



building our city
building our community

ACT Government

Every Chance To Learn

Curriculum for ACT Schools P-10

Principles and Framework

(Phase 1)

2005



Table of Contents

1.	Introduction	2
2.	Using the Principles and Framework (Phase 1)	4
3.	Definition of Curriculum.....	5
4.	Educational Purpose of Curriculum	6
5.	Principles underpinning Curriculum for ACT Schools	8
6.	Essential Learning Achievements.....	11
6.1	<i>Introduction.....</i>	11
6.2	<i>Overview of Essential Learning Achievements.....</i>	12
6.3	<i>Essential Learning Achievements Statements and Descriptions ...</i>	13
6.4	<i>Bands of Development.....</i>	25
6.5	<i>Content for Essential Learning Achievement.....</i>	27
6.6	<i>Pedagogy for Essential Learning Achievement.....</i>	28
6.7	<i>Assessment for Essential Learning Achievement.....</i>	29
7.	Acknowledgements.....	30

1. Introduction

The publication of a set of principles and a framework for the new curriculum for ACT Schools, preschool to year 10, represents the completion of the first phase of Curriculum Renewal.

Background

In September 2003, the Minister for Education established a Curriculum Renewal Taskforce to direct a review of curriculum for ACT government and non-government schools and preschools.

In April 2004, the Taskforce completed the first stage of its review with the release of two papers for three months' consultation – the *Every Chance to Learn Curriculum Renewal Evaluation Report* and *Discussion Paper*.

From July to December 2004, the consultative responses and feedback were analysed and the Taskforce decided the scope and detail of curriculum renewal. In February 2005, the Taskforce published *Every Chance to Learn Future Directions in ACT Curriculum Renewal*. This set the directions for the nature, structure and content of new curriculum and provided the basis for deciding the curriculum requirements for all ACT schools from 2005, as required under the Education Act 2004.

As defined in the Education Act 2004, the curriculum requirements for all ACT schools include principles on which curriculum is based and the framework of curriculum.

Purpose of This Document

This document contains an agreed set of *principles* on which curriculum is based. These principles underpin the framework of curriculum and guide each school in exercising its school based curriculum responsibility. The Principles are set out in Section 5.

The *framework* of curriculum contains the agreed Definition of curriculum (Section 3) and the Educational Purpose of curriculum for ACT schools (Section 4). A significant element of the framework is the set of 36 Essential Learning Achievements (Section 6). These Essential Learning Achievements state what is essential for every student to know, understand, value and be able to do as a result of their schooling, preschool to year 10. Supporting the Essential Learning Achievements are outline statements concerning markers of progress in four Bands of Development and the content, pedagogy and assessment for essential student achievement.

Timeline

The Curriculum for ACT Schools (P-10) is a work-in-progress and will be developed in three phases:

Phase 1 (2004)

Phase 1 (now completed) outlines the principles and the framework of curriculum, as required by the Education Act 2004.

Development work included the definition and educational purpose of curriculum, the Principles underpinning curriculum and the Essential Learning Achievement statements and descriptions. It also included broad outlines of four Bands of Development and the content, pedagogy and assessment for Essential Learning Achievements.

This publication represents the culmination of the first phase of curriculum renewal in the ACT.

Phase 2 (2005)

In 2005, the Essential Learning Achievements will be validated in schools. Progress markers or milestones in achieving each Essential Learning Achievement will be identified in the four Bands of Development. Essential content, pedagogy and assessment will be developed for each Essential Learning Achievement.

This work will be published and distributed to schools early in 2006.

Phase 3 (2006-2007)

Developmental work during 2006 and 2007 will include validation, trialling and extensive consultation with teachers and experts. It will also include development of support material and guidelines for tracking student achievement.

The completed *Every Chance to Learn Curriculum for ACT Schools (P-10) Principles, Framework and Support Material* will be published in 2007, for implementation in all ACT schools, preschool to year 10, from 2008.

2. Using the Principles and Framework (Phase 1)

Every Chance to Learn Curriculum for ACT Schools (P-10), Principles and Framework (Phase 1) constitutes the curriculum requirements for students in Government schools and preschools for 2005. Under the Education Act 2004, they apply also to non-government schools in the Catholic and Independent sectors.

Schools in the three sectors, and their communities, need to engage in discussion of the *Principles* underpinning curriculum, the *Definition* of curriculum and the *Educational Purpose* of curriculum in order to gain a deep understanding of each of them and their implications for teaching and learning. Schools should begin embedding the Principles, Definition, and Purpose in their curriculum decision-making processes.

