

National Curriculum Board

Shape Paper Consultation Report

May 2009

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1. Introduction

The National Curriculum Board's paper, *The Shape of the National Curriculum: A Proposal for Discussion* (the Shape Paper) sets out the overarching context of the National Curriculum Board's work, and describes the broad proposed direction of the Board across all the learning areas under its remit. Responses to the consultation on the Shape Paper were received from a wide range of education authorities, professional associations, business/industry, and the broader community. The paper was released for public consultation for the period from 12 October to 19 December, 2008.

Responses were analysed manually.

It is acknowledged that quality of feedback, and its contribution to the development of a coherent position on the part of the Board, is more important than the number of submissions received on particular issues.

It is also noted that a number of responses offered challenges of a nature outside the scope of the Shape Paper. Whilst accepted and noted for their insight, address to some of their concerns belongs in forums beyond the remit of the Board. Notwithstanding this caveat, all submissions are retained on the Board's database for ongoing analysis to support the development of the national curriculum.

The report organises the analysed data according to the structure of the Shape Paper itself. Following a brief overview of the consultation process, data is provided in the form of descriptive text in relation to:

- understanding the contemporary context of curriculum
- goals of education
- principles to underpin curriculum
- specifications for curriculum development
- curriculum content – general comments, knowledge and skills, literacy and numeracy, general capabilities and achievement standards.

The report provides an overview of the feedback and is representative of education authorities, professional education associations, individual educators, business and industry, community groups and individuals.

At the outset, this report acknowledges with appreciation the written and verbal input provided by respondents during consultation. Many written submissions were extraordinarily detailed, while others provided briefer more indicative input, clearly waiting for further detailed proposals at next stages of the curriculum development process, to which they might respond in greater depth.

Some education authorities did not lodge a formal submission, but indicated that the Board's consultation process had provided them with adequate opportunity to provide responses during the development and consultation process. They were comfortable that their input, provided through five national and eight state and territory forums, Curriculum Directors' meetings, as well as through a range of other meetings and discussions, had been incorporated into the paper.

The report summarises the consultation process that has been followed to enable stakeholders to provide feedback on the Shape Paper. A number of affirmations have also been identified that support the directions set out in the Shape Paper.

The report shows how feedback will be addressed in the development of the national curriculum.

Feedback sources are provided. Section 2 describes the consultation process. Section 3 sets out aspects of the Shape Paper that were affirmed by stakeholders through a range of forums and media, also showing in parentheses the category of stakeholder/s who indicated their support. Because people submitted feedback through a range of forums, this section is not fully comprehensive. Section 4 sets out the feedback which informed revision of the Shape Paper. Section 5 addresses formal written submissions only, and identifies areas where issues were raised, the categories of stakeholders who raised these issues, and the Board's actions or response to the feedback. Section 6 provides a list of organisations and categories of other respondents who made formal submissions on the Shape Paper.

2. Consultation

The Board began its consultation with the publication of the *National Curriculum Development Paper*. This paper described the context of its work and set down questions that needed to be answered to determine the kind of curriculum that would be developed.

The *Shape of the National Curriculum: A Proposal for Discussion* was developed following feedback from the 'Into the Future: National Curriculum Board Forum' (attended by 200 people) and in subsequent state and territory forums. This paper was posted on the Board's website with an invitation to anyone interested to provide feedback during Term 4, 2008.

Engagement with a wide range of people has contributed significantly to the valuable feedback gathered from the consultation period. This included notes taken from workshops at national and state/territory forums; surveys completed at these meetings or received through the Board's website; correspondence through the Board's office or website feedback mechanism; and formal written submissions. Formal submissions received after the official closing date have also been entered into the data.

Following the 12 October release of the Shape Paper, the Board conducted further forums and meetings with individuals, education experts and groups to draw feedback and comments about the intended directions put forward in the paper. The October national forums in Melbourne were attended by around 600 people to discuss the development of national curriculum across the four learning areas, with the advice that discussion should be guided by the overall context set out in the Shape Paper.

The commitment to an open curriculum development process with substantial consultation with the profession and the public has been well-received. The Board has from the beginning invested in a consultation strategy that is dynamic, so that each stage of consultation builds on previous stakeholder input and feedback, and generates new issues and questions to be resolved.

