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CREATE CHANGE

# Final Report - General Capabilities



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# 1. Executive Summary

## 1.1 Background

On 12 June 2020, Australia's education ministers tasked the Australian Curriculum, Assessment and Reporting Authority (ACARA) to undertake a review of the Australian Curriculum from Foundation to Year 10 (the Review) to ensure it is still meeting the needs of students and providing clear guidance on what teachers need to teach. ACARA has worked in close consultation with the profession and key stakeholder groups to complete the Review. The Review looks over the existing 3 dimensions of the Australian Curriculum; that is, the 8 discipline-based learning areas, 5 general capabilities and 3 cross-curriculum priorities. To improve the Foundation to Year 10 (F-10) Australian Curriculum, ACARA's broad aims are to refine, realign and declutter the content of the curriculum within its existing structure.

As part of the Review, ACARA invited public feedback on its proposed revisions to the Australian Curriculum. The consultations were open from 29 April to 8 July 2021. ACARA has contracted the Institute for Social Science Research (ISSR) at The University of Queensland to undertake an independent analysis of the data collected during the consultations and to prepare consultation reports to assist ACARA in completing the revisions.

All feedback from the consultation process, including detailed and year-specific submissions, has been read and considered by the ACARA review team in further revising the Australian Curriculum. ISSR carried out an analysis of aggregated qualitative and quantitative data with a view of providing high-level overview of the response patterns. This report presents a summary of the results from this analysis for the 5 general capabilities.

## 1.2 Consultation features and caveats

There were 3 channels in which feedback from consultations was received:

1. an online survey (with a mix of closed and open-ended questions) capturing overall respondents' feedback on the proposed revisions to the introductory descriptions and the continuum, as well as their demographics and organisational detail (Appendix A);
2. open submission process, which involved providing written feedback by email to ACARA;
3. written feedback from the state and territory education authorities and national sector peak bodies provided in response to invitations accompanied by guidelines that reflected the online survey structure.

The character of the consultation was public, and it was anonymous for participating individuals. This allowed participation of individuals and groups with varying understandings of the Australian Curriculum, the proposed revisions, and the terms of reference (TOR) of the Review. The consultations did not impose protocols to confirm the identity of participants or that participants submitted their feedback only once. The 3 different channels of capturing feedback were also associated with methodological differences (see Section 3.4.1).

Results of the consultation included in this report should be seen in this context. They report perceptions of participants captured through different channels in the consultation process without assuming that these are representative of relevant stakeholder groups. They present perceptions as they were conveyed by stakeholders without qualifying them against the proposed revisions to the curriculum and without making assessments about their professional or other value.

## 1.3 Methodology

Individual feedback received via emails was de-identified by ACARA prior to making it available to ISSR. Identification of organisations among email submissions was maintained so that the participating organisations could be listed in the reporting. Jurisdictional feedback also remained identifiable for documentation in the reporting.

Responses from the survey were only included when they had been completed, which required the participant to continue to the final page. The final page was determined by the selections made by the respondent. Data from quantitative questions were cleaned and checked for consistency and processed using statistical software.

ISSR developed a code frame (Appendix B) that defined the themes and subthemes that emerge from the open-ended responses and established rules for coding such open-ended responses to those themes and subthemes. This code frame was used to analyse the feedback provided via open-ended survey questions, via open email submissions, and via written feedback from jurisdictions and national non-government sector bodies.

Stakeholder perceptions are reported for each of the 3 channels without applying weights and without identifying more or less authoritative voices among participating stakeholders within each consultation channel.

## 1.4 Stakeholder response and profile

The online survey for general capabilities was completed 192 times, with 94 responses submitted for Critical and Creative Thinking, 72 for Digital Literacy, 66 for Ethical Understanding, 57 for Intercultural Understanding and 98 for Personal and Social capability (Table 1). Across all 5 general capability sections, teachers were the largest respondent type, Queensland the state/territory most represented among respondents, and respondents with links to Government schools and schools in metropolitan areas constituted the largest groups.

*Table 1: Number of participations by general capability and channel*

	Online survey	Email submissions	Jurisdictional submissions
Critical and Creative Thinking	94	6	7
Digital Literacy	72	6	6
Ethical Understanding	66	12	6
Intercultural Understanding	57	8	7
Personal and Social capability	98	18	6
General/overarching	na	8	1
<b>Total<sup>^</sup></b>	<b>192</b>	<b>36</b>	<b>8</b>

<sup>^</sup>The same survey respondent, email and jurisdictional organisation could provide feedback on multiple general capabilities, which is why the total is not the sum of the numbers in a column.

There was a total of 36 email submissions specifically related to the general capabilities, with 24 of these submissions including an attachment that was coded alongside the contents of the email message. Similar to the open-ended survey responses, Personal and Social capability received the biggest response. Of the email submissions, 6 provided feedback for Critical and Creative Thinking, 6 for Digital Literacy, 12 for Ethical Understanding, 8 for Intercultural Understanding and 18 for Personal and Social capability. In addition, there were 6 submissions that provided feedback on the general capabilities more generally (Table 1). Associations or bodies were largest respondent type, comprising 50% of submissions, while academics/experts formed the second largest respondent type (approx. 20%).

Eight of the 10 invited jurisdictions and national sector peak bodies submitted feedback on the revised general capabilities. The New South Wales submission did not make reference to the general capabilities and the Australian Capital Territory did not provide a submission to the consultation process. Six of the 8 participating jurisdictions and national sector peak bodies commented on all 5 general capabilities. Independent School Australia only provided specific feedback on Critical and Creative Thinking and Intercultural Understanding, and the Northern Territory only commented generally on the general capabilities. Jurisdictions also used a variety of methods to generate feedback from their stakeholders, but specific details around these methods was not always provided.

## 1.5 Stakeholder feedback

### 1.5.1 Online survey

The survey asked 3 quantitative questions for the general capabilities, framed as positively worded statements about the proposed changes to the curriculum. The 3 statements are provided below, along with the overall rates of agreement<sup>1</sup> for each general capability.

- **Statement 1:** *'The introductory description is clear about the importance of this general capability.'*

The majority of respondents agreed or strongly agreed that the introductory description was clear about the importance of the general capability for: Critical and Creative Thinking (68%); Digital Literacy (63%); Ethical Understanding (68%); Intercultural Understanding (56%) and Personal and Social capability (67%). Thus, the level of agreement was relatively high across all general capabilities on this statement, except for Intercultural Understanding, where the level of agreement was less strong.

- **Statement 2:** *'The changes to the elements and sub-elements have improved the continuum.'*

The majority of respondents agreed or strongly agreed that the changes to elements and sub-elements had improved the continuum for: Critical and Creative Thinking (64%); Digital Literacy (67%); Ethical Understanding (53%) and Personal and Social capability (58%). However, less than half of the respondents agreed to the statement that the changes to elements and sub-elements have improved the continuum for Intercultural Understanding (46%). Further, while agreement out-weighted disagreement on this statement for the other general capabilities, it is notable here that the agreement on this statement was slightly lower for Ethical Understanding and to a lesser extent for Personal and Social capability, than for the remaining 2 general capabilities, and in comparison to agreement on other statements for these same capabilities.

- **Statement 3:** *'The descriptions from Level 1 to Level 6 form a logical developmental sequence.'*

The majority of respondents agreed or strongly agreed that the descriptions from Level 1 to 6 form a logical developmental sequence for: Critical and Creative Thinking (65%); Digital Literacy (61%); Ethical Understanding (61%); Intercultural Understanding (53%) and Personal and Social capability (60%). Again, it is notable that agreement for this statement for Intercultural Understanding is lower than agreement on this statement for the other capabilities.

Overall, respondents were generally supportive of the changes for Critical and Creative Thinking, Digital Literacy, Ethical Understanding and Personal and Social capability. However, respondents rating the same statements in relation to Intercultural Understanding were less likely to agree or strongly agree. It is also notable that there was less agreement to the statement around the elements and sub-elements improving the curriculum for Ethical Understanding, and to a lesser extent for Personal and Social capability, in comparison to the level of agreement for other statements for these same capabilities.

Respondents could also openly comment on aspects of the revised general capability that had improved and on aspects that needed further improvements. For Critical and Creative Thinking, 57% of respondents took this opportunity, 61% for Digital Literacy, 56% for Ethical Understanding, 63% for Intercultural Understanding and 55% for Personal and Social capability.

The open-ended survey feedback was coded according to a code frame. The code frame defined the themes and subthemes that emerged from the open-ended responses and established rules for coding such open-ended responses to those themes and subthemes. The coding of open-ended survey feedback found many positive comments about the general capabilities. These comments were related to clarity and elements, the perceived value of general capabilities, as well overall developmental sequence and appropriateness.

<sup>1</sup> These questions had been set up as compulsory in Survey Monkey and included 5 options: Strongly agree, Agree, Disagree, Strongly disagree and Don't know. Percentages of respondents who agreed or strongly agreed are based on all respondents including those that selected the Don't know option.

For each general capability, the leading theme was *clarity and elements*. Within this theme for each of the general capabilities, a sizeable portion of respondents perceived improved clarity, particularly in relation to the elements and sub-elements. However, for each general capability, there were more comments that further refinements were needed to improve clarity, conciseness and/or specificity.

More respondents than not saw the *perceived value* of the capabilities. This applied to all general capabilities. Within this theme, more of the respondents commented on the general capabilities as important and worthwhile, often making links to improved skills and outcomes for students.

Issues around *alignment* were always represented within the top 3 themes for each of the general capabilities. Within this feedback were recommendations for further revisions to expand upon the content to ensure what was covered within the capabilities aligned with the intent of the general capability.

Across the general capabilities, there were perceived issues around implementation, with recommendations for further training, resources, and support.

### 1.5.2 Email submissions

Similar to the open-ended survey feedback, the email submissions contained many positive comments about the general capabilities. One of the key themes was around the perceived value of the general capabilities. More respondents viewed them as valuable and having an appropriate amount of emphasis or needing further emphasis, in comparison to having too much emphasis. This was particularly the case for the Personal and Social capability, in which close to 30% of respondents who commented on this capability mentioned this capability as valuable. A relatively high number of respondents also commented that overall, the general capabilities were important in the curriculum.

In the email submissions, a large proportion of respondents commented on the Personal and Social capability, often positing the idea of broadening this capability through the inclusion of additional content, such as positive psychology techniques, and concepts such as resilience and emotional literacy. It was generally expressed that this capability was critical to support students' wellbeing and it should be expanded and strengthened to ensure students were equipped with the skills and techniques to support their mental and social wellbeing in the future.