Schools and their communities also need to develop an understanding of the concepts of *essential* and *worthwhile* learning and what they mean for schools in exercising their curriculum responsibilities.

The *Essential Learning Achievement* statements provide a basis for professional and community discussion about what is *essential* for all ACT students, preschool to year 10, to know, understand, value and be able to do.

3. Definition of Curriculum

Curriculum is all learning planned, guided and implemented by the school.

‘Curriculum’ is used in the ACT to encompass the intended, delivered, experienced, assessed and achieved curriculum. The alignment of these elements creates the best opportunities for maximising student learning achievement. In its entirety, curriculum develops the whole child – intellectually, physically, socially, emotionally, morally and spiritually.

All learning that is *planned*

Curriculum involves planning strategically for student learning, including the intended learning achievements and the content, pedagogy and assessment for all students to demonstrate these achievements.

All learning that is *guided*

Curriculum includes the teaching strategies, learning environments, organisational structures, relationships, interactions, values and expectations that influence and guide student learning. These aspects of schooling are fundamental to student learning achievement both inside and outside the classroom.

All learning that is *implemented*

Curriculum is more than documentation of plans for learning achievement. It encompasses *what teachers actually do* – the ongoing decision-making and flexible responding to students’ needs in a dynamic learning environment. It also encompasses what students do, know, understand, and value – *the learning actually achieved* through implementation of teaching plans.

4. Educational Purpose of Curriculum

The purpose of curriculum is to develop each student as a learner, as a person, as a community member and as a contributor to society.

The Purpose statement places student learning and development at the centre of curriculum. The curriculum develops students as learners and as people, empowering them with the knowledge, understandings, capabilities and values to participate fully in community and contribute to society.

The Purpose statement provides a common goal and language for ACT schools, teachers, parents and students. All areas of curriculum contribute to achieving this common goal for each student, in partnership with parents and the community.

The Purpose statement guides curriculum decisions by schools. The work of all teachers should contribute to the student learning essential to achieve this purpose.

Schools are required to incorporate the Purpose in their curriculum. Individual schools can add to the Purpose to suit their particular communities and students.

The purpose of the curriculum is to develop each student...

...as a learner...

The core business that distinguishes school as a social institution is the development of children and young people as learners. Curriculum develops the skills and attitudes for lifelong learning that are vital to the success of students in school, further education and training, and in the workplace.

...as a person...

Curriculum provides the foundation for each student's intellectual, physical, social, emotional, moral, and spiritual development, enabling them to discover their capabilities and talents through a balanced education of the whole person.

...as a community member...

Curriculum prepares students with the knowledge, understandings, capabilities and values to be active, informed citizens and to participate in the social and economic life of the community.

...and as a contributor to society.

Curriculum develops students as critical thinkers, problem solvers and innovators. It supports students to apply their knowledge to their experiences beyond school and to contribute to local, national and global society.

It is important that teachers focus on all four aspects of the Educational Purpose, changing the balance of their focus over time to meet the developmental needs of individual students.

For example, in the early childhood years it is likely that teachers will place emphasis on the development of each student as a *learner*. A teacher of young people in the adolescence years, however, is likely to place emphasis on the development of students as *contributors to society*.

5. Principles underpinning Curriculum for ACT Schools

The ten principles that follow are one of the two major elements of the curriculum requirements for ACT schools. They not only underpin the framework of curriculum – the other major element – but they also guide each school in exercising its school-based curriculum responsibility. They are not presented in priority order. Each is equally important.

Curriculum should be based on the belief that every student can learn.

All curriculum should be founded on the belief that with good teaching and the right support in place, every student can learn – every student can be engaged, can build upon an innate desire to learn, can attain learning goals within a reasonable amount of time and can find pleasure in attaining these goals.

Curriculum should provide every student with sustained opportunities to learn.

Curriculum should identify what each student should learn, should provide ongoing conditions and experiences for learning to occur and should implement pedagogical and support strategies designed to promote learning. Curriculum in all its aspects should invite all students to engage in successful learning experiences.

The framework of the curriculum should identify learning that is essential for all ACT students.

This principle is founded on the concept that the framework of curriculum in the ACT establishes a core of what is essential learning for every student, preschool to year 10, and assigns decisions about what is worthwhile additional learning to the school and its community.