Stakeholder groups included government, education authorities (national, state and territory, government, Catholic and Independent, and local school authorities where such bodies exist), parent bodies, professional educational associations, academics, business and industry groups, wider community groups and interested individuals from the wider community.

Consultation forums took place in every state and territory during the latter half of 2008 and attracted around 900 participants. All stakeholder groups were represented in each of those state and territory forums, which discussed either the National Curriculum Development paper or Shape Paper (and in some instances the initial advice and framing papers). From its inception the Board has also met with the full range of stakeholder groups to discuss their concerns, ideas and visions for a national curriculum, not only through its own forums but also those convened by others, as well as meetings, interviews and panels.

The responses received through participants' engagement in forums, both through workshop surveys and in terms of the issues and ideas raised in workshops, by speakers, and through plenary sessions, were and continue to be crucial in shaping the thinking of the directions for the national curriculum. Similarly, the meetings and conversations that took place in these and other forums have been invaluable to the Board in informing its work, including its publications.

Responses were also received through a range of paper and electronic media. A dedicated email box feedback@ncb.org.au was set up to accept responses, and a secure website consultation and feedback system was created for respondents to attach submissions electronically.

A brief summary of the consultation process undertaken by the Board to date is set out below.

| | |
|---------------------|---|
| June 2008 | Release of the <i>National Curriculum Development Paper</i> (a discussion paper in which the Board describes the context of its work and set down a set of questions that needed to be answered to determine the kind of curriculum it would produce) |
| 27 June 2008 | National Forum (Melbourne) to discuss and consult on the National Curriculum Development Paper |
| 12 October 2008 | Release of <i>The Shape of the National Curriculum: A proposal for Discussion</i> (The paper outlines the broad scope and structure proposed for the national curriculum and is designed to be read in conjunction with papers for English, mathematics, the sciences, and history. Feedback was open to the end of the 2008 school year) |
| | Release of the initial advice papers for English, mathematics, the sciences and history for four national forums |
| | Feedback on the initial advice papers was open until the beginning of November 2008 |
| July – Mid Nov 2008 | Eight state and territory forums to discuss the Board's publications |
| 20 November 2008 | Release of the framing papers for English, mathematics, the sciences and history (The framing papers present broad directions for what teachers should teach and young people should learn in the national curriculum from Kindergarten to Year 12. The papers have been developed from the feedback and consultation received from the initial advice papers) |
| | Feedback on the framing papers is open until 28 February 2009 |
| Late February 2009 | National forums (Melbourne): Stages of schooling; 21st century learning; equity and diversity |
| First week of March | Literacy, numeracy and ICT workshop; Achievement standards workshop |
| 18 March | Learning area consultation forum |
| 20 March | Curriculum Directors' workshop |
| 25 March | Sustainability forum and business/industry focus group |
| 26 March | Indigenous education focus group |
| End of April 2009 | Finalise English, mathematics, the sciences, and history framing papers to guide curriculum development |
| May 2009 | Publication of revised Shape of the Australian Curriculum papers |

During February and March 2009, engagement with stakeholders to seek feedback continued, targeting specific areas where further clarification was required to enable the Board to set its overall direction for the development of curriculum. This included holding forums on equity and diversity, stages of schooling, and learning for the 21st Century, as well as learning area consultation workshops, a Directors' Curriculum meeting to discuss emerging issues and directions, a sustainability forum, and business/industry and Indigenous focus groups to address issues identified through earlier rounds of consultation.

Feedback on the Shape Paper was analysed during January, February and March. The revised report will be posted on the Board's website in May 2009.

3. Feedback affirming the directions in the Shape Paper

3.1 Understanding the contemporary context of curriculum

- 3.1.1 The changes shaping the contemporary context of education identified in the Shape Paper have been acknowledged for their relevance and authenticity at both the professional and community level.
- 3.1.2 The need for a futures orientation identified in the Shape Paper has been strongly supported by stakeholders.

3.2 Goals of education

- 3.2.1 There was support for the Ministerial Council for Education, Employment, Training and Youth Affairs' (MCEETYA) *Melbourne Declaration on Educational Goals for Young Australians*, and their use to drive the national curriculum development process.
- 3.2.2 The goal of educating all Australian students to become Asia literate was also strongly supported, although there was feedback that this emphasis needed strengthening.

