

## Progressing to Foundation Frequently Asked Questions

### How does the draft 'progressing to Foundation' curriculum fit within the F-10 Australian Curriculum?

The design of the Australian Curriculum provides flexibility for schools and teachers to develop teaching and learning programs that are inclusive of every learner. The draft curriculum for students with disability who are progressing to the Foundation level of achievement enables teachers to identify and build on students' current knowledge, understanding and skills on a continuum of learning that follows the same design and structure of the Foundation to Year 10 Australian Curriculum.

### Why 'progressing' to Foundation'?

The objectives of the Australian Curriculum are the same for all students. They reflect the propositions that each student can learn and that the needs of every student are important. Using four phases of progression, key English and Mathematics knowledge, understanding and skills for students whose learning is progressing to the Foundation stage *level of achievement* have been described. The curriculum assists teachers to identify what students know, understand and can do so that they can plan relevant and meaningful learning programs.

### How are the four phases used to frame the learning of students with disability progressing to the Foundation level of achievement?

The four phases represent progression from a pre-intentional or 'awareness' level (*Responsive*) of learning and communication, to early symbolic (Exploratory) and symbolic approaches (*Active*) to those with increasing independence (*Purposeful*). The phases described should not be regarded as distinct, nor developing in a fixed order. Rather, the phases are overlapping and interrelated. As with the F-10

curriculum, the learning phases are not designed to be 'lockstep' in ways that might limit or restrict learning.

### How does this work reflect the requirements of the Disability Discrimination Act (1992)?

The Disability Standards for Education (2005) developed under the Disability Discrimination Act (DDA), stipulate that:

*'The effect of the following standards is to give students with disabilities the right to participate in educational courses or programs that are designed to develop their skills, knowledge and understanding, including relevant supplementary programs, on the same basis as students without disabilities.'*

ACARA is responding to its obligations under the Disability Standards for Education, in particular the Standard for curriculum development, accreditation and delivery with the provision of this material for teachers.

### Will schools still use individual learning plan processes for students with disability?

While there is some variation around the country, individual learning plans are widely used to document an education program that is relevant and meaningful to individual students. Schools should continue to develop individual learning plans reflective of goals which can include academic aspirations such as English and mathematics, as well as learning goals which may be identified as more indicative of functional performance.

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### **What are the implications for assessment and reporting?**

Schools and teachers will continue to apply the assessment and reporting requirements set down by their state and territory education authorities. This curriculum helps teachers make judgments about student progress and is relevant for students with disability when their learning progress can be expressed within or across each of the learning phases — Responsive, Exploratory, Active and Purposeful.

### **Will ACARA be producing any guidance or support materials?**

ACARA is working with teachers to develop examples of how the Australian Curriculum can be used to plan learning experiences for students with disability. These materials will be published with the final version of these curriculum materials.

### **How will the Australian Curriculum materials for students with disability progressing to the Foundation level of achievement be published?**

Once approved by Ministerial Council, the curriculum for students with disability progressing to the Foundation level of achievement in English and Mathematics will be published on the [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) website as part of the Australian Curriculum.

### **How can I provide feedback about the draft Australian Curriculum materials for students with disability progressing to the Foundation level of achievement?**

Please click here for information about opportunities for further consultation  
<http://consultation.australiancurriculum.edu.au>.