Schools should be responsible for their students' curriculum.

This principle is founded on the belief, long held in the ACT, that schools and their communities are best placed to make decisions about curriculum for their students. It recognises parents, teachers, students and other community members as having significant roles in decisions about what is worthwhile learning and about the delivery and achievement of essential and worthwhile learning.

Curriculum decisions should be based in ethical practice.

High levels of ethical behaviour are required by all those involved in making decisions about any aspect of curriculum, including intended learning achievements, content, pedagogy, assessment practices, organisational structures and interactions between teachers and learners. Ethical practice demands that the good of the student is kept foremost in mind in all such decisions.

Curriculum should focus on maximising student learning.

Curriculum should begin with the identification of what each student already knows, understands, values and can do, and concentrate on creating the conditions and implementing the strategies that will maximise the learning outcomes of each student.

Curriculum should be equitable and inclusive.

Learning should be made available to all regardless of any characteristic such as race, ethnicity, gender, sexual orientation, disability, physical or intellectual attributes, language, culture, religion and social or economic condition. It is not an acceptable situation if a group of students, for example those with a culturally and linguistically diverse background, has a pattern of lower achievement than ACT students as a whole. Curriculum should value and include the knowledge and experience each individual student brings to their learning.

Curriculum should promote depth of student understanding and expertise.

All students need to have a deep grasp of the organising principles, concepts and ideas which underpin various disciplines in order to maintain their knowledge and skills over time and to generalise their learning to other contexts. This principle recognises that achieving depth requires substantial curriculum emphasis and that excessive breadth leads to superficial learning.

Curriculum should be dynamic and responsive.

Curriculum is not static. It should respond to the ongoing needs of the students, information about student learning, reputable research findings and changing societal imperatives. It should engage students by connecting to their worlds outside school. The flexibility inherent in school-based curriculum responsibility should be fully utilised to achieve curriculum responsiveness and dynamism.

Curriculum should be coherent and aligned.

Curriculum should make connections and build synergy: between essential and worthwhile learnings; among pedagogy, content selection and assessment approaches; among various years and stages of schooling; between school and what is outside and beyond school. It is each school's responsibility to ensure that its curriculum builds coherent connections and makes these clear to its students and community.

6. Essential Learning Achievements

6.1 Introduction

Essential Learning Achievements are statements of what is essential for all ACT students, pre-school - year 10, to know, understand, value and be able to do. Each Essential Learning Achievement is a rich and meaningful description derived from the overarching Educational Purpose of curriculum.

The thirty-six Essential Learning Achievements have been developed through a rigorous process of research and consultation. They are presented here as statements with a short descriptive paragraph.

During 2005, development work will focus on validating the Essential Learning Achievements and identifying markers of progress and essential content, pedagogy and assessment for each of them. Teachers will continue to play an important part in the ongoing development work and help to ensure that the Bands of Development accurately reflect the developmental stages of children and young people in the ACT.

Schools are responsible for deciding how they will organise their curriculum to maximise opportunities for each student to achieve the Essential Learning Achievements and, through them, the Educational Purpose of curriculum.

Schools, in consultation with their school communities, are also responsible for determining additional worthwhile learning achievements for their students, in accordance with the Educational Purpose of curriculum and the Principles underpinning curriculum for ACT schools.

6.2 Overview of Essential Learning Achievements

The student knows how to learn	The student communicates ideas and feelings through the arts
The student uses information critically	The student makes plans and carries them out
The student applies methods of inquiry	The student takes action to promote health and wellbeing
The student applies different types of thinking	The student is physically skilled and active
The student makes considered decisions	The student manages self and relationships
The student uses problem-solving strategies	The student acts on values reflecting empathy and integrity
The student reads and writes effectively	The student applies understandings about money and finance wisely
The student interprets and constructs multimodal texts	The student contributes to group effectiveness
The student listens, views and reads critically	The student demonstrates intercultural understanding
The student speaks coherently and confidently	The student demonstrates enterprise
The student understands and applies numbers	The student understands about Australia and Australians
The student sorts and classifies	The student applies the principles of fairness and justice
The student chooses and uses measures	The student appreciates what it means to be an Australian citizen
The student recognises patterns and draws out generalisations	The student makes sense of world issues and events
The student visualises, and creates and uses representations	The student appreciates diversity in human society
The student creates products using technology	The student applies scientific understandings
The student uses technology to communicate	The student understands the effects of humans on the Earth
The student appreciates the artistic endeavours of others	The student understands change

6.3 Essential Learning Achievements Statements and Descriptions

The student knows how to learn

The student knows that learning can be individual and social and is a lifelong process. Students define their learning goals and actively pursue them by making connections with what they already know, planning approaches and organising their time and resources. They develop their own repertoire of strategies that will help them to learn, including the use of technologies. They reflect on their learning, monitor their own progress and achievements and seek support as needed.

