



## Group Report-back

Plenary report-back statements by groups



## Group one and four

- What will the NC deliver to the teacher that will lead to change in schools across Australia?
- What will the NC deliver that helps to ensure equity of outcomes across the great diversity of social and geographical settings of Australia?
- What is the vision of ACARA aside from standardising the curriculum?
- When a group as articulate, confident, educated and powerful as this feels disempowered by the process – what does this mean for others – parents, students and other stakeholders?
- There is a need to uncouple standardised testing from the curriculum, - along with Myschool?



Group one and four

- We believe the 70% prescribed and 30% school-based curriculum is essential, to combine the need for national standards/content, and the uniqueness of the individual school – its students, teachers and local community.
- Schools need to retain to engage in an alternative to NAPLAN which will better reflect their starting point and progress in relation to the peculiarities of the local setting.



The success of the goals of a NC will not be in the considered content of the documents themselves but in :

- a process of professional engagement that will give the proposed goals capacity to broker change and advancement of educational outcomes.
- A process of professional preparation and development to advance new facilitating pedagogies.
- Time to engage with diverse communities in which the NC will be delivered.
- A framework for implementation that is not driven by assessment and reporting, compulsion and prescription.
- A process of engagement within communities that provides for levels of take-up that is driven by the capacities of the community rather than teaching and reporting standards.



Group one and four

- POLICY – NC needs to be designed, developed, and implemented in order to provide entitlement, recognise limitations, certain flexibility for community or local autonomy, and account for the gap in critical dependencies in order to integrate curriculum, practice, assessment, and growth.
- STRATEGY – this is an opportunity to reconsider our assessment practices to reconceptualise as an authentic evidentiary process as a reflection of the broader goals of NC.
- RECOMANDATIONS - #1 Must be a well-developed framework that addresses professional learning, school structures, and policy development which not only resources teachers but also provides equity and attracts quality teachers to more disadvantaged areas. This must be an on-going, multi-model and systematic provision of resources and outreach with multiple access points to develop sustainable layers of professional development. Assessment needs to be an integral, consistent, and coherent part of the NC.



- We need to ensure that the National Curriculum represents the reality of an Australian culturally diverse society and not just the predominant white middle class culture.



ACARA should be given the responsibility for nationally coordinating the implementation of each subject in the national curriculum, including the development of resources for teachers and students, and the provision of professional development programs for teachers. This could be achieved through national committees for each subject, involving teachers and academic subject associations, and state and territory educational authorities, backed by the provision of adequate financial resources.



#### **GROUPS 8 & 12 – STATEMENTS**

- 1. Provision of high quality resources is embedded in the AC across all areas of implementation – classroom resources, ICT, teacher professional development, pre-service education.**
- 2. The tension between a rich, creative and coherent curriculum and the impoverished, technical and incoherent NAPLAN tests must be resolved.**
- 3. That the AC explicitly addresses local community needs – empowerment, flexibility, and inclusivity.**



### The iceberg metaphor



The consultation aspect of the National Curriculum document should be emphasised. There is a strong need to engage with teachers, schools and school cultures and to resource key stakeholder groups (e.g. professional associations, teachers unions and employer groups) to provide inputs. The period of consultation should be extended (e.g. 6 months) to maximise participation.

Any national testing regime should be closely informed by the National Curriculum and there should be a commitment to ongoing research to ensure authentic connections are maintained.



ACARA takes up the issue of accredited professional learning to support teachers to develop their skills and knowledge base to implement the National Curriculum as well as to remove the barriers to participation. One of the ways is to subsidise postgraduate studies (e.g. masters or PGC) for serving teachers by government.



Group 2 + 5 and Group 3 + 9

National Curriculum will not achieve its goals unless attention is given to learning and teaching in the classroom

- -> PD – needs time, valued by teachers, focused on NC issues, catch vision of NC
- -> pre-service teacher training – resourced (time and money)



Group 2 + 5 and Group 3 + 9

National Curriculum will not achieve its goals unless attention is given to learning and teaching in the classroom

- > attention to equity issues – ensure NC allows time to attend to local needs
- -> An advocate for maintaining focus on teaching and learning:

Also: check for whole curriculum alignment (links, duplication)