The overall clarity was perceived as improved for the capabilities. However, there were often more suggestions and recommendations to improve or refine what was viewed positively, similar to the open-ended survey feedback. Suggestions for the general capabilities included ideas to expand the Digital Literacy capability, foregrounding the importance of personal information sharing and online security. There were some suggestions around personal information sharing spanning into the capability of Ethical Understanding. There were frequent suggestions to provide stronger links to the learning areas, as well as some suggestions on additional general capabilities or elements.

The quantitative and open-ended survey feedback highlighted there may be perceived shortcomings with the elements and sub-elements for Intercultural Understanding. The email submission feedback also provided some recommendations for elements and sub-elements within this capability. However, the proportion of email submission respondents commenting on this capability was relatively small.

### 1.5.3 Jurisdictional feedback

There was mixed feedback from the jurisdictions on the general capabilities, including the aspects of each general capability that were supported or praised, and those that were critiqued and seen as needing further refinement.

For Critical and Creative Thinking, all participating jurisdictions agreed that this revised capability had improved, agreeing that the introductory description, elements and sub-elements, and year descriptions had all been enhanced. However, several jurisdictions suggested there needed to be a greater balance between Critical and Creative Thinking as well as consideration to early years student needs and stage of development. Queensland, Victoria, and Western Australia all noted aspects that could be made more

developmentally appropriate across several year levels. There were other suggestions to improve some language within this capability.

Some jurisdictions regarded Digital Literacy as more logically sequenced and clearer, the language more accessible, and endorsed the greater emphasis on online safety. However, several jurisdictions felt the content was still not manageable and suggested removing duplication in sub-elements and overlap with learning areas. Others suggested that Literacy and Numeracy capabilities could be embedded in learning areas that aligned to the National Literacy and Numeracy Learning Progressions. Other aspects for consideration included the view that, in some instances, the scope of the context in which students were working was impractical in schools; some level descriptions were not age appropriate; some refinements to language to remove complexity and improve clarity, and the addition of media literacy.

For Ethical Understanding, most jurisdictions were generally positive about this revised capability, noting some changes to cognitive verbs had resulted in more age appropriateness; clearer and reduced level descriptions; and improved rigour. However, there were a range of further improvements suggested, including reducing the sub-elements from 3 to 2 and more coherent organisation of elements and sub-elements. Queensland saw increased cognitive demand and increased rigour generally; new terms and concepts that could alienate teachers; and that this capability was unlikely to be used authentically by teachers. There were also suggestions to revise language and terminology for clarity and consistency, and for more practical support for teachers.

Several jurisdictions noted some improvements to the general capability of Intercultural Understanding, including improved alignment to learning area content and between elements and sub-elements; alignment between strands and content descriptions; a logical cognitive progression, and clearer content descriptions. However, like feedback from the other consultation channels, this general capability was seen as needing some further revisions. Queensland, in particular, did not regard this capability as improved, pointing to the introductory description as unclear on the importance of Intercultural Understanding – a point with which South Australia, the National Catholic Education Commission, and Independent Schools Australia agreed. As per the other general capabilities, issues of implementation support were raised by some jurisdictions.

Generally, jurisdictions were supportive of the revised Personal and Social capability, with positive feedback including improved clarity in the introductory descriptions, continuum, elements, and sub-elements (organisation and structure). Other suggestions from some jurisdictions included removing 'contexts' from sub-elements and ensuring consistency in language; using language that is more inclusive of diverse learners; better alignment between some sub-elements, as well as recommendations to language of specific sub-elements. There were mixed views around developmental appropriateness, with some seen as too complex and some felt the demands of some upper-year levels were aspirational rather than realistic.

## 1.6 Summary and conclusions

### 1.6.1 Critical and Creative Thinking

The feedback from the 3 communication channels suggested that this revised capability was seen positively and as improved, with minor suggestions and refinements. In the survey, there was a relatively strong level of agreement (64-68%) for the statements around improvements to the introductory description, changes to the elements and sub-elements improving the continuum and descriptions from Level 1 to 6 forming a logical developmental sequence. The qualitative feedback reiterated that respondents saw some improvements to overall clarity and content. Common feedback from the open-ended survey responses and the email submissions included expressions that this capability was valuable and suggested improvements to overall clarity. However, there were also perceived opportunities to expand and strengthen this capability further to ensure that the content aligned with the intent. Similarly, the jurisdictions agreed that this revised capability had improved, agreeing that the introductory description, elements and sub-elements had all been enhanced. There were also suggestions around achieving a greater balance between critical and creative thinking, consideration to early years student needs and stage of development, as well as developmental appropriateness and language.

### 1.6.2 Digital Literacy

Revisions to Digital Literacy were viewed positively. This was reflected across all 3 communication channels. In the survey, there was strong agreement on the statements that the revisions resulted in the introductory description clearly conveying the importance of this general capability, the elements and sub-elements improved the continuum, and descriptions from Level 1 to 6 formed a logical developmental sequence. The open-ended survey feedback and email submission feedback included many positive comments, such as the perceived importance and relevance of this capability in the 21<sup>st</sup> century, improvements to overall clarity, and the inclusion of online safety. Some jurisdictions regarded Digital Literacy as more logically sequenced and clearer, the language more accessible, and they endorsed the greater emphasis on online safety.

However, there was feedback from the open-ended survey feedback, email submission and jurisdictional responses to strengthen this capability. Respondents providing open-ended survey feedback and email submissions suggested revisions to language and content, with some mentions of improving alignment between content and what was intended, overall developmental progression, and alignment with learning areas. Several jurisdictions felt the content was still not manageable and suggested removing duplication in sub-elements and overlap with learning areas. Other aspects for consideration included refinements to language to remove complexity and improve clarity. Some respondents suggested revisions around the inclusion of additional content, such as email submission respondents suggesting a greater emphasis on personal information sharing, while one jurisdiction suggested the addition of media literacy.

### 1.6.3 Ethical Understanding

For Ethical Understanding, there was support for some of the proposed revisions to this capability. In the survey, there was strong agreement (61-68%) to the quantitative survey statements about the revisions resulting in the introductory description clearly conveying the importance of this general capability and descriptions from Level 1 to 6 forming a logical developmental sequence. However, agreement for the statement that the elements and sub-elements improved the continuum (53%) were below that of the other 2 statements.

The open-ended survey feedback showed there had been some improvements to overall clarity and that respondents perceived this capability as important and having an appropriate amount of emphasis or needing more emphasis. The email submission feedback similarly showed respondents saw some improvements to clarity. Across both channels, there were many positive comments. However, there were some suggested improvements to the content, elements and sub-elements, including the inclusion of ethical frameworks, greater alignment to learning areas and other suggestions to developmental sequencing.

Most jurisdictions were generally positive about this revised capability, noting some changes to cognitive verbs had resulted in more age appropriateness, clearer and reduced level descriptions, and improved rigour. There were also a range of further improvements suggested, including reducing the sub-elements from 3 to 2 and more coherent organisation of elements and sub-elements. Queensland had some further criticisms of this capability in terms of its overall inclusion and authenticity.

### 1.6.4 Intercultural understanding

The feedback from the 3 communication channels suggested this capability was seen as needing further revision. In the survey, agreement only slightly outweighed disagreement in 2 of the quantitative statements: that the revisions resulted in the introductory description clearly conveying the importance of this general capability, and that descriptions from Level 1 to 6 form a logical developmental sequence. Further, less than half agreed with the statement that the elements and sub-elements improved the continuum (46%). The open-ended survey feedback showed that respondents saw the need for further revisions to overall clarity and alignment with learning areas, as well as to the elements and sub-elements. Similar feedback was obtained from the email submissions, with some comments reflecting that terminology could be revised to better align the contents with what was intended.

Several jurisdictions noted improvements to the general capability of Intercultural Understanding, including improved alignment to learning area content and between elements and sub-elements. However, similar to

feedback from other consultation channels, this general capability was viewed as needing some further revisions. Four jurisdictions - Queensland, South Australia, the National Catholic Education Commission and Independent Schools Australia - did not regard this capability as improved. Like the feedback from the other consultation channels, some jurisdictions felt that there were some sub-elements that were unclear and could be refined or reduced, cognitive progression could be improved, and terminology and language reflected a deficit model.

### 1.6.5 Personal and Social capability

There was much support for this capability, across all 3 communication channels and feedback for further revisions from the qualitative feedback was often about expanding and strengthening this capability. There was relatively strong agreement to the quantitative statements about the revisions resulting in the introductory description clearly conveying the importance of this general capability, and descriptions from Level 1 to 6 forming a logical developmental sequence. However, agreement for the statement that the elements and sub-elements improved the continuum (58%) were below that of the other 2 statements. The feedback from the open-ended survey feedback was that there was improved clarity to this capability, particularly in relation to the elements and sub-elements. This was also reflected in the email submission feedback, which also showed that respondents perceived this capability as valuable and relevant, and having an appropriate amount of emphasis or needing further emphasis. While this view was evident in both email submission feedback and the open-ended survey feedback, it represented a higher proportion of comments in the email submission feedback than in the survey feedback. Further, the suggestions from email and survey respondents to revise this capability centred around the inclusion of additional content to expand this capability, such as further inclusion of positive psychology techniques and concepts such as resilience and emotional literacy. Survey and email submission respondents saw this capability as critically important for students in the 21<sup>st</sup> century and suggested ways to ensure that students were equipped to have positive mental and social wellbeing as they transitioned into adulthood.

Similarly, generally jurisdictions were supportive of the revised Personal and Social capability, with positive feedback including: improved clarity in the introductory descriptions, continuum, elements, and sub-elements (organisation and structure); expanding the pre-Foundation level; and genuine content reduction. However, like the other qualitative feedback, Queensland saw the opportunity to expand this capability, by better reflecting elements in the Australian Student Wellbeing Framework and the 'big 5 domains' from the OECD Study on Social and Emotional Skills" (p. 153). Other suggestions included removing 'contexts' from sub-elements and ensuring consistency in language; using language that is more inclusive of diverse learners; better alignment between some sub-elements, and recommendations to language of specific sub-elements.

### 1.6.6 Conclusion

Overall, there appeared to be general support for the proposed revisions for Critical and Creative Thinking, Digital Literacy and Ethical Understanding. However, there also appeared to be identified gaps or needed revisions for Intercultural Understanding. Respondents were generally positive about the Personal and Social capability as this was seen as critical for students' wellbeing. Suggestions from the 3 communication channels included expanding this capability to ensure students are equipped with necessary skills and techniques that will aid their mental and social wellbeing as they transition into adulthood. While there were positive aspects noted in relation to all capabilities by respondents across all communication channels, particularly around the perceived value of the capabilities and improvements to clarity, there were also suggestions for further improvement and refinement. This included further revisions to language to improve clarity, to ensure the contents of the capability aligned with its intent of the capability, and for improved developmental progression. Issues of implementation support were consistently raised across all consultation channels.