3.3 Principles to underpin curriculum and specifications for curriculum development

- 3.3.1 There was support for the principles to underpin curriculum development.
- 3.3.2 There was also acknowledgement of the importance of the specifications provided in the Shape Paper.
- 3.3.3 There was support from professional associations and individual community members in particular (but not solely) for a curriculum that sets high expectations for all students and the notion of differential levels of support for students.
- 3.3.4 There was acknowledgement that the national curriculum should build firm foundational skills. Respondents put forward views about additional skills that might also be included, e.g. financial literacy, Asia literacy, statistical literacy.
- 3.3.5 Submissions also acknowledged the importance of using language that is accessible and meaningful to stakeholders.
- 3.3.6 There was a clear message from respondents supporting a broad national curriculum that allows for local variation and capacity to work in a cross-curriculum mode.

3.4 Curriculum content – general comments, knowledge and skills, literacy and numeracy, general capabilities and achievement standards

- 3.4.1 There was support for proposals in the Shape Paper “to develop a national curriculum that sets core content and achievement standards that are expected of students”.
- 3.4.2 Respondents indicated strong support for the position outlined in the Shape Paper with respect to literacy and numeracy, with many suggesting that literacy and numeracy continua should be developed prior to the commencement of writing the national curriculum learning areas, and that this be done with separate targeted consultation.
- 3.4.3 Submissions showed strong support for explicit articulation of general capabilities within the national curriculum.
- 3.4.4 The use of annotated student work samples was strongly supported, but with caveats (see section 4 below).

4. Feedback requiring further examination

4.1 Understanding the contemporary context of curriculum

- 4.1.1 Concerns were expressed that the importance of local curriculum context and diversity of young people were not fully acknowledged.
- 4.1.2 Feedback suggested a need for greater clarity about how national curriculum will be designed to meet the needs of the full range of student groups, including students with Indigenous backgrounds, with learning difficulties, gifted and talented students and students from non-English speaking backgrounds.
- 4.1.3 There was concern that a vision statement for the national curriculum to inspire teachers has not yet been fully promulgated.

4.2 Goals of education

- 4.2.1 There was support for making equity and diversity more explicitly present in the shaping of the national curriculum, with one response suggesting that the inclusivity aspect of MCEETYA's Declaration on *Educational Goals for Young Australians* should be made more explicit.
- 4.2.2 Responses raised concerns about the general lack of differentiation between principles and specifications for development (para 13 a-j) as outlined in the Shape Paper.

4.3 Principles to underpin curriculum and specifications for curriculum development

- 4.3.1 While submissions indicated general support for the principles, some concerns were expressed:
 - clarity for teachers and students regarding what should be taught and learned (para 13a)
 - high standards that apply to all young Australians (para 13b): respondents commented on dimensions of equity and inclusiveness
 - the early years of schooling: respondents asserted the need for national curriculum documents to connect with the Early Years Learning Framework's curriculum areas so that teachers can clearly see the synergies and compatibility between the documents, particularly in relation to the K-2 years
 - understanding how culture and society are shaped over time: a consistent view was evident in responses. It should be acknowledged that the past has shaped the environment, in addition to shaping society and culture. (Note the addition of environment to elements shaped by the past.) The importance of Indigenous and multicultural perspectives need to be embedded in all learning areas to support the achievement of this principle.
- 4.3.2 One major specification issue emerging from submissions was that of time allocations. This is an area where some formal decisions need to be made to inform both the national curriculum development process and those who will implement it.

4.4 Curriculum content – general comments, knowledge and skills, literacy and numeracy, general capabilities and achievement standards