The student uses information critically

The student uses information in different forms from a range of sources. Students assess the need and purpose for information and use successful strategies to access and retrieve it. They organise, analyse, synthesise, interpret and present information purposefully. They recognise the need for trustworthy information, are critically aware of who owns the information and avoid plagiarism.

The student applies methods of inquiry

The student uses methods of inquiry characteristic of disciplines in the sciences and the humanities. Students understand the distinctive features of each form of inquiry and appreciate them as valid ways of constructing knowledge. They recognise that different questions require different methods of inquiry. They identify what evidence is needed in specific investigations. They gather evidence and make judgements about its value. They draw conclusions based on evidence, and evaluate and communicate their findings.

The student applies different types of thinking

The student applies a repertoire of thinking strategies in a range of learning contexts. Students select and use specific thinking strategies to understand concepts, ideas, issues and problems and to help them learn. They organise and record their thinking in a variety of ways. They articulate their thoughts and express how their thinking has progressed over time.

The student makes considered decisions

The student collects all the necessary information to guide their thinking and actions. Students evaluate a range of options and their consequences and choose the one that best fits the situation. They recognise when feelings and beliefs need to be taken into account, and use evidence to explain and justify their decisions.

The student uses problem solving strategies

The student identifies and clarifies problems and uses strategies to solve them. Students break problems into manageable tasks where necessary. They use a range of strategies and technologies to get started and persist in solving problems. They recognise the value of working collaboratively to clarify a problem and pool ideas to create more ways of finding a solution. They know that working independently can help them analyse and make sense of a problem and bring their own perspective to the clarifying process.

The student reads and writes effectively

The student reads and writes in Standard Australian English to create meaning, communicate and function in society. Students interpret, construct and use print with understanding, purpose and critical awareness. They construct meaning and respond to texts, interpreting and using the vocabulary, language styles and genres appropriate for particular purposes and learning areas. Students apply critical thinking to the contexts, meanings and intent of written texts.

The student interprets and constructs multimodal texts

The student interprets and constructs communications using any combination of sound, print, gesture, still images, moving images, symbols and graphics. Students understand the interplay and interrelationships between two or more of these modes. Using this knowledge, they create and communicate meaning in multimodal forms for a range of purposes and audiences.

The student listens, views and reads critically

The student applies critical thinking skills when listening, viewing, and reading. Students interpret spoken language, sound, still and moving images, diagrams, charts, graphs, tables and print. They have the critical knowledge, skills and understandings to interrogate and challenge claims and uncover subtle and inferred meaning. They analyse texts to understand how they shape emotions, values, attitudes and beliefs and to recognise, question and resist bias and manipulation.

The student speaks coherently and confidently

The student speaks Australian English to communicate information, ideas and feelings effectively to a range of audiences and for a variety of purposes. Students select and use content, language styles, and vocabulary appropriate for their purpose, the audience and the context. They structure spoken communication to be comprehensible to the audience, monitor its effectiveness and adjust as necessary. They speak confidently in both formal and informal situations, engage their audience and communicate their meanings effectively.

The student understands and applies numbers

The student understands the meaning, order and relative size of numbers. Students choose and use number forms and number operations to efficiently calculate and solve problems. They move flexibly between different number forms such as decimal, fraction and percentage. They estimate results of their calculations and judge the reasonableness of these in the given context, meeting needed levels of accuracy. They calculate by choosing and using a variety of strategies and tools, using written and calculator methods when numbers are beyond their mental scope.

The student sorts and classifies

The student sorts on the basis of likenesses, differences and other criteria. Students determine and describe similarities within and between groups. They sequence likenesses and differences, tabulating and organising when that is helpful. They judge whether their classifications are appropriate. They make generalisations about likeness and differences and determine the properties and classifications that help them to solve problems and justify their solutions.