## 2. Introduction

### 2.1 Review of curriculum

On 12 June 2020, Education Council tasked the Australian Curriculum, Assessment and Reporting Authority (ACARA) to undertake a review of the Australian Curriculum for Foundation to Year 10 (F-10) to ensure it is still meeting the needs of students and providing clear guidance for teachers. ACARA has worked in close consultation with the profession and key stakeholder groups to complete the Review. The review includes the existing 3 dimensions of the Australian Curriculum; that is, the 8 discipline-based learning areas, 5 general capabilities and 3 cross-curriculum priorities. It broadly aims to improve the Australian Curriculum F-10 by refining, realigning and decluttering the content of the curriculum within its existing structure.

ACARA looked at the latest research and worked with experts in each capability to identify opportunities for updating. An analysis of the learning continuum for each was undertaken to ensure it still reflected current research and that the current descriptions were aligned across levels and within sub elements.

Evidence and information gathered in this process was used to refine and propose revisions to the continua for consultation and feedback through ACARA's reference groups and advisory groups. The key proposed revisions are:

- The ICT capability has been renamed Digital Literacy to align with international developments and the findings of recent national reports.
- The description of each general capability and its learning continuum has been revised to refine the language and improve the clarity for teachers, update the developmental progression and ensure that the understandings, skills and dispositions are current and relevant for Australian students.
- Each general capability has been embedded in the content descriptions of learning area curricula where that learning is essential – for example, Digital Literacy in the content of the Digital Technologies curriculum; Personal and Social capability in Health and Physical Education.
- The content elaborations in all learning areas have been significantly revised and improved to ensure they only include authentic illustrations of how the general capabilities can support the teaching and learning of the learning area content.

### 2.2 Stakeholder consultation

As part of the Review, ACARA invited public feedback on its proposed revisions to the Australian Curriculum. There were 3 channels through which feedback was received.

#### 2.2.1 Online survey

The main channel through which the public participated in the consultation was an online survey, which was set up in Survey Monkey and administered by ACARA. The survey captured stakeholder demographics, organisational details and perceptions on the suggested curriculum changes to the 5 general capabilities: Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding, Personal and Social capability and Digital Literacy. Respondents could select which of the 5 general capabilities they wanted to provide feedback on. For each of the selected general capabilities they were then asked to rate their agreement on 3 statements after which they could leave comment in 2 text boxes. The 3 statements were:

- 'The introductory description is clear about the importance of this general capability.'
- 'The changes to the elements and sub-elements have improved the continuum.'
- 'The descriptions from Level 1 to Level 6 form a logical developmental sequence.'

The 2 text boxes prompted respondents to comment on aspects of the revised general capability that had improved and aspects that needed further improvement

### 2.2.2 Email submissions

A second channel for the public to provide feedback on the proposed revisions to the Australia Curriculum was via written feedback submitted by email to [engagement@acara.edu.au](mailto:engagement@acara.edu.au).

### 2.2.3 Jurisdictional education authority submissions

The state and territory education authorities and national non-government sectors were separately invited to provide their jurisdiction feedback in written form. In these cases, the invitations were accompanied by guidelines that reflected the online survey structure.

### 2.2.4 Consultation details

The consultation period ran over 10 weeks between 29 April and 8 July 2021. Relevant materials outlining the proposed changes to elements of the Australian Curriculum and the associated reasons for them were also made available on ACARA's purpose-built consultation website during that time. Stakeholders were encouraged to consider these materials prior to, or while, responding to the survey questions or providing feedback by email.

Participation in the online survey was anonymous for individual respondents. Groups who participated in the online survey were asked to provide the name of the organisation they represented. Feedback received via email submissions sometimes contained information about the identity of the participant. Individual details were removed by ACARA prior to being provided to ISSR, while information related to a group or organisation was retained and shared with ISSR.

The public and largely anonymous character of the consultations allowed people and organisations with various understandings of the curriculum and the proposed changes to the curriculum to participate in the consultations. Some aspects of the Review received national media attention at the time of the consultation period, which may have stimulated participation by particular groups.

## 2.3 This report

### 2.3.1 Purpose of report

During the consultation period, qualitative and quantitative data were gathered in relation to various elements of the Australian Curriculum and various year levels. Some of the feedback was very detailed in talking about the Australian Curriculum, the proposed changes, and/or suggestions for further improvement to the Australian Curriculum. All feedback, including detailed and extensive submissions, has been read and considered by the ACARA review team in further revising the Australian Curriculum.

ISSR has been contracted by ACARA to undertake an independent analysis of the qualitative and quantitative data. The purpose of this report is to provide a high level analysis of the feedback collected to support ACARA personnel to make recommendations about refinements to the curriculum. The key interests of this report lie in:

- understanding the profile of stakeholders who participated in the consultations about the general capabilities;
- understanding the level of stakeholder agreement and disagreement with different elements of the revised general capabilities;
- identifying the areas of the revised general capabilities that stakeholders perceived most positively and those deemed in need of further refinement; and
- gauging stakeholder perceptions about whether the Review achieved its overall objectives within the terms of its reference.

### 2.3.2 Structure of report

The following section (3) describes the treatment of data captured through the different consultation channels, and the methods of analysis and presentation. Section 4 presents information on participating stakeholders before results from the consultation are shown in Sections 5, 6 and 7. The structure of presenting the results follows the structure of the 3 channels of participation – survey results are included in Section 5, feedback from the open email submissions in Section 6 and feedback from jurisdictional submissions in Section 7.

## 3. Data processing and analysis

### 3.1 Data transfer

ACARA provided responses to the survey and those received via email to ISSR through a secure project folder in the ACARA cloud. Responses from the survey were only included when they had been completed, which required the participant to continue to the final page. The final page was determined by the selections made by the respondent. ACARA also provided ISSR with the written jurisdiction feedback and the received email submissions.

Individual feedback received via emails was de-identified by ACARA prior to making it available to ISSR. Identification of organisations among email submissions was maintained so that the participating organisations could be listed in the reporting. Jurisdictional feedback also remained identifiable for documentation in the reporting.

### 3.2 Data cleaning – survey data

All quantitative questions had been set up as compulsory in Survey Monkey and the resulting data overwhelmingly adhered to the pre-given questionnaire structure and response formats so that minimal data cleaning was required. In a few cases participants had information recorded as an individual as well as a group respondent. This could occur where respondents identified as either of the 2 and then later went back to the relevant survey page and changed their response to the respectively other respondent type, which triggered a trajectory that captured more information on either the individual or group characteristics of the respondent. Each of these cases was scrutinised and the information retained that most likely reflected the stakeholder type based on the information provided. For example, a record that indicated an individual respondent who was a primary school teacher in a Government school in a metropolitan area, and that also indicated a group response for a Government school in a metropolitan area that represented one person was determined to be the former and the latter information was deleted from the cleaned dataset.

Leading and trailing blanks were removed from open-ended responses to prepare the textual data for coding while all content of such responses was retained as it had been given.

### 3.3 Coding of open-ended responses

#### 3.3.1 Developing code frame

ISSR in consultation with ACARA developed a code frame that defined the themes and subthemes that emerge from the open-ended responses and established rules for coding such open-ended responses to those themes and subthemes. The code frame was developed in 3 steps.

#### *Step 1 - Scrutinising the survey questions developed, and associated materials, for key themes and categories*

Prior to receiving any survey responses, 2 qualitative researchers scrutinised the proposed curriculum changes, along with the survey questionnaires, to provide an initial outline of the themes they expected to see in the data. This outline was updated iteratively as the analysis in Step 2 and 3 continued.

#### *Step 2 - Inductive analysis of interim responses*

Inductive analysis commenced once the first survey data became available. Once the survey responses were received, the qualitative researchers read through the open-ended feedback and familiarised themselves with the data. Together, they then generated themes that were linked to the data set and began coding the data without reference to the outline of themes developed in Step 1. This approach enabled the researchers to be open to new patterns in the data and to make revisions to the draft outline of the code frame.

### *Step 3 - Content analysis of interim responses*

Content analysis was then employed. The 2 researchers coded a portion of the data independently using the developed draft code frame. They then met to discuss commonalities or differences in coding the data, until agreement was reached. In this activity, the researchers noted nuances in themes across learning areas, cross-curriculum priorities and general capabilities and the code frame underwent a revision to incorporate these nuances.

The code frame was then examined against a sample of later arriving email submissions as well as some of the jurisdictional and national sector peak bodies which established that the developed codes/themes also largely applied to feedback received through these channels. During all steps ISSR consulted ACARA staff who sense checked the evolving code frame and who provided inputs into its evolution.

### 3.3.2 Coding

Open-ended responses from 2 survey fields were then coded according to the developed code frame. One prompted the respondents to provide comments about general aspects of the revised curriculum that have improved and the other prompted them to provide comments about general aspects of the revised curriculum that needed further improvement (for the survey questions see Appendix A).

Consistent with the treatment of open-ended responses captured through the online questionnaire, written feedback received via emails was coded on the basis of the code frame. The coding of jurisdictional feedback was undertaken in a similar way (also see Section 3.4.4).

Open-ended feedback expressed by the same individual or group/organisation could contain multiple themes. In this case the different themes were coded to the same stakeholder record.

## 3.4 Data analysis and presentation of results

### 3.4.1 Information captured from the 3 channels for providing feedback

The 3 channels of providing feedback were associated with methodological differences. Survey participants adhered to a pre-given structure consisting of closed questions seeking agreement ratings and prompting for open-ended feedback of a general or year/band level specific nature. The survey also captured demographic characteristics of respondents including type of stakeholder, state/territory, school sector and remoteness of school. This allowed treating this data like any other survey data by calculating descriptive statistics such as frequencies, percentages and breaking down results by respondent characteristics and by presenting the descriptive statistics in tables or graphs.

In most cases, the email submissions did not adhere to the structure and prompts of the survey. They constituted unprompted, mostly open-ended feedback that sometimes came with additional materials attached. While some submissions contained some information about the stakeholder, such as profession or organisation name, the demographic characteristics that were systematically captured in the survey were largely not provided as part of the email submissions. The analysis of information from the email submissions therefore focuses on the themes and subthemes that emerged without assessing stakeholder differences.

Eight jurisdictional education authorities and 2 national sector peak bodies were explicitly invited to participate in the consultations and were given guidelines for their participation. These guidelines reflected the structure and content of the online survey. However, the degree to which jurisdictions adhered to these guidelines varied and feedback was overwhelmingly of an open-ended nature.

To further take account of the methodological differences between the 3 consultation channels, feedback received through each channel is reported in a separate section.