- 4.4.1 A significant theme of concern exists in perceived tensions between stages of schooling and the year-by-year approach suggested in the Shape Paper.
- 4.4.2 Concerns were also raised about the perceived absence of an overarching conceptual structure for national curriculum.
- 4.4.3 Suggestions or concerns relating generally to curriculum content were presented for consideration, although they had limited frequency of representation in submissions.
- 4.4.4 Suggestions were made to map ICT skills across the years for embedding into curriculum documents.
- 4.4.5 Assertions were made that curriculum content and processes are not separate and that documents need to reflect best current pedagogy research and practice.
- 4.4.6 It was suggested that the national curriculum is a good opportunity to recognise and take into account the “crowded curriculum, particularly in the primary years”.
- 4.4.7 Representations were made about specific subject areas or content that are not part of the initial national curriculum agenda, e.g. Arts, Business Skills, Technology, vocational education.
- 4.4.8 A range of concerns were voiced about the senior years of schooling and the lack of clarity provided, including in relation to national consistency, differentiation of courses and specialisation, and compulsory subjects.
- 4.4.9 In relation to cross-curriculum capabilities respondents indicated concerns about the absence of clearly articulated links with achievement standards and differentiation across learning areas, likewise with the overarching goals for specific curriculum activities. Reference was also made to placing explicit emphasis on learning about Indigenous ways of living. Other correspondents suggested greater clarification is required around creativity, critical thinking, other capabilities, and their inter-relationship.
- 4.4.10 Few, if any, pervading themes emerged from submissions on knowledge and skills, and the development of achievement standards for these. Further clarification needs to be sought in this area although many valuable comments were received which will potentially inform the work of curriculum developers.
- 4.4.11 The general support noted above for achievement standards also came with some cautions regarding complexity, work load and provision of professional support. These included comments on the need to get around existing problems with generic descriptors. A predominant theme was the need to ensure achievement standards are feasible and functional for teachers to use.

5. Addressing written formal submissions

There were 62 formal written submissions. The feedback in these submissions aligns with feedback received through other forms of consultation. This formal feedback was used as a basis to convene a range of workshops, forums and meetings to further clarify the Board's position on a range of matters. The analysed data from the formal written submissions is summarised in tabular form below, organised according to the structural elements of the Shape Paper, and includes the feedback source and action for consideration.

Please refer to the table below for a more in-depth analysis of the actions conducted and proposed in order to address stakeholders' affirmations and feedback received in the consultation of the Shape Paper.

| Item | Feedback summary | Source | Actions |
|--|--|---|--|
| 21st century learning | Nature of the futures orientation to be built into national curriculum. | Government education authority, professional association | Outcomes of the 21st century learning forum are to be addressed in the revised framing papers and advice about them will be provided to curriculum writers in each of the four areas (inclusion of ethical decision making, Asia focus, intercultural understanding/sensitivity). |
| Languages, diversity | Asian languages and cultures focus in content of all learning areas. Recognition of "linguistic diversity" in addition to "cultural, religious, intellectual and social diversities". | Professional associations, individual educators, community | Asia focus to be included in revised Shape Paper and to be incorporated in curriculum writing briefs as appropriate to the learning area. The text 'cultural, religious, intellectual and social diversities' was taken from MCEETYA's draft <i>Declaration</i> and was been revised in the final <i>Declaration</i> to include religious diversity in the context of promoting young Australians' active and informed citizenship. |
| Literacy and numeracy | Accelerate development of literacy and numeracy continua. | Educational professionals and organisations, individual educators and professional associations | The Board convened a literacy/numeracy/ICT forum at the beginning of March to provide advice in relation to the development of literacy/numeracy continua. Participants discussed the Board's achievement standards papers, commissioned from and drafted by the Australian Council for Educational Research. Curriculum writing briefs will include specific directions about inclusion of literacy, numeracy and ICT skills. |
| Educational Goals for Young Australians | Strengthen wording in the Shape Paper in relation to equity and diversity and the role of curriculum and schooling in achieving social outcomes of equity and valuing/recognition of diversity. Provide clarity around these areas. Make more explicit reference to "commitment to principles of social justice and equity for all young Australians. | Professional associations, individual educators, education professionals, education authority | The role of curriculum as an enabler of greater equity and of the appreciation and respect for diversity, and ethical decision making will be made more explicit in the Shape Paper and in advice to curriculum writers. The Shape Paper states that national curriculum will be developed to respond to the full range of students' need, including gifted and talented students, Indigenous students, and students with disabilities. |
| Goals for Education of Young Australians | Lack of philosophical framework or statement of vision. | Education authority, community members, professional organisation | MCEETYA's <i>Declaration</i> forms the framework or vision for national curriculum; the revised Shape Paper. |