The student chooses and uses measures

The student decides what needs to be measured and carries out the measurement with appropriate tools and units of measure. Students understand units of measure and attributes such as length, area and volume. They make and justify choices based on the context and levels of accuracy, estimate first and judge the reasonableness of their results. When it is not possible to carry out measurements, students select and combine measurement relationships and formulae to determine the measurement required.

The student recognises patterns and draws out generalisations

The student recognises and identifies patterns in the natural and built world and in society. Students describe patterns and make general statements about whether they are repeating, growing, or changing. They recognise specific patterns, draw out what they have in common and make generalisations about them. They determine patterns resulting from data collection, interpretation and analysis and use these to make predictions.

The student visualises, and creates and uses representations

The student creates mental images of place, space, ideas and relationships. Students represent these in maps, models and drawings. They choose and use different forms, conventions, technologies and levels of sophistication depending on purpose, audience and efficiency.

The student creates products using technology

The student creates useful, informative and pleasing products using technology. Students choose technologies, including digital technologies, appropriate to their purpose and audience, and to maximise efficiency. They use technologies with confidence and skill. They monitor and appraise the evolving product, modifying their choices and refining their process where needed.

The student uses technology to communicate

The student selects and uses technologies to communicate information and ideas. Students choose the technologies appropriate for the purpose and audience and justify their choices on the basis of efficiency and accessibility. They use communication technologies to link with school, community and global networks of interest and to participate in collaborative learning networks. They take opportunities for creative publication and presentation of their learning.

The student appreciates the artistic endeavours of others

The student understands and values the artistic endeavours of others. Students express their thoughts, values, feelings and ideas about the visual, creative and performance art of others. They know how to express and challenge ideas, create stimulating discussion, and interpret and shape meaning. They develop cross-cultural insights and an understanding of people's artistic works and perspectives in different times and places.

The student communicates ideas and feelings through the arts

The student works with artistic processes to explore creativity and imagination. Students use artistic expression to develop and communicate their own subtle and complex feelings and their ideas about self and the world. They explain and interpret their own art works for others, and develop and refine their individual artistic skills.

The student makes plans and carries them out

The student sets clear goals, identifies resources and determines timelines to achieve goals and complete tasks. Students implement plans and monitor their progress, seeking advice and support as needed and meeting deadlines. They are flexible, adapting their course of action as a result of changing circumstances.

The student takes action to promote health and wellbeing

The student makes decisions, sets goals and manages time and stress in all aspects of life to improve health and wellbeing. Students make responsible decisions and act on health related issues. They assess consequences of behaviours that have the potential to become addictive. They take steps to discover their capabilities and talents and gain a sense of 'who they are' aside from their roles and relationships. They critically assess pressures from media and peers.

The student is physically skilled and active

The student is a confident and willing participant in play, games, sport, and recreational activities. Students demonstrate competent movement skills and use, refine and extend these skills in various contexts. They are able to develop and sustain a level of fitness through participation in, and enjoyment of, physical activity and they understand the importance of maintaining a physically active lifestyle.

The student manages self and relationships

The student strives for personal excellence and develops a range of strategies for managing personal, emotional and working relationships. Students know how to manage their personal, working and community obligations. They empathise with, value and include others. They use interpersonal skills to interact effectively and to develop, maintain and conclude friendships and relationships. They have strategies to resolve conflict and restore healthy relationships. They develop and maintain personal boundaries and identify appropriate and inappropriate ways of relating to others.

The student acts on values reflecting empathy and integrity

The student knows about and expresses values reflecting empathy and integrity and puts them into practice. Students know how to mentally enter into the feelings and views of another person and do so to enhance understanding and inclusion and to demonstrate care and respect. They internalise sound moral principles and choose ethical over expedient actions. They display honesty and take responsibility for their own actions.

The student applies understandings of money and finance wisely

The student understands the place of money and finance in their own life, in society and in economic systems. Students know that money is a medium for exchange and a reward for effort. They know how to manage personal finances and have strategies to make savings and minimise debt. They make financial decisions that benefit themselves, their family, the community and the nation. They understand the value of personal giving and of philanthropy in the world of business.

The student contributes to group effectiveness

The student makes a valuable contribution to group effectiveness. Students work well with others, sometimes leading and sometimes following. They respect and consider ideas and views other than their own. They negotiate to achieve preferred outcomes and are able to compromise in order to achieve consensus with others. They sustain commitment to achieve group goals.

