak", "write", "read" and "listen". This provides important information about how students can access content within the Australian Curriculum and demonstrate what they know and can do. Teachers will design and adapt assessment, which may include varying the mode used to assess knowledge and skills. Teachers may provide alternatives for oral presentations, including live and recorded presentations. They may provide flexibility in open-ended tasks that can be completed at different levels of complexity for their students.

The English curriculum is for all students. It is recognised that some students may require adjustments to support how they see, hear and/or process language. Students may require access to a wide range of approaches including, but not limited to:

- auditory, visual and kinaesthetic methods of instruction
- simultaneous learning modes such as combinations of listening, speaking, reading, viewing and writing resources

# Achievement standards

Each statement links to content descriptions

## Subject achievement standard ^

By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. **For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions.** Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions.

# Content description alignment

Alignment of content descriptions to achievement standard

Knowledge and understanding 4 Processes and production skills 1 Simple view Detailed view



**Highlighted achievement standard** Clear highlight

For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions.

**Technologies and society** ^

[AC9TDE6K01](#)

explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments



 

[Elaborations \(6\)](#) [Related content \(0\)](#)

**Technologies context: Engineering principles and systems** ^

[AC9TDE6K02](#)

explain how electrical energy can be transformed into movement, sound or light in a product or system



 

[Elaborations \(5\)](#) [Related content \(1\)](#)

**Technologies context: Food and fibre production; Food specialisations** ^

[AC9TDE6K03](#)



explain how and why food and fibre are produced in managed environments

**Investigating and defining** ^

[AC9TDE6P01](#)

investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions



 

[Elaborations \(6\)](#) [Related content \(0\)](#)

**Generating and designing** ^

[AC9TDE6P02](#)

generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools


 

[Elaborations \(6\)](#) [Related content \(4\)](#)

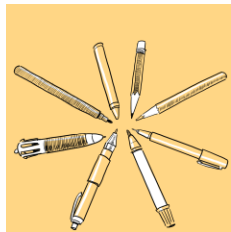
**Producing and implementing** ^

[AC9TDE6P03](#)

select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions



# Key connections



## Related content

- identified content within year levels from other learning areas
- mapped and represented through the functionality of the new website, related content descriptions across learning areas

## Technologies context: Engineering principles and systems ^

[AC9TDE6K02](#)

explain how electrical energy can be transformed into movement, sound or light in a product or system



[Elaborations \(5\)](#)

[Related content \(1\)](#)

Connections to General capabilities and Cross-curriculum priorities

Connections across Learning areas

You're viewing curriculum for English – Foundation Year, Year...

Quick select | Advanced select

Take the curriculum tour →

Understand this learning area →

# English

^ Collapse all | v Expand all

View side by side View single year

- Foundation Year
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10

Level description: Year 3



Level description: Year 4



Level description: Year 5



Achievement standard: Year 3



By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.

They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They

Achievement standard: Year 4



By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text

Achievement standard: Year 5



By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures

## Working with 3 levels

Systems
World views
Design
Futures

### Systems

These organising ideas address the interdependence of **Earth's systems** (geosphere, biosphere, hydrosphere and atmosphere) that support all life on Earth, and social and **economic systems**.

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SS1

All life forms, including human life, are connected through **Earth's systems** (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

E
HASS
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SS2

Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

### World views

These organising ideas address the role of **world views** (sets of attitudes, values and beliefs) that shape individual and community ideas about how the world works and our role in the world.

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SW1

World views that recognise the interdependence of **Earth's systems**, and value **diversity, equity** and social justice, sustainability.

**Earth's systems**

The interrelated, interdependent systems within the Earth system; the geosphere, hydrosphere, atmosphere and biosphere.

T
A

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World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

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# Inline glossary

# General capabilities

Key connections to learning areas

## Sub-elements for Creating and exchanging

Plan **Create, communicate and collaborate** Respect intellectual property

### Create, communicate and collaborate

This sub-element supports students to execute plans for the design of digital content and to develop, test and refine models to create original products. Students recognise different types of peer-to-peer communication and collaboration strategies, tools and formats, and decide which methods are most effective for individual or collaborative goals.

#### Level 1 (Foundation)

- use simple digital tools to create content

E HASS S A

#### Level 2 (Years 1-2)

- experiment with the features of familiar digital tools to create content

E HASS L S T A

#### Level 3 (Years 3-4)

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

HASS L M S T A

#### Level 4 (Years 5-6)

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

E HASS L M S T A



# Cross-curriculum priorities

## Key connections to learning areas

**Organising ideas**

Country/Place
Culture
People

### Country/Place

These organising ideas recognise the special connection of First Nations Australians to Country/Place and acknowledge the impacts of colonisation on their ownership of, and access to, Country/Place.