| Item | Feedback summary | Source | Actions |
|------------------------------------|--|--|--|
| Early Years | <p>Connection to the Early Years Learning framework.</p> <p>Notion of play-based learning in early years.</p> | Education authorities, professional associations, community individuals | <p>Ensure strong connection with Early Years Learning Framework in all stages of the curriculum development process.</p> <p>Refer curriculum writers to Early Years Learning Framework. (The Shape Paper states that national curriculum should connect with and build on the Early Years Learning Framework being developed for the pre-K phase).</p> |
| Indigenous perspective | Embedding of Indigenous and multicultural perspectives in curriculum. | Education professionals | <p>The Shape Paper will be revised to include further reference to the importance of valuing and recognising Australia's Indigenous past, present and future in the Shape Paper.</p> <p>Indigenous perspectives will be considered in all stages of curriculum development process.</p> |
| Curriculum Content – General | Perceived tensions between stages of schooling and the year-by-year approach suggested in the Shape Paper. | Education authorities | National curriculum will be developed by years of schooling. It will be written so schools can group according to the diverse needs and interests of their students. |
| ICT | Specific comments: Suggestion to map ICT skills across the years for embedding into curriculum documents. | Education authorities, education professional | <p>An ICT continuum will be developed (in addition to literacy and numeracy continua).</p> <p>ICT is taken to be a general capability that will be addressed in all learning areas.</p> |
| | Assertion that curriculum content and processes are not separated and that documents need to reflect best current pedagogy research and practice. | Community (individual), professional association, Government education authority | <p>Curriculum content will include knowledge, skills, and understanding.</p> <p>While the process of teaching (pedagogy) is the responsibility of teachers, advice will be provided to support teachers' work in key areas.</p> |
| | <p>One major specification issue emerging from submissions is that of time allocations.</p> <p>It was suggested that the national curriculum is a good opportunity to recognise and take into account the "crowded curriculum, particularly in the primary years".</p> | Education authorities, professional associations, individuals | This is an area where formal decisions need to be made to inform both the national curriculum development process and those who will implement it. Advice will be provided to writers that includes specific details regarding time allocations that will be included for the design of the curriculum. |
| Stages of schooling – senior years | The senior years (national consistency, differentiation of courses and specialisation, and compulsory subjects). | Government and independent education authorities | A National Curriculum Board / Australasian Curriculum, Assessment and Certification Authorities working group has been formed to provide advice on senior school issues and provide recommendations. |
| | Senior Schooling – separate disciplines for science. | Education authority | This issue was considered in the development of the science framing paper. There will be differentiation in science in the senior secondary years. |

| Item | Feedback summary | Source | Actions |
|-----------------------------------|--|---|---|
| General capabilities | Cross-curriculum capabilities should be linked to achievement standards and differentiation across learning areas. Likewise the overarching goals for specific curriculum activities should include explicit emphasis upon Indigenous learning. Other correspondents suggested greater clarification around creativity, critical thinking, other capabilities, and their inter-relationship. | Education authorities | <p>General capabilities included in national curriculum now include creativity and thinking skills.</p> <p>The revised Shape Paper states that curriculum documents will indicate how learning in a particular area will contribute to the goals in the Declaration, how connections can be made between the discipline areas and how particular general capabilities will be explicitly dealt with in each area.</p> |
| | Perceived absence of changing priorities in education including student wellbeing, and vocational education and learning. | Education authority, professional association | As noted in MCEETYA's <i>Declaration</i> , schools play a vital role in promoting the 'intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing' of students. While curriculum can act as an enabler of such outcomes, student wellbeing is a matter for jurisdictions, schools and teachers. |
| | Inadequate focus on sustainable development (environmental and social), values and ethics. | Education authority, professional association, individual educator | <p>Ethical behaviour is now included as a 'general capability'; commitment to sustainable patterns of living is included as a cross-curriculum perspective.</p> <p>Specific advice and direction on sustainability issues is being sought and will be included in advice to writers.</p> |
| | Inclusion of financial literacy, Asia literacy, statistical literacy as generic capabilities/perspectives. | Education professional, professional educators, education authority, education association, business/industry | <p>Consideration of these areas for inclusion in curriculum writing briefs, where appropriate, and advice to be sought from advisory panels.</p> <p>Financial literacy is not defined as a general capability by MCEETYA (Financial Literacy Framework). In combination with consumer literacy it is understood as the 'application of knowledge, understandings, skills and values in consumer and financial contexts and the related decisions that impact on self, others, the community and the environment'. Writers will be briefed to enable the embedding of financial literacy in learning areas, where appropriate.</p> |
| Principles to underpin curriculum | Individual needs, different learning styles, learning brought to classroom from other contexts. | Professional association | Quality teaching acknowledges what children bring to the classroom; and this is built on to achieve desired learning. The emphasis on this element of teachers' professional practice has been strengthened in the revised Shape Paper. |
| | Understanding the notion of culture as problematic – movement between cultures, culture shaped over time. | Professional associations | It is recognised that cultures are neither static nor fully discrete but are dynamic and interconnected. Different perspectives will be acknowledged in learning areas. |