The student demonstrates intercultural understanding

The student appreciates and respects diverse cultures in Australia, its region and the world. Students know about themselves as cultural beings. They know about culture and its impact on how people behave and develop identity. They understand that some things are the same, and other things are different, among various cultures and that this can be challenging. They have the knowledge and skills needed to participate within at least one other culture and modify their behaviour when communicating with people from different cultures. Students understand that every language reflects a cultural worldview.

The student demonstrates enterprise

The student identifies need and seizes and pursues opportunities for innovation and creative action. Students use creative, critical and lateral thinking, assess risks and review progress. They are organised, resourceful and resilient. They display a readiness to lead, influence and involve others in creating and seizing opportunities. They understand the role of competition in society and are competitive within an ethical framework.

The student understands Australia and Australians

The student understands their individual, group and national identity as an Australian. Students know about Australia as a geographical place. They know who are Australians, what their history is, what they value and believe in, what sorts of lives they lead, what cultures and social systems they have and what futures they are shaping. They appreciate Indigenous cultures as first in Australia and significant for all Australians.

The student applies the principles of fairness and justice

The student understands the need for rules and laws that define acceptable and unacceptable behaviours. Students abide by agreed rules and know there are consequences for not doing so. They treat all people without bias or discrimination and give everyone a 'fair go'. Students can identify, and where possible act to rectify, situations in which people are treated unfairly or unjustly.

The student appreciates what it means to be an Australian citizen

The student understands that an Australian citizen is someone who lives in and contributes to democratic Australia. Students understand the structure and purpose of Australia's system of government. They understand and value democracy and exercise their democratic rights and responsibilities in an active and informed way. Students develop a sense of self in relation to community through active involvement in community service.

The student makes sense of world issues and events

The student locates significant world issues and events in time and place. Students identify particular events and issues and understand something about their causes and effects. They understand the central role of human action in shaping events and issues. They make sense of human needs, wants and desires and of the various global systems that operate to create, satisfy or control them.

The student appreciates diversity in human society

The student understands what diversity means and how differences come about. Students understand that, although individuals, groups and societies are different, they share a common humanity. They know that diversity can pose challenges but value its advantages. They recognise that not all diversity is beneficial, particularly wide differences in people's economic and social conditions. They are respectful and inclusive of all people.

The student applies scientific understandings

The student knows and uses science concepts relevant to everyday situations. Students understand science as a form of human knowledge and inquiry. They use science concepts to make informed decisions in situations where science is relevant. They form opinions and question claims made about scientific matters. They use the language of science to think and talk about science-related ideas and to express reasoned views about issues.

The student understands the effects of humans on the Earth

The student understands the effects humans have on the Earth's natural resources, climate systems, and animal and plant populations. Students think about the global environment as a complex and fragile system and act locally with concern and understanding to sustain it. They understand that the intended and unintended consequences of human action and inaction are critical to issues concerning the natural and built environment.

The student understands change

The student recognises and describes changes in their life, in the natural world and in society. Students know that by understanding changes in the past they can better understand the present and shape the future. They can discuss the ethics and consequences of potential and real change on the environment and society. They understand the dynamic relationship between continuity and change. They manage change in their own lives and are proactive in preparing for known changes in the future.

6.4 Bands of Development

Markers of Progress

Students will generally achieve the Essential Learning Achievements with increasing degrees of sophistication and competence as they progress through school. Describing this increasing competence, in sequence and in detail at various points in students' development, is useful for teachers, students and parents.

These detailed sequential descriptions are called 'markers of progress' or 'learning breakthroughs'. They will be developed, trialled and validated in 2005 and published in *Every Chance to Learn, Curriculum for ACT Schools (P-10) Principles and Framework (Phase 2)*.

At least one typical marker of progress will be identified at each of four broad Bands of Development for each Essential Learning Achievement.

Markers of progress will also be developed for students with exceptional abilities and for students with substantial intellectual disabilities in each band.

A student may achieve a marker of progress for an Essential Learning Achievement at any time within a band of development. Students are expected to achieve all the markers for the Essential Learning Achievements for a Band of Development.

It is the role of the school to provide every student with access to appropriate curriculum that will ensure their achievement of the markers of progress during the expected time. The school will continually monitor students' learning and take action when a student is at risk of not achieving an expected marker of progress.