**A\_TSICP1**

First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

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HPE
L
M
S
T

A

**A\_TSICP2**

The occupation and colonisation of Australia by the British, under the now overturned doctrine of *terra nullius*, were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.

HASS
A

**A\_TSICP3**

The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the *Native Title Act 1993* which recognises pre-existing sovereignty,

### Culture

These organising ideas examine the cultural diversity of the First Peoples of Australia and the First Nations Peoples of the Torres Strait, and recognise Australian First Nations Peoples as belonging to the world's oldest continuous cultures.

**A\_TSIC1**

First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

E
HASS
HPE
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M
T
A

**A\_TSIC2**

First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

E
HASS
HPE
M
S
T
A

**A\_TSIC3**

The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring

### People

These organising ideas recognise that Australia has 2 distinct First Nations Peoples, each encompassing a diversity of nations and peoples, and examine the significant contributions of First Nations Australians histories and cultures on a local, national and global scale.

**A\_TSIP1**

Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

HASS
M
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T
A

**A\_TSIP2**

First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

HASS
HPE
M
S
A

**A\_TSIP3**

The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged

^

# Key connections

## Explore this organising idea

Sustainability > World views > SW1

Humanities and Social Sciences

Languages

Mathematics

Science

Technologies

The Arts

## Sustainability - World views

SW1

World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability.

Year 1

Students have opportunities to develop the organising idea in the following content description and elaborations:

Explore this organising idea

Year 1

Year 4

Year 7


Year 8

## Learning areas

[Quick select](#)[Advanced select](#)


I want to view the curriculum for ...

Select multiple subjects or multiple year levels


 Please note some subjects might not yet be available. You can [find them here](#).

Subject

Year level

English 

1 

Year 2 


1 

[Clear subject](#)

[Clear year level](#)

I want to customise my view of the curriculum.

Strands


English, Literacy 

1 


[Clear strands](#)

General capabilities

Cross-curriculum priorities

Critical and Creative Thinking 

1 

Filter by cross-curriculum priorities 

[Clear general capabilities](#)

Hide cross-curriculum priorities

Hide general capabilities

[Clear all](#)

Submit

## Advanced select

Example:  
Learning area and GC  
for a particular year level

# Resources

A range of resources are being developed to support teachers to familiarise themselves with the Australian Curriculum, Version 9.0 and plan for implementation. These resources will be released in stages – additional work samples, Curriculum connections and Professional learning opportunities will continue to be published over a period of time.



## Work samples

Samples demonstrating evidence of student learning to aspects of the achievement standards.



## Curriculum connections

Resources that draw connections across the dimensions of the Australian Curriculum.



## Professional learning

Explore professional learning courses that build understanding about the Australian Curriculum.



# AC V 9.0 website Resources

## WS04 – Work sample video sample

Health and Physical Education, Years 7 and 8

### Achievement standard

By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose

### Content descriptions

#### Personal, social and community health | Identities and change

ACHHPSP02

analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes

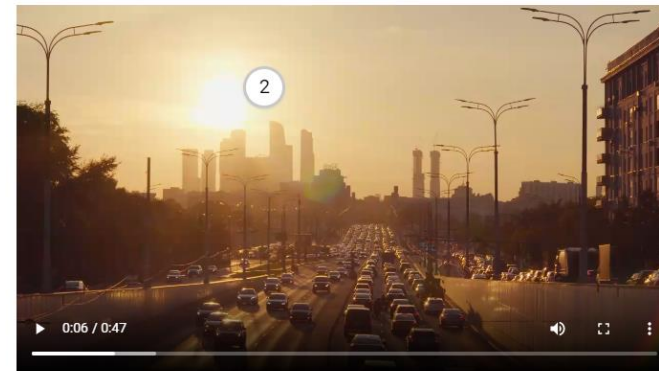
#### Personal, social and community health | Interacting with others

Respectful relationships

Video work sample

### Annotations 1

- 1 **Annotation description 1**  
Et velit delectus qui praesentium odio?
- 2 **Annotation description 2**  
Sit doloribus sunt qui ratione sint et maxime placeat vel mollitia dolorum?
- 3 **Annotation description 3**  
Sit doloribus sunt qui ratione sint et maxime placeat vel mollitia dolorum?



Transcript

#### F–10 curriculum

F–10 Curriculum overview  
Learning areas  
Version history

#### Resources

Resources overview  
Curriculum downloads

#### Help

Website tour  
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You will be able to opt out at any time. By signing up, you understand that the information you provide is subject to ACARA's privacy policy.

