

Terms of Reference:

Focused review of the Australian Curriculum

Approved by Education Ministers on 20 February 2026

Background

On 18 December 2025, the Prime Minister, the Honourable Anthony Albanese MP, announced the establishment of a 12-month Antisemitism Education Taskforce (AET), to be chaired by David Gonski AC as part of the Australian Government's response to the Special Envoy's plan to combat antisemitism. It will consider actions to help the Australian education system prevent, tackle and properly respond to antisemitism.

The AET tasked ACARA and the Australian Children's Education and Care Quality Authority (ACECQA) to provide advice on a targeted review of the Australian Curriculum and Early Years Framework (EYLF) to combat antisemitism at the inaugural meeting of the AET on 19 December 2025.

On 3 February 2026, the AET endorsed ACARA's approach to the Focused Review of the Australian Curriculum and agreed to seek formal approval from Education Ministers at the next Education Ministers Meeting on 20 February 2026.

This terms of reference is specifically focused on the Iterative Review of the Australian Curriculum with further advice on the EYLF to be provided by ACECQA.

Aim

The proposed focused (iterative) review of the Australian Curriculum aims to support a deeper understanding of Jewish Australians' history and culture; support an understanding, and rejection, of all forms of antisemitism; and develop an understanding and expression of Australian values.

Principles

The following principles will guide the scope and approach to the iterative review:

1. The iterative review will be underpinned by the education goals of the Alice Springs (Mparntwe) Education Declaration (2019).
2. The iterative review will involve consultation with the profession, including practising teachers, and engagement with key stakeholders; any proposed changes to content descriptions or achievement standards will be made in collaboration with subject matter experts and those with expertise in early years, primary and secondary education.
3. Through collaboration and consultation with state and territory systems and sectors, the iterative review will be informed by existing work and resources, or those under development.
4. The iterative review will draw on current national and international research and implementation to identify where the Australian Curriculum can be strengthened to support a deeper understanding of Jewish Australians' history and culture; support an understanding, and rejection, of all forms of antisemitism; and develop an understanding and expression of Australian values.
5. States, territories and jurisdictions are responsible for implementation of the Australian Curriculum.
6. The development of classroom teaching and learning resources is out of scope for this review.

The iterative review will also consider:

- ACARA’s Shape of the Australian Curriculum paper (Version 5.0) and ACARA’s Curriculum Design paper (Version 3.1).
- Relevant national policy developments and initiatives.
- Any emerging insights from Australian jurisdictions in their implementation of the Australian Curriculum, as well as benchmarking and country comparisons.

Approach

ACARA will lead the process for the iterative review.

ACARA will establish an Antisemitism Education Curriculum Advisory Group with expertise in antisemitism, the Holocaust, values and social cohesion education.

ACARA’s existing F–12 Curriculum Reference Group (CRG) will provide oversight of key issues emerging from across the Australian Curriculum iterative review processes. ACARA’s other existing advisory groups will provide the mechanism for wider stakeholder engagement and consultation. Focus groups of practicing teachers and school leaders will be formed to provide advice and feedback throughout the review.

Subject matter teacher professional associations, subject matter experts, relevant academics and other key stakeholder groups will be engaged and consulted throughout the iterative review process.

ACARA will work directly with the Schools Policy Group (SPG) and the Australian Education Senior Officials Committee (AESOC) on delivery of the iterative review.

Any proposed change to the Australian Curriculum will be brought to EMM for consideration and approval.

Deliverables

1. A research paper on national and international education related to antisemitism, the Holocaust, values and social cohesion and potential implications for Australian Curriculum content.
2. A review of the Australian Curriculum content (content descriptions and achievement standards) with a focus on supporting: a deeper understanding of Jewish Australians’ history and culture; support an understanding, and rejection, of all forms of antisemitism; and develop an understanding and expression of Australian values.
3. An audit of the related content elaborations and consider the amendment of existing or development of new elaborations if needed to support reviewed content.
4. Consultation with key stakeholders on draft iterative review of the Australian Curriculum, including AET, ACARA Board, SPG and AESOC.
5. Prepare an EMM paper for their consideration and approval of any changes to the Australian Curriculum.
6. Provide advice on a plan for implementation of the updated curriculum.
7. Published approved changes to the Australian Curriculum.
8. A communications plan.

Timeline

The iterative review will commence in March 2026 with advice and recommendations to Ministers to be provided at the 2026 quarter 4 EMM meeting.