Bands of Development

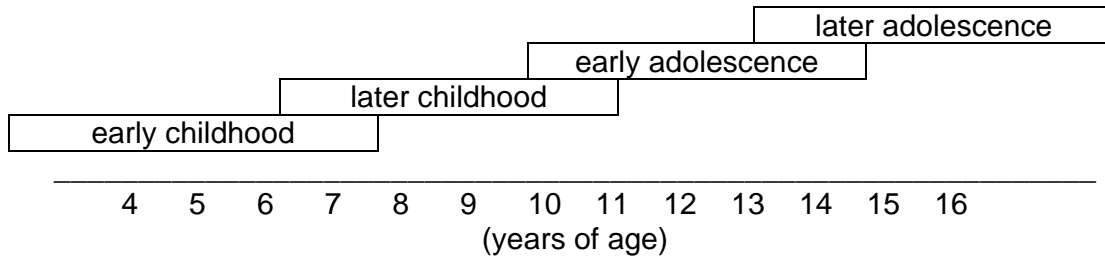
Markers of progress will be described at four Bands of Development:

- early childhood
- later childhood
- early adolescence
- later adolescence.

These bands refer to the intellectual, physical, social, emotional, moral and spiritual development of the student as a whole person. There is no one defining moment that signifies a student's shift from one band to the next. There are, nonetheless, sufficient similarities among students within a band, and differences between students in different bands, to make markers of progress in each band useful for describing and tracking student achievement of the Essential Learning Achievements.

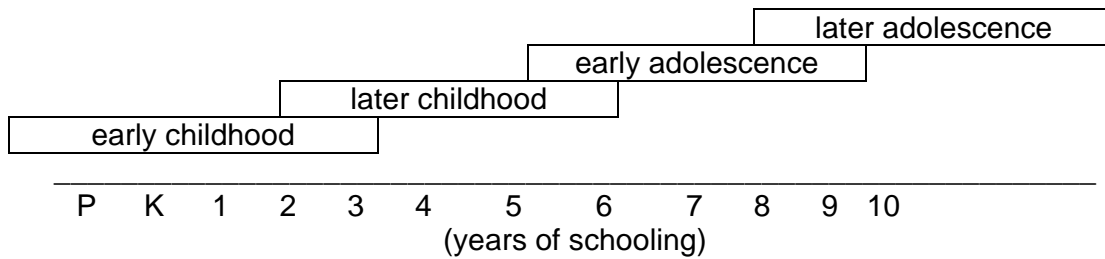
The Bands of Development are not four separate age groupings. One person may have moved from early adolescence to later adolescence at 14 years of age while another may have not.

The diagram below shows a mapping of Bands of Development and years of age:



Nor are they separate stages of schooling. One student's development may be first described as early adolescence in Year 5 while another's may not be described in this way until Year 7.

The diagram below shows a mapping of Bands of Development and years of schooling:



Every school will probably contain classes with students who are operating in different Bands of Development.

6.5 Content for Essential Learning Achievement

‘Content’ refers to what is taught to promote student learning. It can include topics for study, subject matter, particular knowledge, concepts, skills and values and particular contexts for learning, such as real life experiences and issues. Essential content is what *must* be taught for students to achieve an Essential Learning Achievement.

Essential content, where required, will be specified for the Essential Learning Achievements in *Curriculum for ACT Schools Principles and Framework (Phase 2)*. When specific content is not required, the decisions about content selection are the responsibility of schools and teachers.

Teachers should keep in mind the Principles underpinning curriculum when making decisions about content. Selected content must promote depth of student understanding and expertise, and be inclusive of, and responsive to, learners with diverse backgrounds and needs. The backgrounds, experiences, interests, needs and resources of students should inform teachers’ content selection decisions. Whenever possible, specific content should be negotiated with students.

6.6 Pedagogy for Essential Learning Achievement

Students learn in different ways. Teachers can maximise the learning of their students through good pedagogy. Good pedagogy draws from a deep understanding of each learner and how learning occurs.

Teachers select, develop and refine strategies that are appropriate to the learners in each class. They start from where each student is 'at', taking the interests, backgrounds, needs and prior understandings of each student into account.