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ACARA acknowledges the Traditional Owners and Custodians of Country and Place throughout Australia and their continuing connection to land, waters, sky and community.

We pay our respects to all Aboriginal and Torres Strait Islander Peoples, histories and cultures, and to Elders past and present.

# Video work samples

# Professional Learning Hub

My Courses **Course Library**

All courses: 1. Australian Curriculum Version 9.0: Review and website 2. Australian Curriculum Version 9.0: Key changes More modules will be added throughout 2023

1. Australian Curriculum Version 9.0: Review and website

Discover the PL Hub | Review process | Version 9.0 website

2. Australian Curriculum Version 9.0: Key changes

Cross-curriculum Priorities | English | Foundation year level | General Capabilities | HASS | HPE | Languages | Mathematics

Science | Technologies | The Arts

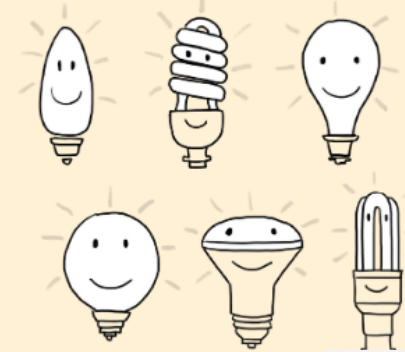
More modules will be added throughout 2023



# Student diversity

School students come from different social, cultural, community and family backgrounds. They also have a wide range of physical, cognitive, sensory and social-emotional abilities. Each student brings unique experiences, strengths and ideas to school.

The Australian Curriculum promotes the development of inclusive teaching and learning programs by building on students'



## Planning for diversity

Learn about students' diverse learning needs and how to make adjustments to meet the needs of all learners.



## Meeting the needs of students with disability

Learn how to support students with disability to access the Australian Curriculum.



## Meeting the needs of gifted and talented students

Explore ways to provide rigorous, relevant and engaging learning for gifted and talented students.