### 3.4.2 Reporting of online survey data

The reporting of feedback is preceded by information on participating stakeholders to aid interpretation of the overall results. This information includes the respondent type (e.g. teacher, parent, academic), the state or

territory they were based in, and, for respondents who identified as teachers, school leaders, parents, students and schools, the school sector and remoteness area of the relevant schools.

Overall results on the 3 questions seeking agreement ratings are presented as stacked bar charts that show the percentage breakdown across the 5 response categories (strongly agree, agree, disagree, strongly disagree, don't know). Across the 5 categories, responses add up to 100%.

Unless indicated otherwise, the prevalence of themes expressed by stakeholders in open-ended comments is reported as a percentage based on the total number of respondents (e.g., 11% of survey respondents expressed theme A). Where the same respondent expressed multiple themes the respondent was included in the percentages for each of the reported themes. The number of respondents who provided open-ended feedback is also reported.

Percentages of the combined strongly agree/agree responses are sometimes reported and referred to as the *level of agreement* in the report. The level of agreement is expressed as a proportion of all respondents including those who selected the 'don't know' option. Percentages are rounded and may not exactly add up to 100% in tables or graphs.

The survey statement 'The introductory description is clear about the importance of this general capability' is shortened to 'The introductory description is clear about the importance of this GC' in the graphs.

### 3.4.3 Reporting of email submissions

The reporting of email submissions consists of identifying the key themes that emerged after coding, based on the proportion of respondents who expressed the themes and subthemes. This is accompanied by drawing out examples that reflect different dimensions or aspects within a theme. Particular attention was given to drawing upon examples that represented the nuance within the data, especially examples that illustrated detail specific to the general capabilities. Further, attention was given to drawing upon examples to illustrate dominant or leading sub themes, defined by being discussed by a relatively large number of respondents. While the reporting of the survey data makes use of percentage breakdowns to explore differences between stakeholder groups, the analysis of data from email submissions summarises general trends and themes from the feedback. This takes account of the unstructured way the information was provided across the many submissions.

### 3.4.4 Reporting of jurisdictional feedback

The reporting of jurisdictional submissions consists of identifying the key themes that emerged after coding, based on the proportion of jurisdictional respondents offering feedback on the themes and subthemes. This is accompanied by direct quotes that reflect different dimensions or aspects within a theme. Particular attention was given to drawing out examples that represent nuance within the data. Attention was also given to providing examples that illustrate leading themes and sub themes, identified by the amount of feedback received in relation to themes and sub themes.

Additionally, the invited jurisdictions were encouraged to respond to the 3 survey statements that sought agreement ratings. Five of the 9 participating jurisdictions (Tasmania, Queensland, Western Australia, Northern Territory and Independent Schools Australia) provided some responses to these questions. Analysis of data from jurisdictional submissions thus summarises general trends and themes from the qualitative feedback, synthesising this with feedback from the 5 jurisdictions who responded to the 3 survey statements.

### 3.4.5 Multiple participations

The consultations were open to the public without imposing protocols that confirmed the identity of participants or that participants submitted their feedback only once. Based on the names of organisations captured in the survey and those self-reported in email submissions, it is apparent that some organisations have completed the on-line survey as well as provided an email submission in relation to the same learning area, subject, general capability or cross-curriculum priority. It also appears that in some cases the same organisation submitted multiple survey responses for the same element of the curriculum. In some cases,

state-based affiliate organisations provided feedback that was separate and additional to the feedback provided by their national parent organisations, which presented the consolidated feedback of that organisation. It is further possible that individuals participated multiple times for the same element by completing more than one survey (using different computers), by completing a survey as well as providing an email response or by providing multiple email submissions. The extent to which individuals and organisations participated in the consultation about the particular elements of the Australian Curriculum multiple times cannot be determined. Multiple participations could have particularly influenced the consultation results where the number of participants was low.

### 3.4.6 Interpretation of results

The consultation process used different channels of capturing feedback, which was associated with methodological differences noted in Section 3.4.1. The overall character of the consultation was public, and it was anonymous for participating individuals. In principle, everyone could participate regardless of their relation to, and their understanding of, the Australian Curriculum or the TOR of the Review. It is possible that in some cases the same individual or organisation expressed their voice more than once in relation to the same elements of the Australian Curriculum. Results of the consultation included in this report should be seen in this context. They report perceptions of participants captured through different channels in the consultation process without assuming that these are representative of relevant stakeholder groups. They present perceptions as they were conveyed by stakeholders without qualifying them against the proposed revisions to the curriculum and without making assessments about their professional or other value.

## 4. Stakeholder participation

Table 2 shows the number of times the online survey was completed for each of the 5 general capabilities, as well as the number of email submissions and submissions from jurisdictions and national sector peak bodies received for each general capability.

More detailed information about stakeholder participation is included in the survey, email submission and jurisdictional feedback-specific sections of this report.

*Table 2: Number of participations by general capability*

	Online survey	Email submissions	Jurisdictional submissions
Critical and Creative Thinking	94	6	7
Digital Literacy	72	6	6
Ethical Understanding	66	12	6
Intercultural Understanding	57	8	7
Personal and Social capability	98	18	6
General/overarching	na	8	1
<b>Total<sup>^</sup></b>	<b>192</b>	<b>36</b>	<b>8</b>

<sup>^</sup> The same survey respondent, email and jurisdictional organisation could provide feedback on multiple general capabilities, which is why the total is not the sum of the numbers in a column.

Reporting of stakeholder feedback is undertaken on the basis of a learning area, general capability or cross-curriculum priority. In some cases, email submissions were of a general nature and could not be allocated to a specific learning area, general capability or cross-curriculum priority. These were mainly concerned with general comments around values or virtues that should be taught, the extent to which the curriculum content was inclusive of diverse student needs, evidence-based, decluttered and age-appropriate. Some of these emails had a focus on play-based learning in early years.

There were 108 of those emails and while their content does not fit into any of the learning area, cross-curriculum or general capability specific consultation reports, they have all been considered by ACARA in further refining the Australian Curriculum.

More detailed information about participation is included in the survey, email submission and jurisdictional feedback-specific sections of this report.

## 5. Survey

Results reported in this section present perceptions as they were expressed by survey respondents. These perceptions are not qualified against the proposed revisions to the curriculum and they are not assessed for their professional or other value.

### 5.1 Critical and creative thinking

#### 5.1.1 Survey respondent profile

Of the 94 survey respondents for Critical and Creative Thinking, 28% were teachers and 13% school leaders with both groups specialised in various levels of the curriculum. Parents constituted 14% of respondents and 'Other' individuals 12%. Professional associations (n=7) were most prominent among group respondents (Table 3).

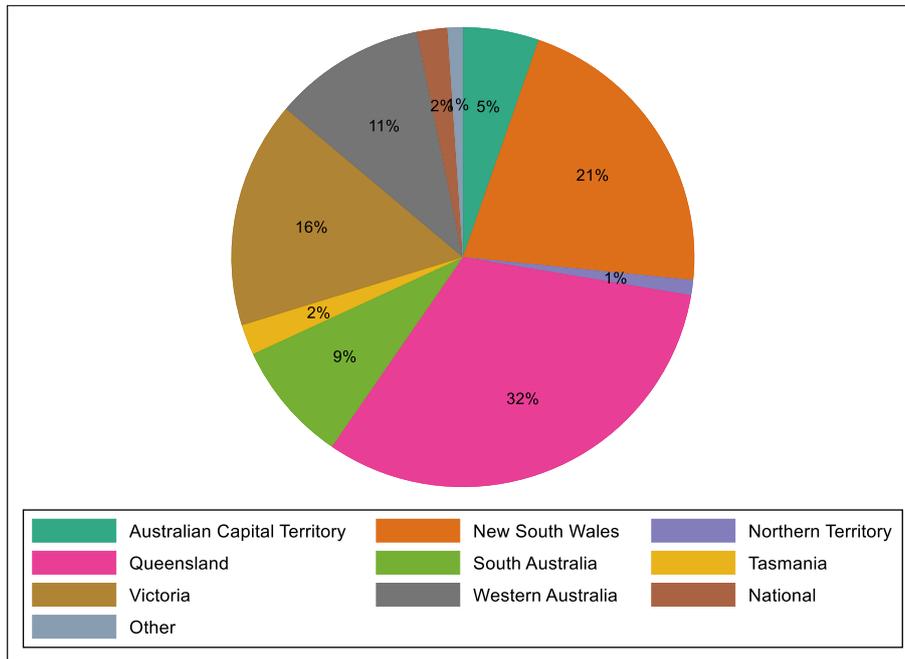
Table 3: Type of survey respondent, Critical and Creative Thinking survey respondents

Type of respondent	n	Percent
<b>Individual respondent</b>		
Primary teacher	16	17.0%
Secondary teacher	9	9.6%
F-12 teacher	1	1.1%
School leader - Primary	3	3.2%
School leader - Secondary	6	6.4%
School leader - F-12	3	3.2%
Academic	9	9.6%
Parent	13	13.8%
Student	3	3.2%
Employer/business	1	1.1%
Other - Individual	11	11.7%
<b>Group respondent<sup>^</sup></b>		
School	4	4.3%
Professional association	7	7.5%
University faculty	2	2.1%
Education authority	2	2.1%
Parent organisation	1	1.1%
Other - Group	3	3.2%
<b>Total</b>	<b>94</b>	<b>100.0%</b>

<sup>^</sup> A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix C.

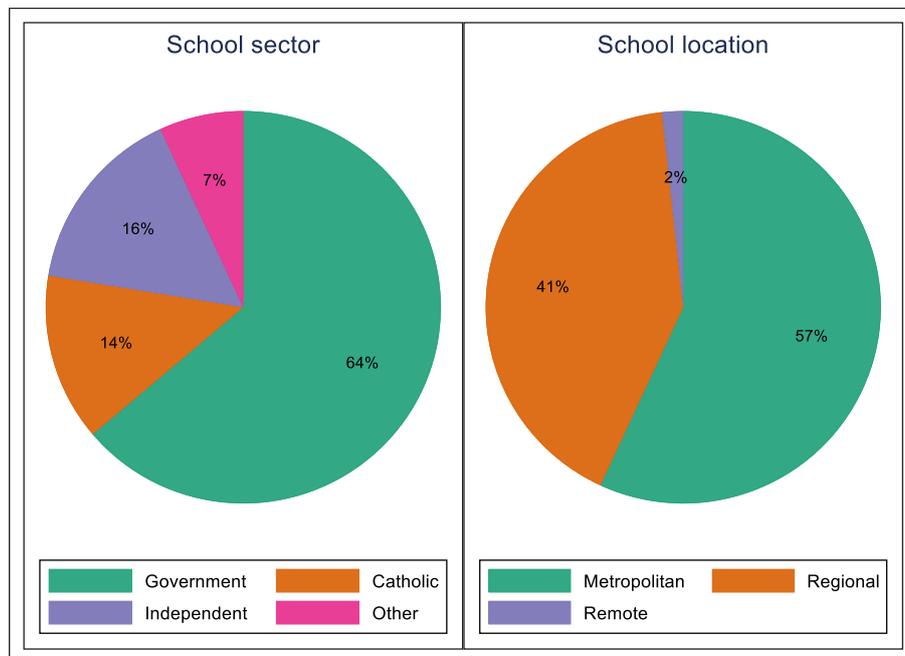
More than half of all respondents were from Queensland (32%) or NSW (21%) (Figure 1).