Teachers must:

1. utilise content that builds on, extends and challenges existing student knowledge, understandings and skills
2. explicitly connect knowledge being taught with concepts, principles and relevant and meaningful issues for students, and ask questions or undertake other activities that require students to reflect on what it means for them
3. stimulate thought, active inquiry and exploration, and devise activities that engage students in decision-making at multiple levels
4. create situations that require students to practise and apply the knowledge, skills and values that they learn in different contexts
5. model and show students how to actively monitor their learning and work with students to develop ways of efficiently organising and managing their knowledge
6. make the purpose of learning experiences clear, articulating what is expected of each student, setting high expectations and providing feedback that states what the student can do to improve
7. take into account individual differences and different learning rates by using open-ended tasks that provide different starting points and learning pathways
8. set tasks that require students to work individually and collaboratively.

Discussion on pedagogy can be found in:

Teachers: the key to student success
School Excellence Initiative
Department of Education and Training, 2005.

6.7 Assessment for Essential Learning Achievement

Assessment is a continuous process of gathering evidence to determine what each student knows, understands, values and can do. It is used at the beginning, during and end of learning sequences to determine where each student is 'at' initially, their progress, and final judgements about the extent to which they have achieved the Essential Learning Achievements.

Developing a shared understanding of the Essential Learning Achievements and what counts as evidence of learning will improve the reliability of teacher judgements about achievement. This, in turn, will improve learning and teaching.

Teachers must ensure that:

1. assessment is ongoing and that sufficient evidence has been collected over time to make an informed judgement about achievement of Essential Learning Achievements
2. a variety of assessment tasks and strategies – both formal and informal – are used to gather evidence of individual student achievement
3. assessment is valid and that collectively the assessment tasks and strategies used focus on the full meaning of the Essential Learning Achievement
4. collectively, assessment tasks and strategies are fair and enable all students to demonstrate learning consistently, autonomously and over a range of contexts.

7. Acknowledgements

Curriculum Renewal Taskforce

Michele Bruniges	Chair	Department of Education & Training
Geoff Joy	Deputy Chair	Catholic Education Office
Helen Strauch		Department of Education & Training
Thelma Perso		Department of Education & Training
Michael Gaffney		Catholic Education Office
Allan Hird		Association of Independent Schools
Trevor Cobbold		ACT Council of P&C Associations
Peter August		Assoc. of Parents & Friends of ACT Schools
Clive Haggart		Australian Education Union
Chris Watt		Independent Education Union
Denis Goodrum		University of Canberra
Dianne Kerr		Curriculum Corporation

Past members:

Fran Hinton
Michael Zissler
Jeffrey Mason
Helyn Strokowsky

Curriculum Renewal Consultative Committee

Dianne Kerr	Chair	Curriculum Corporation
Helen Halling		Govt school principals (secondary)
Mark Eyles		Govt school principals (primary)
Anne Roantree		Department of Education & Training
Nick Ewbank		Council of ACT Ed. Associations
Kaye Price		Indigenous Ed. Consultative Body
Ross Tarlinton		Non-govt school principals
Michael Gaffney		Catholic Education Office
Helen Strauch		Department of Education & Training
Thelma Perso		Department of Education & Training
Robin Ballantyne		Australian Education Union
Judy Pettiford		Australian Education Union
Berna Simpson		Independent Education Union
Russell McGowan		ACT Council of P&C Associations
Peter Henson		ACT Council of P&C Associations
Kirsten Wilkinson		Assoc. of Parents & Friends of ACT Schools
Jackie Walkington		University of Canberra
Gerry Stanley		ACT Chamber of Commerce & Industry
Julia McMahon		Student, Govt schools
Vanessa Gazy		Student, Non-govt schools
Michael Arblaster		School Board Forum
Kaye O'Hara		Canberra Institute of Technology

Curriculum Renewal Team

Thelma Perso
John McIntyre
Tiffany Mahon
Maureen Bartle
Irena Schorsch

A/Manager
Deputy Principal
Executive Officer
Executive Officer
Executive Assistant

Past members:

Jeffrey Mason
Helen Halling
Helyn Strokowsky
Lynne Losik

Essential Learning Achievements Focus group

Kirsten Bedggood
Adam Chad
Brenda Foley
Niels Hider
Fiona King
Kathleen Morwitch
Inge Schindlmayr
Lee Wilde

Canberra High School
Monash Primary School
Good Shepherd Primary School
Campbell High School
Malkara School
St Clare's College
Richardson Primary School
Canberra Girls' Grammar School

Thank you to the teachers, parents, students, community members, and the staff of the Department of Education & Training and Catholic Education Office who participated in focus groups and consultation meetings, and who responded to *Every Chance to Learn Curriculum Renewal Discussion Paper*.