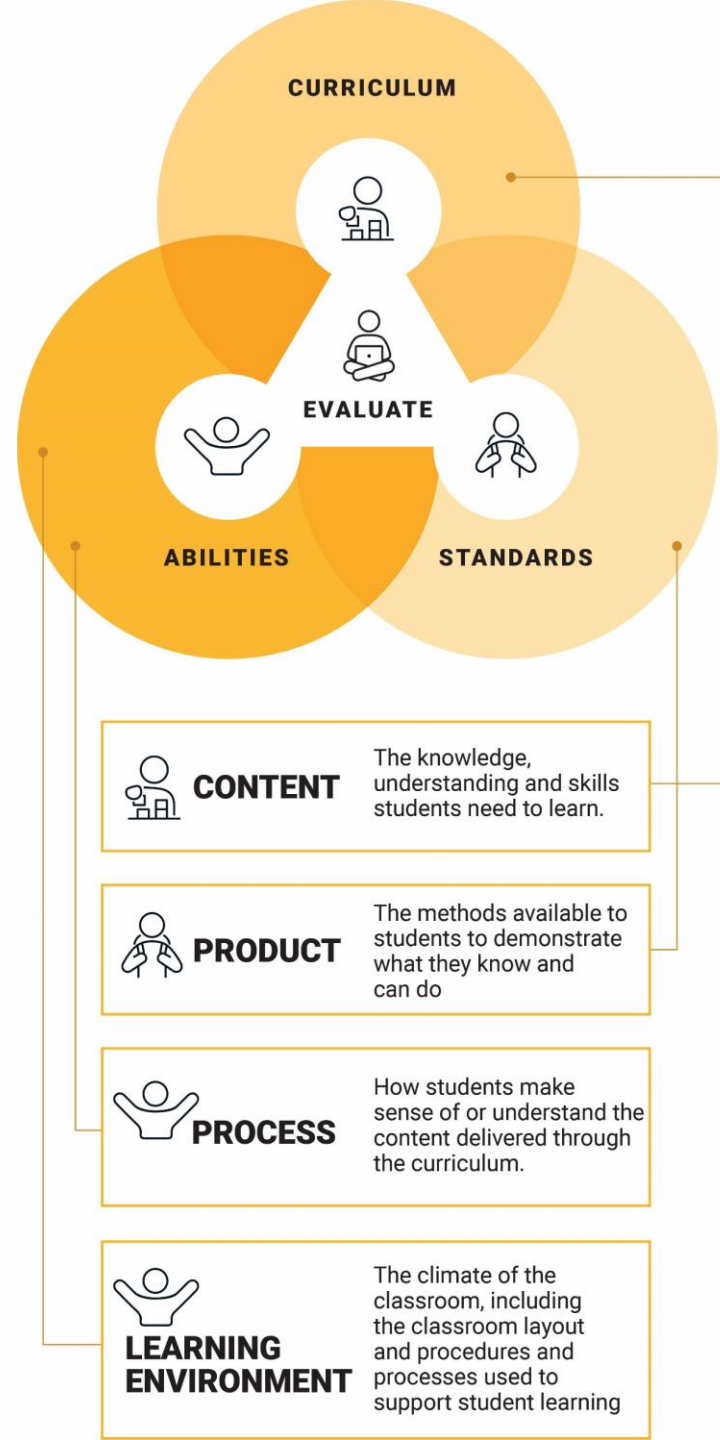
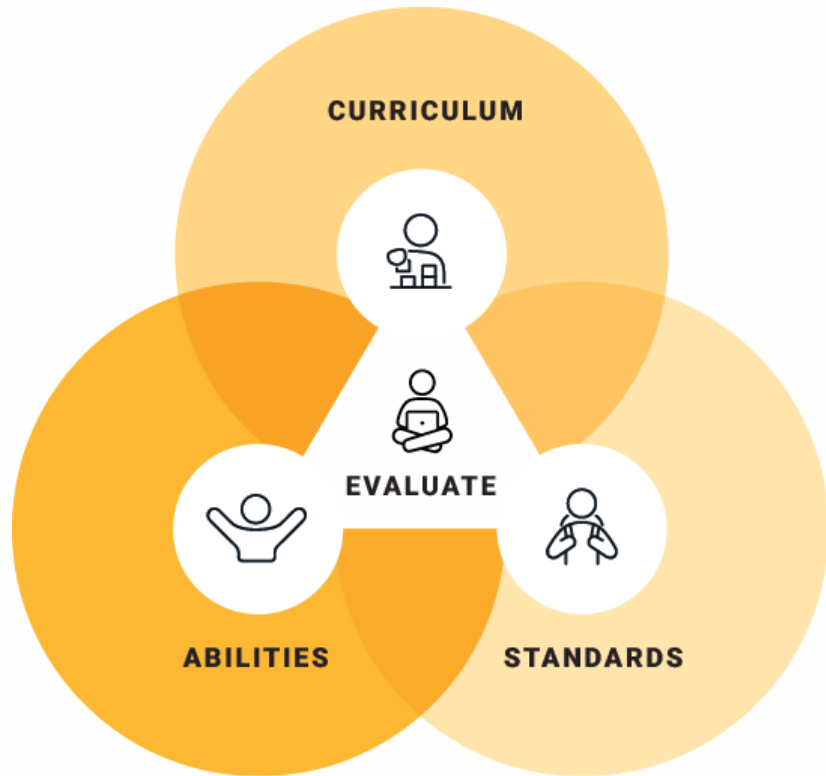
## Meeting the needs of students for whom English is an additional language or dialect

Learn how to identify challenges for EAL/D students and to support their English language learning.



## Jurisdictional resources





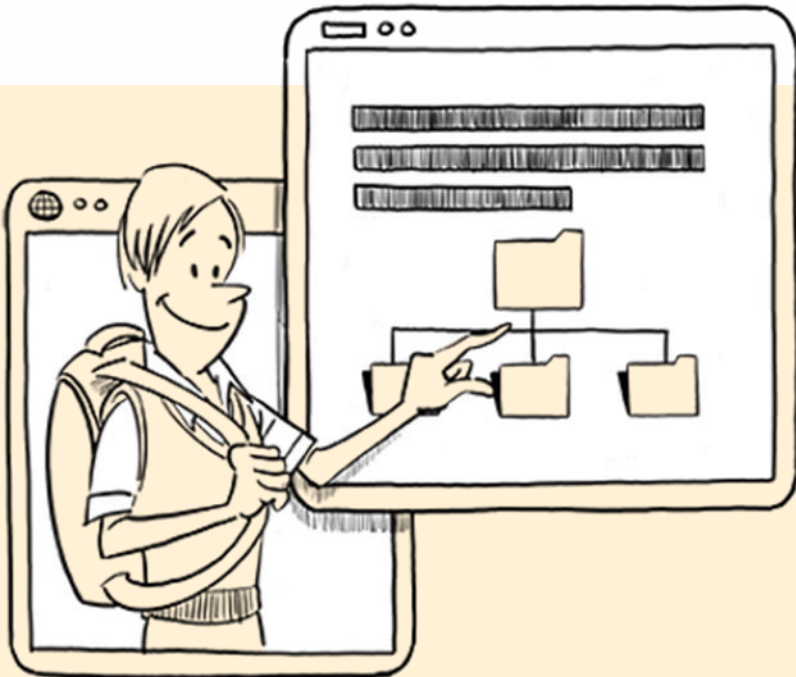
# Student diversity

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# Curriculum planning and supporting resources