Figure 1: State location, Critical and Creative Thinking survey respondents



Respondents who identified as a teacher, school leader, school, student or parent were asked in which sector their (child’s) school was and in which remoteness region it was located. A majority of 64% of these respondents indicated a Government school, 14% a Catholic school and 16% an Independent school. (left panel in Figure 2). This somewhat reflects student enrolment distributions in 2020, which were: Government – 66%, Catholic – 19% and Independent – 15%<sup>2</sup>.

Figure 2: School sector and location, Critical and Creative Thinking survey respondents<sup>^</sup>



<sup>^</sup> Teachers, school leaders, parents, students and schools.

‘Other’ responses in the pie charts relate to staff who worked across schools, parents with children in multiple schools or students who were studying at TAFE or university.

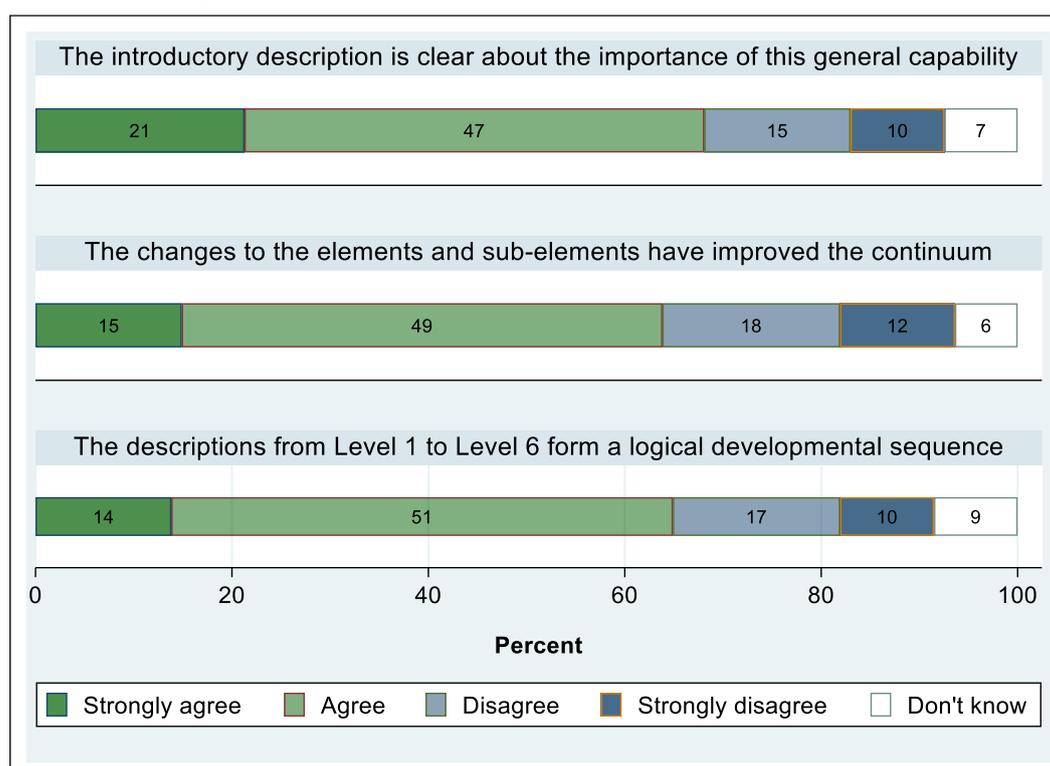
<sup>2</sup> ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

More than half (57%) also indicated that the school was located in a metropolitan area, 41% that it was in a regional area and 2% that it was in a remote area (right panel in Figure 2). These percentages are less in line with student enrolment distributions in 2020. These were: 72% of students were enrolled in major cities (equivalent to metropolitan areas), 26% in regional areas and 2% in remote areas<sup>3</sup>.

### 5.1.2 Survey results

Responses to the 3 statements that sought agreement ratings are shown in Figure 3.

Figure 3: Agreement rating, survey respondents



Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

The majority of respondents agreed or strongly agreed that the introductory description was clear about the importance of the general capability (68%), that the changes to elements and sub-elements have improved the continuum (64%) and that the descriptions from level 1 to 6 form a logical developmental sequence (65%).

Respondents could openly comment on aspects of the revised general capability that had improved and on aspects that needed further improvement. Responses were captured in 2 text boxes that were respectively labelled. More than half of survey respondents (57%) commented in one of those boxes (Table 4).

Table 4: Open-ended comment, survey respondents

Commented	n	Percent
Not commented	40	43%
Commented in 'have improved' box	7	7%
Commented in 'further improve' box	25	27%
Commented in both boxes	22	23%
<b>Total</b>	<b>94</b>	<b>100%</b>

<sup>3</sup> ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in these boxes are reported combined below.

Table 5 summarises the themes and subthemes. This includes the number of respondents providing feedback on the themes and subthemes as well as the percentage of respondents in relation to the total number of Critical and Creative Thinking survey respondents.

*Table 5: Aspects that have improved/need further improvement, Critical and Creative Thinking survey respondents*

Theme/Subtheme	Number of respondents	Percent of total respondents
<b>Clarity and elements</b>	<b>32</b>	<b>34.0%</b>
There is improved clarity/readability/ease of understanding, in relation to the content of the general capability(ies).	13	13.8%
Further improvement is needed in relation to clarity/readability/ease of understanding the content of the general capability(ies).	21	22.3%
There is improved clarity/readability/ease of understanding elements/sub-elements of the general capability(ies).	10	10.6%
Further improvements is needed in relation to clarity/readability/ease of understanding elements/sub-elements of the general capability(ies).	8	8.5%
<b>Alignment</b>	<b>13</b>	<b>13.8%</b>
There is alignment between what is included in the continuum and the description of the capability that is desired or intended.	1	1.1%
Improvements are needed for better alignment between what is included in the continuum and the description of the capability that is desired or intended.	12	12.8%
<b>Implementation support (out of scope)</b>	<b>11</b>	<b>11.7%</b>
<b>Developmental sequencing</b>	<b>10</b>	<b>10.6%</b>
What is included is age-appropriate and developmental sequencing suitable/improved	3	3.2%
What is included is not sufficiently age appropriate or developmental sequencing needs improvement	8	8.5%
<b>Perceived value</b>	<b>9</b>	<b>9.6%</b>
The general capability(ies) is seen as important/worthwhile/relevant and/or beneficial, and thus it should remain/emphasis is appropriate or should have more emphasis.	8	8.5%
The inclusion of the general capability(ies) is not seen as important/worthwhile/relevant and/or beneficial, and thus it has too much emphasis for its perceived value.	1	1.1%
<b>Manageability</b>	<b>8</b>	<b>8.5%</b>
Decluttering evident/more manageable	2	2.1%
Further decluttering needed to make more manageable	6	6.4%
<b>Evidenced-based content</b>	<b>4</b>	<b>4.4%</b>
The included content appears evidence-based	1	1.1%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence.	3	3.2%

Comments were provided by 54 respondents. Percentages are based on all 94 Critical and Creative Thinking survey respondents.

Most of the comments were to do with the theme *clarity and elements*, with 32 respondents expressing thoughts under that theme. Comments related to *alignment* were the next most common (n=13), followed by comments around *implementation* (n=11) and *developmental sequencing* (n=10).

Comments around *clarity and elements* referenced the improved readability, application and relevance or ease of embedding the Critical and Creative Thinking capability.

*“The revised learning continuum for Critical and Creative Thinking is much clearer and explicit. This will make planning and assessment much easier and more effective. The descriptions of each sub-element are also very clear and will help teachers to better understand the exact intent of each element within Critical and Creative Thinking.”* (Other – Individual, South Australia).

Some respondents also commented on improved links to learning areas and other general capabilities.

*“Links with the digital literacy are clear.”* (Parent, South Australia, Independent, Regional)

However, there were also recommendations to further refine the wording around this general capability to better distinguish between creative and critical thinking and to improve the elements and sub-elements:

*“It is still not clear to the teachers we work with how creative and critical thinking are 2 different things in the elements and sub-elements. They are written about as 2 separate things in the description but then feel interchangeable in the elements and sub-elements.”* (Other – Group, National).

*“...The sub-elements could possibly have benefitted from a little more detail. Loss of word “imagine”. Seems to present creativity from a scientific/right brain perspective by using words such as “connect”, “consider alternatives” rather than also including an artistic approach to creativity, using terminology such as “imagine” and “wonder”. Loss of mention of “organising information”: this skill is currently already an important area that is not always confidently taught by teachers. Removing this skill (incorporating notetaking, grouping of information, synthesising, etc.) could make it more difficult for students to move through the research process to create a product.”* (Education authority, Queensland).

The 2<sup>nd</sup> leading theme was related to *alignment* between what was included and the capability intended to be developed. Comments within this theme were often related to comments that provided suggestions for additional, evidence-based content that could strengthen the application of this capability.

*“The revised elements and sub-elements have generated a sense that critical and creative thinking is achieved through very procedural and formulaic strategies/approaches. The sub-elements operate at a very simple level and do not address the more complex elements of impactful creative and critical thinking (i.e. critiquing knowledge; understanding the origins of ideas; defending or contesting interpretations). There is a failure to address the importance of working in teams and groups (consistently recognised as an essential capability for 21st century success). The result is a very individualistic portrayal of what critical and creative thinking looks like, that devalues the importance of consultation, contestation and co-creation of knowledge.”* (University faculty, Queensland).

Specific nuances included supporting the distinction between Critical and Creative Thinking, and suggestions for strengthening the achievement of these.

*“It is important to represent critical and creative thinking as a part of a continuum. Creativity is at one end mainly focusing on having new ideas and divergent thinking and on the other end critical thinking, which focuses on critiquing and evaluating which of the new ideas were best. Anything in between includes; being persistent, working with others and the discipline of going deep in a particular discipline.”* (School leader – Primary, Queensland, Government, Metropolitan).