| Item | Feedback summary | Source | Actions |
|---|---|--|---|
| Specifications for curriculum development | Use of accessible and meaningful language. | Professional organisations, individuals, union | <p>Specific advice to be included in curriculum writing specifications regarding language (clear, concise and plain English), structure and length of curriculum documents.</p> <p>The Board will be developing a glossary and words will be defined in relation to what they mean for national curriculum.</p> |
| Curriculum Content – General | Tension between stages of schooling and year-by-year approach. | Education authorities | The remit of the Board will remain as stated, that is, the curriculum will be written by years of schooling for K-12. It will be written in a way which enables the full range of schools to package it according to student and school needs. |
| | <p>Perceived absence of an overarching conceptual structure for national curriculum.</p> <p>Representations about what (specific subject areas or content) are not part of the initial national curriculum agenda e.g. arts, business skills, technology, vocational education.</p> <p>Areas of learning not included: implications for emphasis, priority, proportion of curriculum.</p> | Education authority, professional associations | <p>The Board has used the <i>Melbourne Declaration on Educational Goals for Young Australians</i> as the overarching framework or structure.</p> <p>The Declaration presents a view of whole curriculum within which national curriculum for specific areas is being addressed.</p> <p>The Declaration describes the full range of learning that is being sought for all young Australians.</p> |
| Curriculum Content – Knowledge and Skills | Curriculum content should be broad and deep – not one size fits all. | Education authority | As noted in the original Shape Paper emphasis in the framing papers will be upon depth not breadth of content. Curriculum will also be flexible and adaptable to the needs and interests of students. |
| | Privileging one view of history. | Education authority | One view of history will not be privileged in the history framing paper or elsewhere in national curriculum documentation. |
| | The nature of “deep knowledge”. | Professional associations, individuals | Deep knowledge will be addressed in the curriculum design process. Greater clarity will be provided as to the nature of ‘deep knowledge’ for each of the learning areas. |
| Curriculum Content – General Capabilities | Nature of higher order competencies – reference to student wellbeing, social competencies, negotiation skills, initiative, enterprise, social-emotional competencies. | Education authorities | The Board convened a forum in late February on 21st century learning. Directions from this forum included: enhancing curriculum links to, or enablement of, social engagement/ citizenship in relation to issues of sustainability and inclusiveness; emphasis on new or different ways of thinking and multiple perspectives. The revised list of general capabilities now includes ethical behaviour and social competence. While the national curriculum will support and enable the outcomes of MCEETYA’s <i>Declaration</i> , student wellbeing will remain predominantly the responsibility of education systems and schools. |