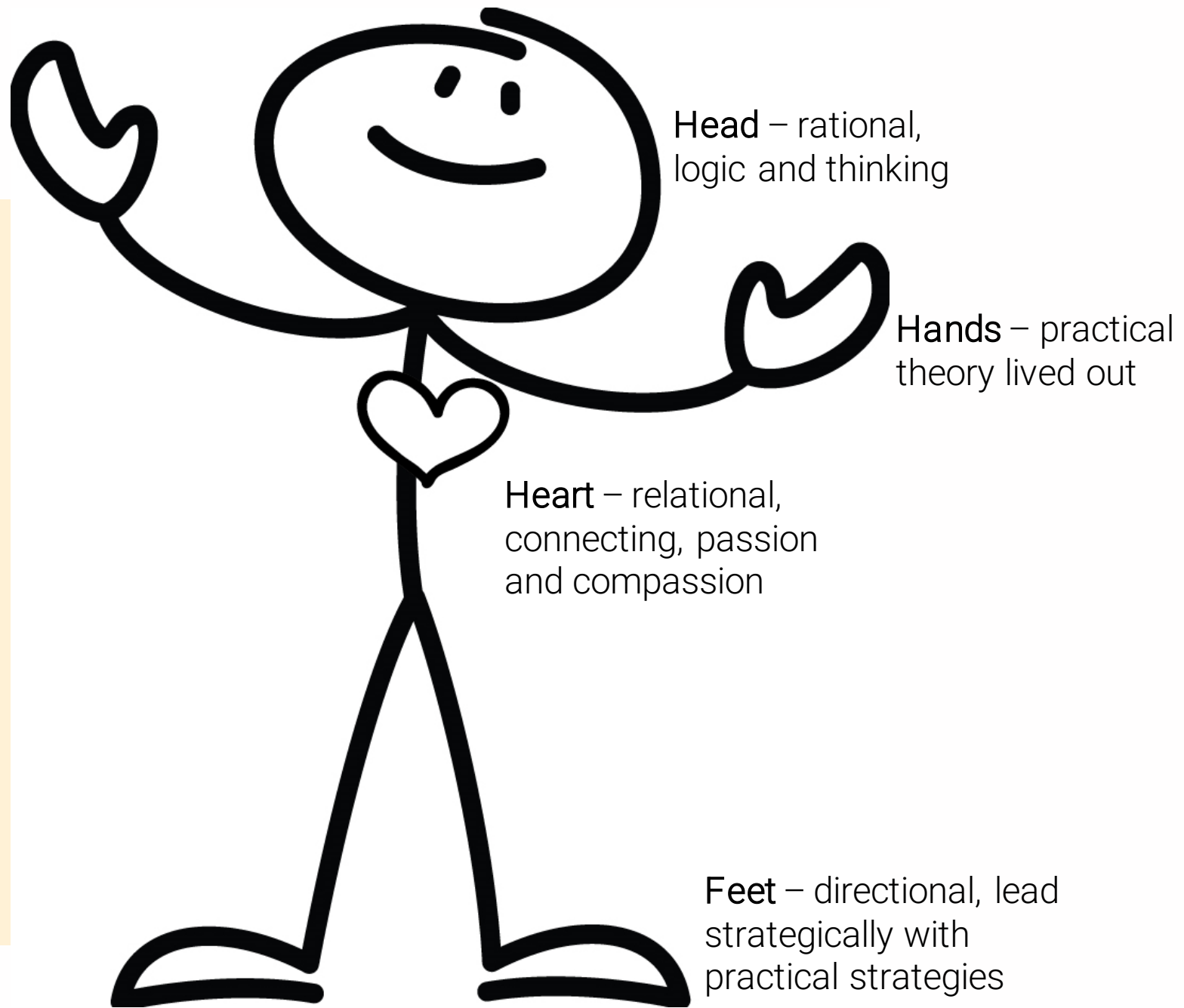
## Wondering:

**How long do teachers/schools need to:**



- **become familiar with the refined curriculum?**
- **refine teaching and learning programs? (adding new and removing content)**
- **be confident in teaching and assessing the knowledge, understanding and skills?**