*“The documentation makes very little reference to the actual term ‘creative.’ There are no explicit links made to the relationship between critical thinking and creative practice. There is very limited possibility for students to actually demonstrate creativity: to use different ways of thinking; to contest and interrogate claims; and to generate creative solutions to problem solving. The document has*

*watered down the intent and integrity of 'creativity' as a general capability, reducing it to a tokenistic inclusion." (University faculty, Queensland).*

Third, some of the comments concerned *implementation* issues. Comments of this nature, including those around resourcing, the structure of schools, teacher capability and expertise, and the methods and practices associated with teaching and assessment were technically out of scope of the terms of reference of the consultation. However, to comprehensively capture all of the feedback, these comments were coded under *implementation*. For the general capability of Critical and Creative Thinking, these comments tended to include the recommendation for the inclusion of teacher librarians into the application of this general capability, with some seeing the scope for some specific wording to help teacher librarians work collaboratively with teachers.

Fourth, another theme that emerged concerned further opportunities to improve the developmental sequence, particularly for children with learning difficulties.

*"I still believe that the General Capabilities for Critical and Creative Thinking is not inclusive of all learners. Students with intellectual disability have learning needs that begin prior to the outlined developmental sequences for this general capability. It is a shame that there is an entire cohort of learners that are not recognised for earlier cognitive learning they still need to achieve before they can even begin to access a developmental sequence designed for students with typical cognitive development, that begins when a student enters Prep. Critical learning occurs well before this developmental milestone, and these are not recognised within the current learning continuum."*  
(School leader - F-12, Queensland, Government, Metropolitan).

Further themes with lower prevalence that came up are listed in Table 4. Of note is the feedback on this general capability that it was considered valuable and worthwhile for students.

*"Critical and Creative thinking is the key to equipping students to be productive and meaningful members of society. Teaching children to 'think' is paramount in education, and we want students to become lifelong problem solvers who look for creative and innovative solutions to the challenges of life, society, relationships, vocations, and global issues. It is encouraging to see this content included in our national curriculum because this area is the innovative and leading aspect of the curriculum."*  
(Primary teacher, Tasmania, Government, Regional).

## 5.2 Digital literacy

### 5.2.1 Survey respondent profile

Of the 72 survey respondents, teachers (38%), school leaders (15%), and 'other' individuals (13%) were the 3 largest groups. Among responding teachers, primary teachers were most numerous (Table 6).

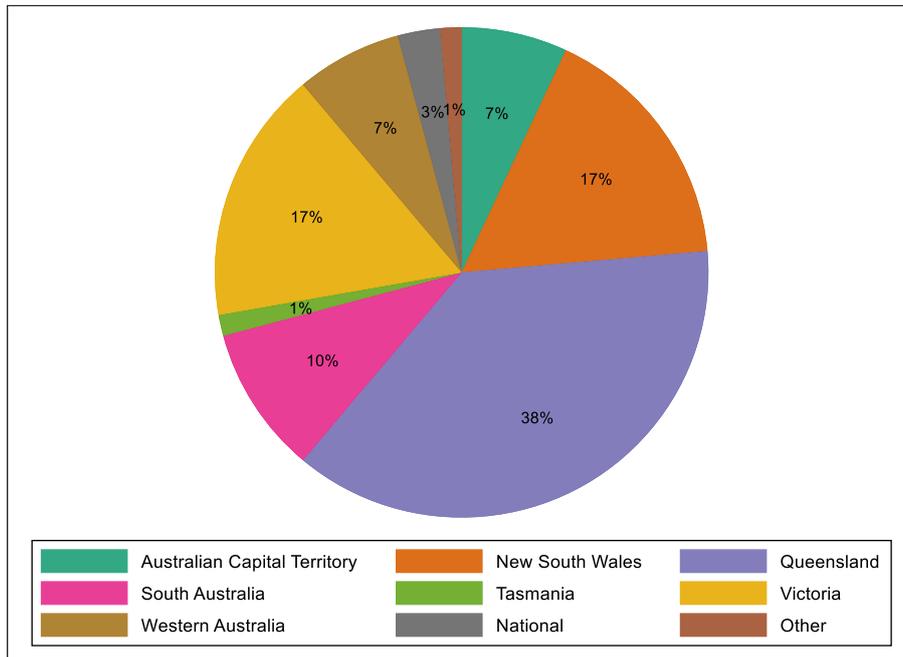
Table 6: Type of survey respondent, Digital Literacy survey respondents

Type of respondent	n	Percent
<b>Individual respondent</b>		
Primary teacher	18	25.0%
Secondary teacher	7	9.7%
F-12 teacher	2	2.8%
School leader – Primary	3	4.2%
School leader – Secondary	4	5.6%
School leader - F-12	4	5.6%
Parent	7	9.7%
Other – Individual	9	12.5%
<b>Group respondent<sup>^</sup></b>		
School	3	4.2%
Professional association	5	6.9%
University faculty	2	2.8%
Education authority	4	5.6%
Parent organisation	1	1.4%
Other – Group	3	4.2%
<b>Total</b>	<b>72</b>	<b>100.0%</b>

<sup>^</sup> A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix C.

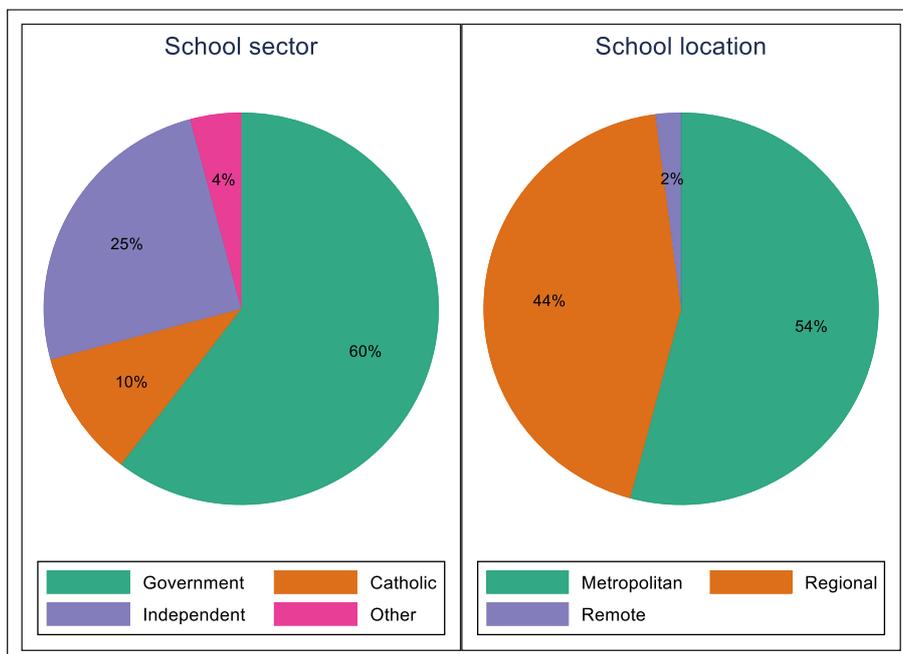
Respondents from Queensland (38%), New South Wales and Victoria (both 17%) were most prevalent among respondents. The Northern Territory was not represented among survey respondents (Figure 4).

Figure 4: State location, Digital Literacy survey respondents



Respondents who identified as a teacher, school leader, school, student or parent were asked in which sector their (child’s) school was and in which remoteness region it was located. A majority of these respondents indicated a Government school (60%) and that the school was located in a metropolitan area (54%) (Figure 5).

Figure 5: School sector and location, Digital Literacy survey respondents<sup>^</sup>



<sup>^</sup> Teachers, school leaders, parents, students and schools.

‘Other’ responses in the pie charts relate to staff who worked across schools, parents with children in multiple schools or students who were studying at TAFE or university.

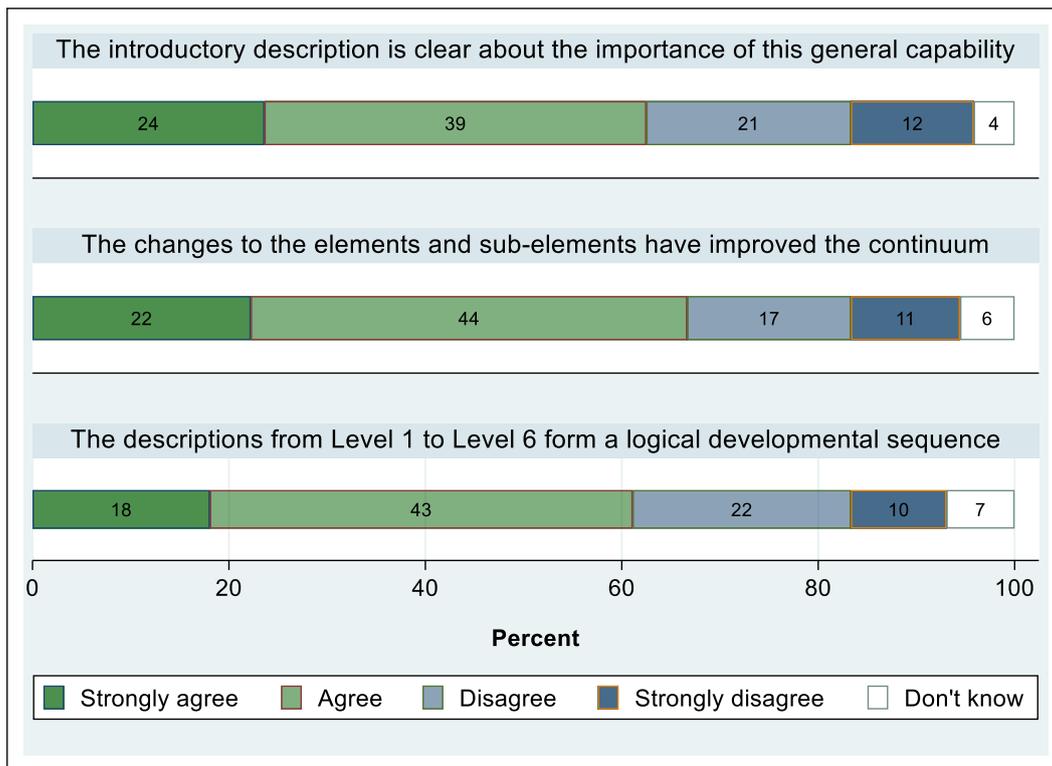
Regional representation among survey respondents (44%) notably exceeded student enrolment distributions from 2020 at which time 26% of school students were enrolled in regional areas<sup>4</sup>.