| Item | Feedback summary | Source | Actions |
|--|---|--|--|
| Curriculum Content – Achievement standards | <p>Clarity concerning nature of achievement standards: complexity, work load and provision of professional support – these include comments on the need to get around existing problems with generic descriptors.</p> <p>Functional for use by teachers, including design, expectations, language for communication with parents.</p> <p>Need for balanced assessment regimes including processes for making judgements on student work in allocation of standards.</p> | Catholic education authorities, Government education authority | The Board convened an achievement standards workshop in early March to discuss and clarify issues in this area. The Board is committed to developing achievement standards that are feasible, useful and supported by research. The Board is currently participating in an Australasian Curriculum, Assessment and Certification Authorities assessment project aimed to examine consistency of assessment in a number of learning areas K -10. To provide greater clarity and more detailed advice a separate paper is to be developed on achievement standards. This paper will be released in April/May 2009. |
| | Resourcing implications to develop and implement standards. | Education authorities | Implementation is a state and territory jurisdictional responsibility. Advice and guidelines will be provided to enable states and territories to determine the resource implications to support delivery and the professional development of teachers. |
| | Implied “deficit” view of students in Shape Paper. | Education authority | National curriculum publications will not take a ‘deficit’ view of groups of students and are intended, in keeping with MCEETYA’s <i>Declaration</i> , to enable greater appreciation and respect for diversity. |
| | Relationship between national curriculum and NAPLAN. | Education authority | Literacy and numeracy continua developed for national curriculum will inform future NAPLAN test development. |
| Implementation | Feasibility of timeframe for implementation of national curriculum. | Education authority | National curriculum in English, mathematics, the sciences, and history will be implemented from 2011. The Board will continue to consult with school authorities on implementation issues and specific timelines for learning areas and stages of schooling. |
| | Professional development, resourcing concerns, resourcing implications for students requiring extra support. | Education authorities, professional associations, individual educators | Professional development and resourcing is the responsibility of jurisdictions. The development process provides opportunities to brief jurisdictions. The importance of professional development and working closely with jurisdictions to support this work is a priority. |
| Other Concerns | Use of the expression “religious tolerance”. | Education authority | This reference was in the earlier draft of MCEETYA’s <i>Declaration</i> . Wording such as “religious tolerance” will be avoided. |
| Curriculum context | Acknowledgment of local curriculum contexts. | Community group | It is recognised that the context of the curriculum for young people is the communities in which they live. |

6. Summary of submissions

The Shape of the National Curriculum: A Proposal for Discussion

Consultation period: October – December 2008

Consultation forums were held in every state and territory from June to December 2008. Participants were from every stakeholder group in each of these forums – education authorities, professional associations, parent groups, business, industry and community. Data from these consultations were added to the data from those who took further opportunity to make formal submissions in response to the Shape Paper.

Total number of submissions: 62

A summary of Shape Paper submissions

| Education Authorities State | State |
|--|--------------------|
| Catholic Education | South Australia |
| Catholic Education Office, Diocese of Sale | Victoria |
| Curriculum Council of Western Australia | Western Australia |
| Department of Education | Tasmania |
| Department of Education and Children's Services, Curriculum Services | South Australia |
| Department of Education & Early Childhood Development | Victoria |
| Independent Schools of Queensland | Queensland |
| Lutheran Education Queensland | Queensland |
| Northern Territory Department of Education and Training | Northern Territory |
| Office of Schools, Department of Education and Training | New South Wales |
| Office of the Board of Studies | New South Wales |
| Queensland Catholic Education Commission | Queensland |
| Queensland Studies Authority | Queensland |
| SACE Board of SA | South Australia |
| Victorian Registrations and Qualifications Authority | Victoria |

| Business or Professional Associations | Jurisdiction |
|--|--------------|
| Australasian Association for Progressive and Alternative Education (AAPAE) | National |
| Australian Association of Special Education (AASE; NT Chapter) | Territory |
| ACT Association for the Teaching of English | Territory |
| Amnesty International Australia | National |
| Australian Library and Information Association (ALIA) | National |
| Asia Education Foundation | National |
| Australian Association for Environmental Education | National |
| Australian Association of Primary Principals | National |
| Australasian Association for Progressive and Alternative Education | National |
| Australian Association for the Teaching of English | National |
| Australian Bureau of Statistics | National |
| Australian Council of TESOL Associations | National |
| Australian Education Union | National |
| Australian Geoscience Council | National |
| Australian Institute of Geoscientists | National |
| Bible Baptist Church and Christian Academy | – |
| China Inc | – |
| Commonwealth Bank Australia | National |
| Early Childhood Australia (WA) | State |
| English Teachers' Association NSW | State |
| ERA Publications | – |
| Geological Society of Australia Inc | National |
| Gifted and Talented Children's Association of South Australia | State |
| Learning Conversations | – |
| NSW Federation of Parents and Citizen | State |
| Secure Tec Australasia Pty Ltd | – |
| Studies of Asia & Multicultural Education | – |
| Technology Educators Association (TEA) of NSW | State |
| Victorian Parents Council (VPC) | State |

The breakdown of non-organisational responses is as follows: Academics: 6, Community member: 2, Parent: 1, No Profile: 1, School-based staff: 6 (teacher: 5, teachers' aide: 1), Student: 1.