## Leading change



# Curriculum content

<https://v9.australiancurriculum.edu.au/>

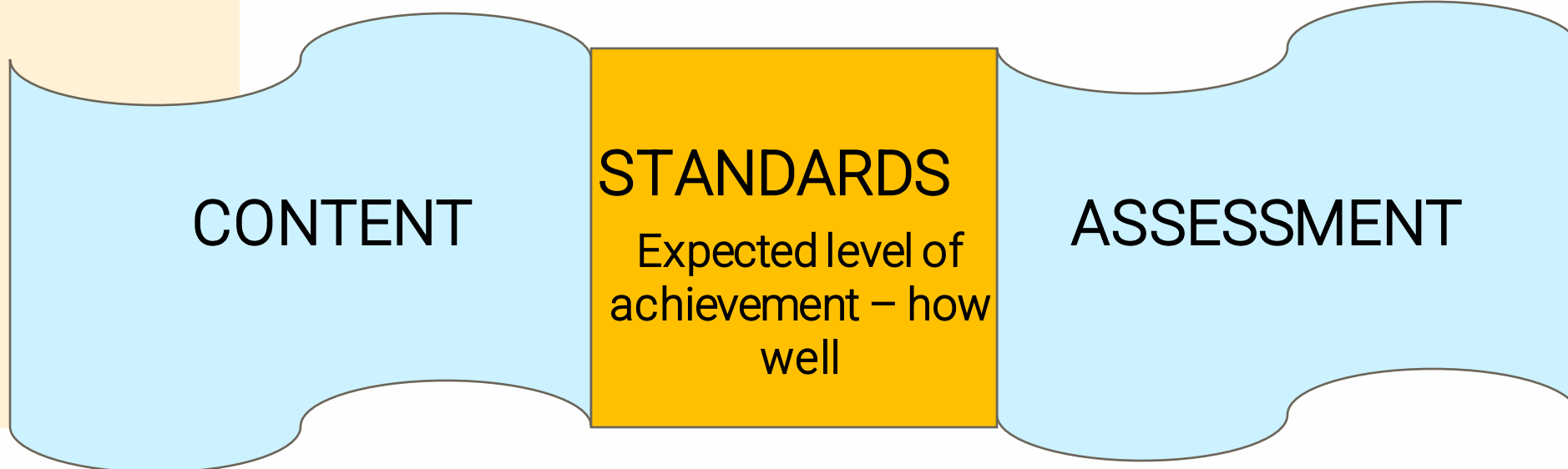
**Content descriptions** - the knowledge, understanding and skills that young people are expected to learn and that teachers are expected to teach.

They are accompanied by **content elaborations** - optional illustrations and/or examples.

## Achievement standards

- describe what students are typically able to understand and do
- assist teachers to monitor student learning and make judgements
- used to make on-balance judgements about the quality of learning demonstrated by students and to report that information to parents
- support national consistency in reporting.