<sup>4</sup> ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

### 5.2.2 Survey results

Responses to the 3 statements that sought agreement ratings are shown in Figure 6. A majority of between 61% to 67% of respondents agreed or strongly agreed with all 3 statements: that the introductory description was clear about the importance of the general capability (63%), that the changes to elements and sub-elements have improved the continuum (67%) and that the descriptions from level 1 to 6 form a logical developmental sequence (61%).

Figure 6: Agreement rating, Digital Literacy survey respondents



Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Respondents could openly comment on aspects of the revised general capability that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. About 61% of survey respondents commented in one of those boxes (Table 7).

Table 7: Open-ended comment, Digital Literacy survey respondents

Commented	n	Percent
Not commented	28	39%
Commented in 'have improved' box	8	11%
Commented in 'further improve' box	13	18%
Commented in both boxes	23	32%
<b>Total</b>	<b>72</b>	<b>100%</b>

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in these boxes are reported combined below.

Table 8 summarises the themes and subthemes. This includes the number of respondents providing feedback on the themes and subthemes as well as the percentage of respondents in relation to the total number of Digital Literacy survey respondents

Table 8: Aspects that have improved/need further improvement, Digital Literacy survey respondents

Theme/Subtheme	Number of respondents	Percent of total respondents
<b>Clarity and elements</b>	<b>26</b>	<b>36.1%</b>
There is improved clarity/readability/ease of understanding, in relation to the content of the general capability(ies).	15	20.8%
Further improvement is needed in relation to clarity/readability/ease of understanding the content of the general capability(ies).	18	25.0%
There is improved clarity/readability/ease of understanding elements/sub-elements of the general capability(ies).	9	12.5%
Further improvements is needed in relation to clarity/readability/ease of understanding elements/sub-elements of the general capability(ies).	9	12.5%
<b>Alignment</b>	<b>15</b>	<b>20.8%</b>
There is alignment between what is included in the continuum and the description of the capability that is desired or intended.	9	12.5%
Improvements are needed for better alignment between what is included in the continuum and the description of the capability that is desired or intended.	11	15.3%
<b>Developmental sequencing</b>	<b>13</b>	<b>18.1%</b>
What is included is age-appropriate and developmental sequencing suitable/improved	8	11.1%
What is included is not sufficiently age appropriate or developmental sequencing needs improvement	10	13.9%
<b>Support for implementation</b>	<b>12</b>	<b>16.7%</b>
<b>Perceived value</b>	<b>12</b>	<b>16.7%</b>
The general capability(ies) is seen as important/worthwhile/relevant and/or beneficial, and thus it should remain/emphasis is appropriate or should have more emphasis.	7	9.7%
The inclusion of the general capability(ies) is not seen as important/worthwhile/relevant and/or beneficial, and thus it has too much emphasis for its perceived value.	5	6.9%
<b>Manageability</b>	<b>7</b>	<b>9.7%</b>
Decluttering evident/more manageable	1	1.4%
Further decluttering needed to make more manageable	6	8.3%
<b>Evidenced-based content</b>	<b>5</b>	<b>6.9%</b>
The included content appears evidence-based	2	2.8%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence.	3	4.2%

Comments were provided by 44 respondents. Percentages are based on all 72 Digital Literacy survey respondents.

Respondents were most likely to provide feedback that fell under the theme *clarity and elements*, with 26 respondents expressing thoughts under that theme. The breakdown of responses into subthemes for the theme of *clarity and elements* shows that views were mixed on whether clarity/readability/ease of understanding the content of the Digital Literacy capability had been improved.

There was recognition that there was some improvement to: clarity and conciseness of wording; stronger links to learning areas; the naming of the general capability, and the elements and sub-elements.

*“The re naming of this general capability is vital as we move away from ICT to understanding the importance of Digital Literacy in future focused learning. This is clearly articulated in the new definitions for this capability. ASLA supports the revised elements and sub elements.” (Professional association, Australian Capital Territory).*

*“Language and cross connection to other areas is obvious.” (Parent, South Australia, Independent, Regional).*

*“Much more current in language and content, reflecting recent research. Clear and concise language, more user friendly from a teacher perspective.” (Primary teacher, Victoria, Independent, Metropolitan).*

However, there were also recommendations for further improvements to wording, including to the elements and sub-elements. For example:

*“There needs to be clarity around why it is important for students to know and be able to demonstrate the 5 elements and their corresponding sub-elements. eg. “Students with well developed digital literacies will be able to...” (mirror Personal and Social capability). It would also be helpful to have a statement for each of the Elements to clearly define what it means in the context of Digital Literacy.” (Education authority, Queensland).*

Comments related to *alignment* were the next most common. Some respondents felt there was better alignment between the content included in the continuum and the description of the capability that is desired or intended. Others would like to see further improvement with recommendations for broadening the scope of the definition to include other skills and knowledge and in addition understanding.

*“The shift from ICT to digital literacy is a welcome improvement. The definition is appropriate and reflects a more contemporary understanding of what being digitally literate actually means: i.e. being critical, creative, adaptive, safe, and responsible. The revised elements are appropriate for the contemporary context and contain and appropriate focus on issues ranging from safety and wellbeing; communicating and collaborating; and managing and operating. This shift from a focus on technical or ‘operational’ capability through to a more critical understanding of what it means to be digital literate is welcome.” (University faculty, Queensland).*

There were mixed views on the developmental sequence, with some seeing improvements and others seeing the need for further revision.

*“The reorganisation of the sub-elements is aligned to the sequences found in similar subjects, with an appropriate progression from F-10.” (Education authority, Queensland).*

Many respondents acknowledged that this was a dynamic area of growth and supported the attempts by ACARA to capture this and prepare students for a future heavily surrounded by technology.

*“We need greater focus on cyber safety from prep / foundation especially as this area is changing faster than the curriculum can keep up. More presentations from proper experts like Susan McLean not just people interested in the area but with no real credibility. Education in this area needs to be holistic - students, teachers and parents. School policies around digital literacy and cyber safety need to be updated and enforced. The number of schools that don’t treat cyber bullying legitimately is terrible.” (Other – Individual, Victoria).*

However, there were also negative views on the importance of this general capability.

*“Its a well known fact that the curriculum is far too full, countries using play based learning in early primary are far more academically and socially advanced while our kids are tired and anxious. Adding iPads to the primary school curriculum will further add to this issue by introducing the kids prematurely to a world they don’t need to be exposed to at a young age. There are no international studies or findings that support tablet or device usage in Primary Schools and in fact they warn of the real and potential risks. It is time this program was removed from the curriculum.” (Parent, Queensland, Government, Metropolitan).*

Even while many were positive, and recognised this field was dynamic, there were also suggestions for how to further improve this area. Again, there were comments related to teacher training for this general capability. Another recommendation was for a glossary of technical terms to support teachers in understanding and implementing this general capability.

## 5.3 Ethical understanding

### 5.3.1 Survey respondent profile

There were 66 respondents who completed the Ethical Understanding section of the survey. Of these 66 29% were teachers, 15% school leaders and 11% parents. Table 3 provides a detailed breakdown of types of survey respondents.

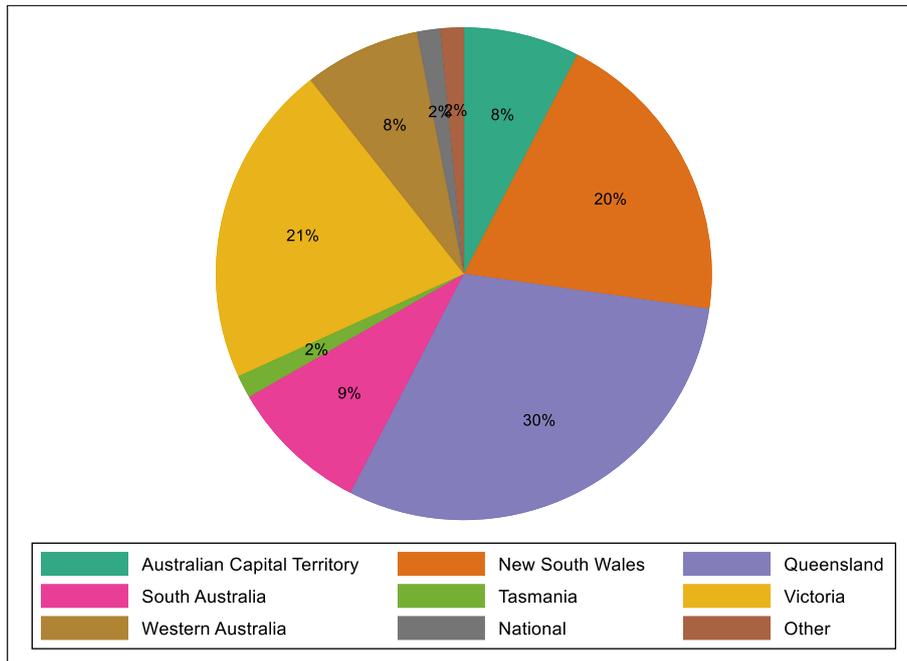
Table 9: Type of survey respondent, Ethical Understanding survey respondents

Type of respondent	n	Percent
<b>Individual respondent</b>		
Primary teacher	11	16.7%
Secondary teacher	6	9.1%
F-12 teacher	2	3.0%
School leader – Primary	1	1.5%
School leader – Secondary	6	9.1%
School leader - F-12	3	4.6%
Academic	3	4.6%
Parent	7	10.6%
Student	1	1.5%
Employer/business	1	1.5%
Other – Individual	9	13.6%
<b>Group respondent<sup>^</sup></b>		
School	4	6.1%
Professional association	4	6.1%
University faculty	1	1.5%
Education authority	1	1.5%
Parent organisation	1	1.5%
Other – Group	5	7.6%
<b>Total</b>	<b>66</b>	<b>100.0%</b>

<sup>^</sup> A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix C.

About 70% of all respondents were from Queensland (30%), Victoria (21%) or NSW (20%) while the Northern Territory was not represented among survey respondents (Figure 7).