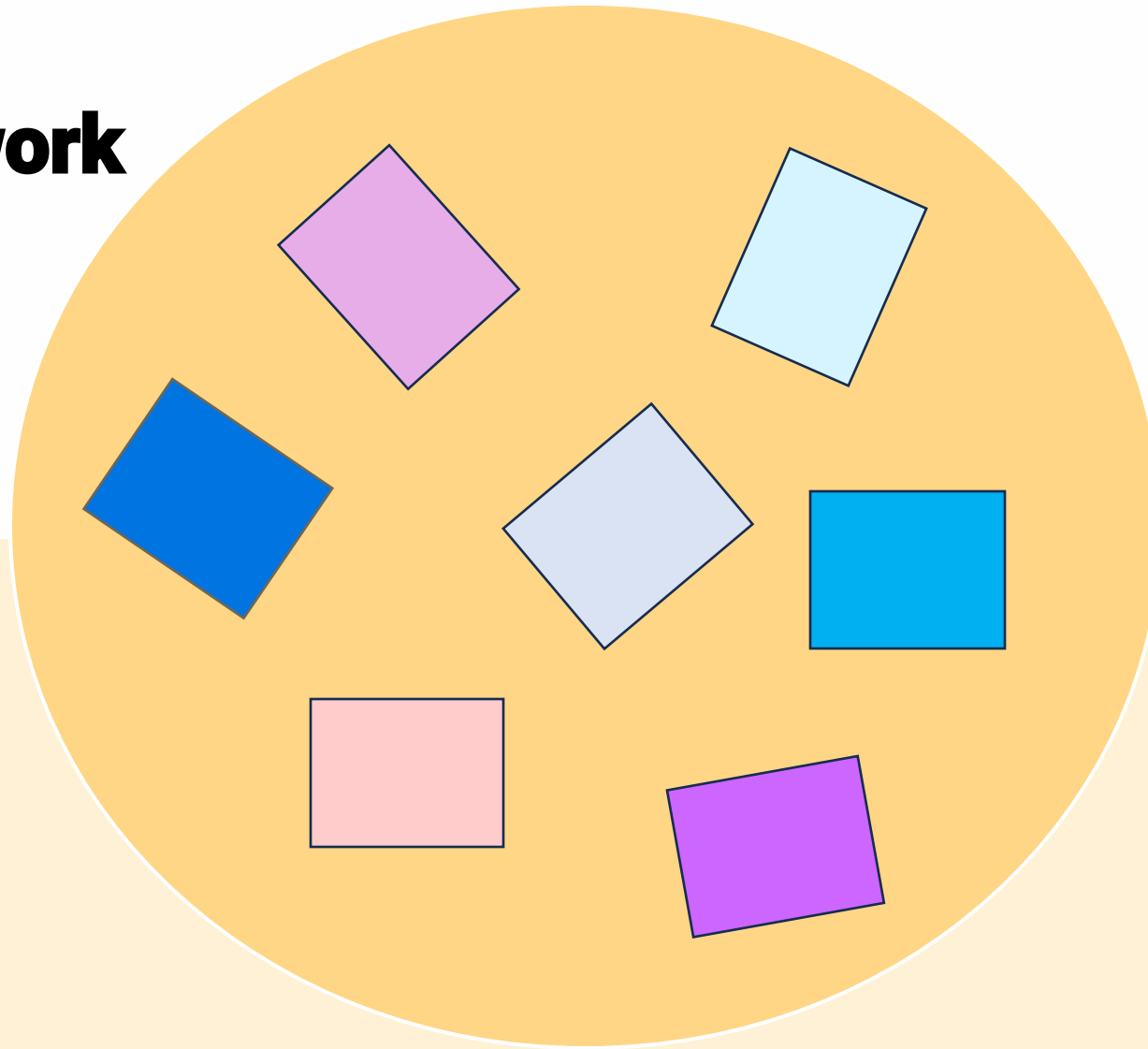
# Curriculum and Assessment



Work samples and evidence of student learning

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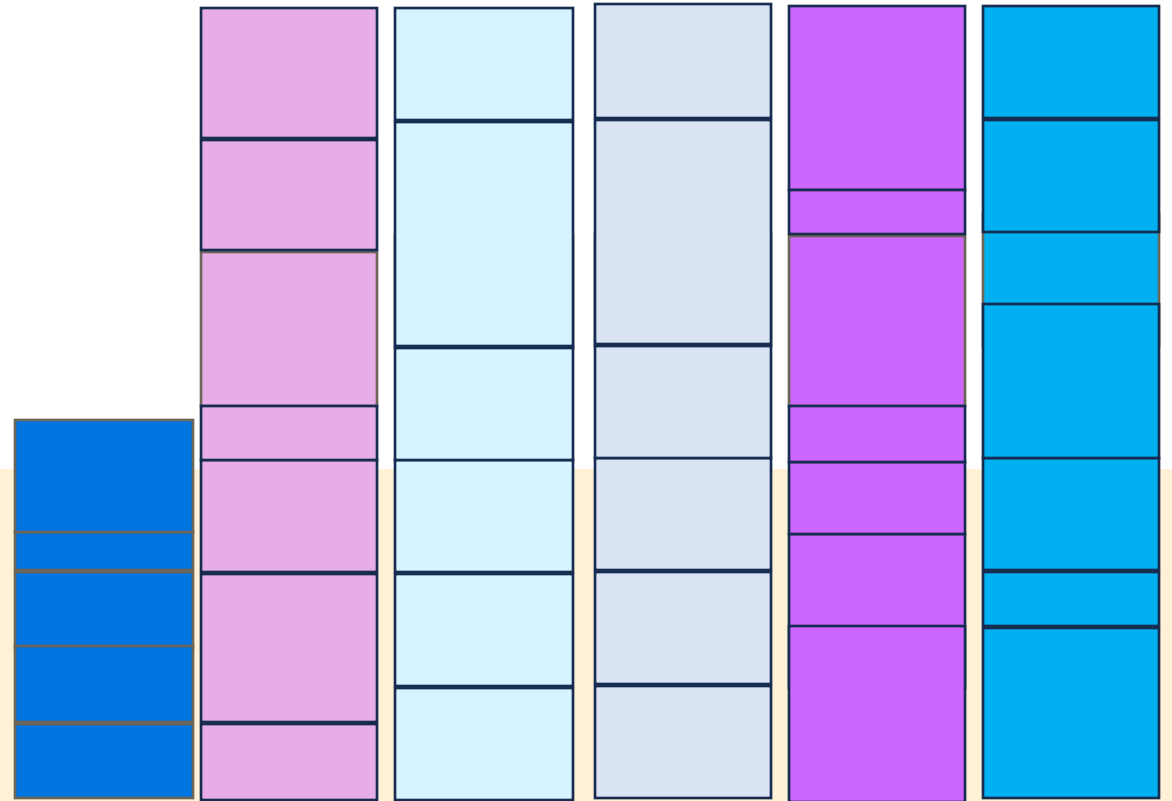
## Units of work



- What is essential information to include in a unit of work?
- How are they developed?
- Are they shared with every teacher in the school?

# Curriculum planning

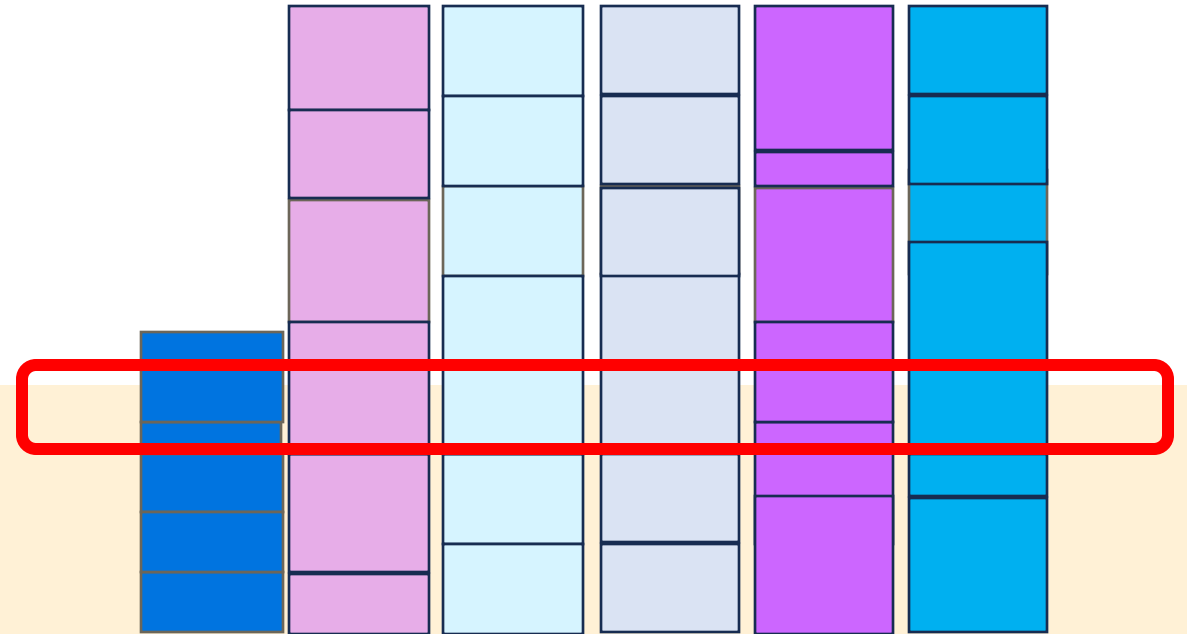
Starting with a unit of work in subjects/learning areas



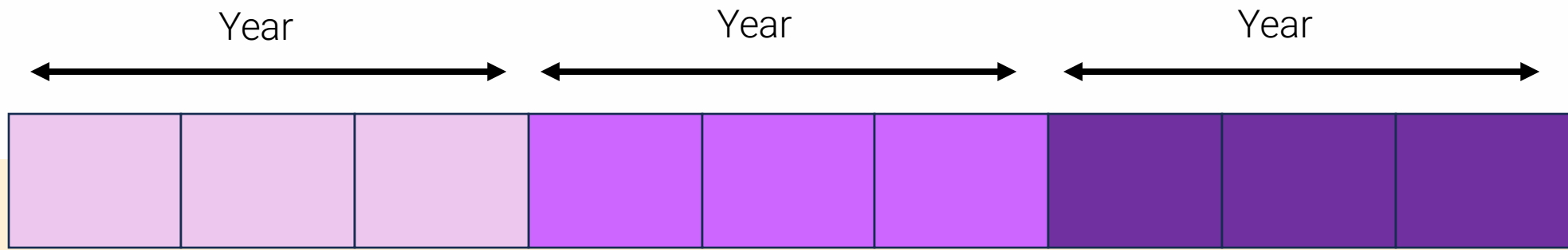


# Curriculum planning

From the student  
perspective



# Sequencing the curriculum




The learning area/subject perspective


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# Thank you


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