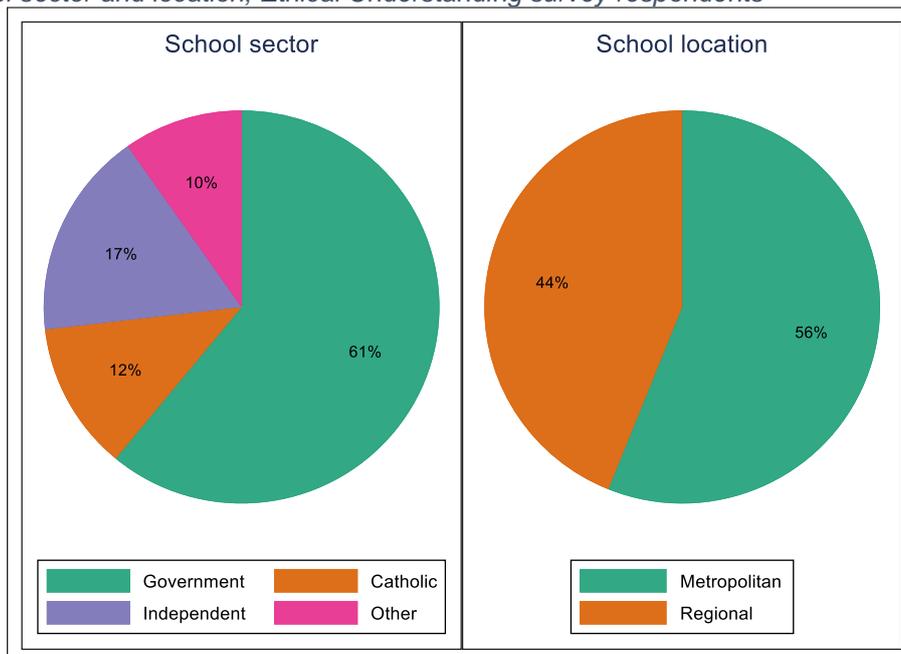
Figure 7: State location, Ethical Understanding survey respondents



Respondents who identified as a teacher, school leader, school, student or parent were asked in which sector their (child’s) school was and in which remoteness region it was located. The majority of these respondents indicated a Government school (61%) with 17% indicating an Independent school and 12% a Catholic school (left panel in Figure 8). This somewhat reflects student enrolment distributions in 2020: Government – 66%, Catholic – 19% and Independent – 15%<sup>5</sup>.

More than half of these respondents (56%) also indicated that the school was located in a metropolitan area while no one indicated schools in remote areas (right panel in Figure 8).

Figure 8: School sector and location, Ethical Understanding survey respondents<sup>^</sup>



<sup>^</sup> Teachers, school leaders, parents, students and schools.

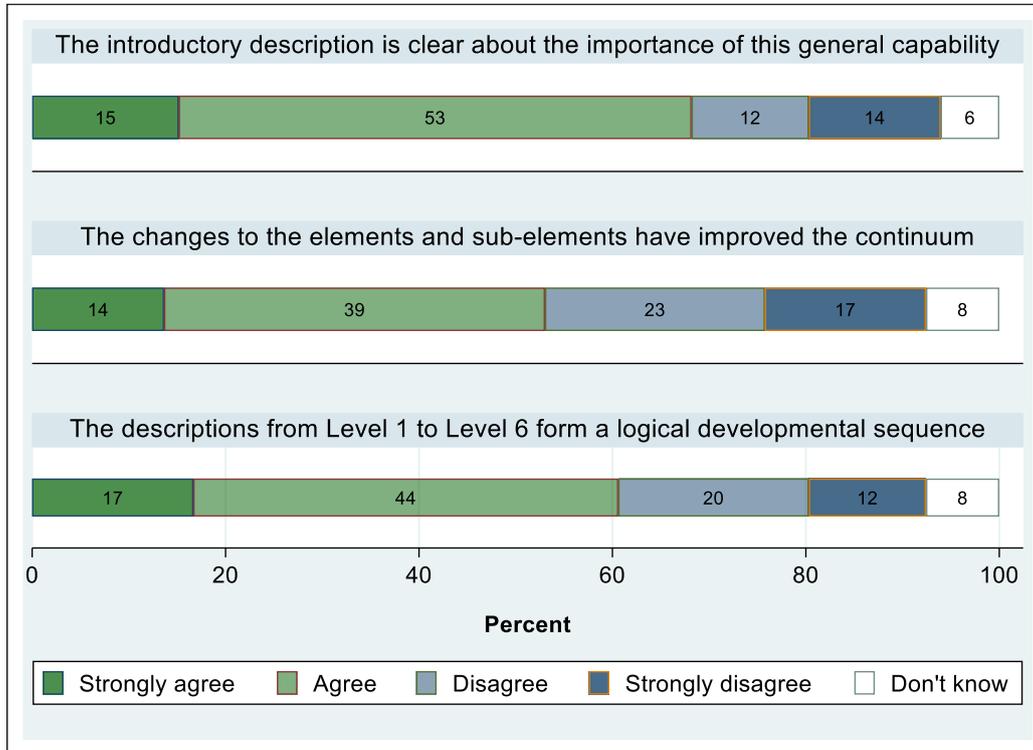
‘Other’ responses in the pie charts relate to staff who worked across schools, parents with children in multiple schools or students who were studying at TAFE or university.

<sup>5</sup> ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

### 5.3.2 Survey results

Responses to the 3 statements that sought agreement ratings are shown in Figure 9.

Figure 9: Agreement rating, Ethical Understanding survey respondents



Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

The majority of respondents agreed or strongly agreed that the introductory description was clear about the importance of the general capability (68%), that the descriptions from level 1 to 6 form a logical developmental sequence (61%), and that the changes to elements and sub-elements have improved the continuum (53%)

Respondents could openly comment on aspects of the revised general capability that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. About 56% of survey respondent commented in one of those boxes (Table 10).

Table 10: Open-ended comment, Ethical Understanding survey respondents

Commented	n	Percent
Not commented	29	44%
Commented in 'have improved' box	4	6%
Commented in 'further improve' box	20	30%
Commented in both boxes	13	20%
<b>Total</b>	<b>66</b>	<b>100%</b>

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in these boxes are reported combined below.

Table 11 summarises the themes and subthemes. This includes the number of respondents providing feedback on the themes and subthemes as well as the percentage of respondents in relation to the total number of Ethical Understanding survey respondents

Table 11: Aspects that have improved/need further improvement, Ethical Understanding survey respondents

Theme/Subtheme	Number of respondents	Percent of total respondents
<b>Clarity and elements</b>	<b>22</b>	<b>33.3%</b>
There is improved clarity/readability/ease of understanding, in relation to the content of the general capability(ies).	8	12.1%
Further improvement is needed in relation to clarity/readability/ease of understanding the content of the general capability(ies).	12	18.2%
There is improved clarity/readability/ease of understanding elements/sub-elements of the general capability(ies).	3	4.5%
Further improvements is needed in relation to clarity/readability/ease of understanding elements/sub-elements of the general capability(ies).	5	7.6%
<b>Perceived value</b>	<b>10</b>	<b>15.2%</b>
The general capability(ies) is seen as important/worthwhile/relevant and/or beneficial, and thus it should remain/emphasis is appropriate or should have more emphasis.	7	10.6%
The inclusion of the general capability(ies) is not seen as important/worthwhile/relevant and/or beneficial, and thus it has too much emphasis for its perceived value.	3	4.5%
<b>Implementation support (out of scope)</b>	<b>7</b>	<b>10.6%</b>
<b>Alignment</b>	<b>7</b>	<b>10.6%</b>
There is alignment between what is included in the continuum and the description of the capability that is desired or intended.	1	1.5%
Improvements are needed for better alignment between what is included in the continuum and the description of the capability that is desired or intended.	6	9.1%
<b>Developmental sequencing</b>	<b>6</b>	<b>9.1%</b>
What is included is age-appropriate and developmental sequencing suitable/improved	2	3.0%
What is included is not sufficiently age appropriate or developmental sequencing needs improvement	5	7.6%
<b>Manageability</b>	<b>3</b>	<b>4.5%</b>
Decluttering evident/more manageable	2	3.0%
Further decluttering needed to make more manageable	1	1.5%
<b>Evidenced-based content</b>	<b>2</b>	<b>3.0%</b>
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence.	2	3.0%

Comments were provided by 37 respondents. Percentages are based on all 66 Ethical Understanding survey respondents.

Respondents were most likely to provide feedback that fell under the theme *clarity and elements*, with 22 respondents expressing thoughts under that theme. Comments related to *perceived value* were the next most common (n=10), followed by comments around *alignment* (n=7) and *implementation support* (n=7). It should be noted that while these represented the dominant themes, relatively few respondents provided comments with these themes.

For the theme of *clarity and elements*, there were recommendations for further improvements to overall wording and content. The reasons for this view were varied but, in relation to the element and sub-element descriptions, respondents often felt the changes created more ambiguity and potential for the elements and sub-elements to be used in a different way to that intended.

*“I am concerned that specific language regarding values, respect and decision making is now buried within the scope and sequence of the GC rather than explicitly stated in the elements. The elements as they currently read are more generic (dare I say bland) than before and therefore, I think, at risk of being lost in translation. Keep the specifics in the language of the elements.” (Academic, Queensland).*

Other individual responses felt there had been some improvement in the content to ensure the meaning is clear and easy to understand for students and achievable for teachers:

*“The descriptor in the upper levels are better in the new version.” (School leader – Secondary, Queensland, Government, Metropolitan).*

*“Easier to read. Language is easier to understand for the students. More user for friendly / realistic. Appears achievable.” (School, Queensland, Independent, Metropolitan).*

*“The layout of the scope and sequence is easy to read.” (School, Australian Capital Territory, Government, Metropolitan).*

The 2<sup>nd</sup> leading theme was around *perceived value*, where most comments reiterated the importance and relevance of this general capability.

*“The analysis of why we think the way we do and have/share certain beliefs and values is so important to developing empathetic and culturally aware students. This shift in focus will not only help develop students' ethical understanding, but also enhance their critical thinking and intercultural understanding as well.” (Other – Individual, South Australia).*

For the 3<sup>rd</sup> leading theme of *alignment*, there were mixed views on how well the content included within the Ethical Understanding learning continuum aligned with its intent. This took the form of seeking further clarification on what was included, such as ethical frameworks, to better equip students with the desired skills.

*“Collapse sub-elements explore ethical perspectives and frameworks, and explore ethical issues Examples of ethical frameworks and concepts required.” (School, Western Australia, Government, Metropolitan).*

*“Explore ethical frameworks - which ones? does there need to be examples of these? how do teachers identify appropriate research-based frameworks?” (Education authority, Queensland).*

As per many of the general capabilities, there were comments regarding *implementation* support to ensure that teachers were equipped with the necessary skills, resources and support to embed and teach these capabilities as needed. *Implementation* was equally ranked as the third dominant theme. Some mentioned teacher librarians may also be used to assist the classroom teachers and felt there could be a greater recognition of teacher librarians and their important role in working to embed ethical understanding into learning experiences. This point was reiterated across all general capabilities and was technically out of scope of the TOR of the Review.

Other issues that were raised by a few respondents related to the need to improve the developmental sequencing. Here respondents thought there were opportunities to revisit and improve element and sub-element developmental sequences. The reasons being very difficult concepts for the children in this age group.

*“Logical developmental sequence however the starting point is not developmentally appropriate - Level 1 is actually beyond the age development Foundation student.” (Education authority, Queensland).*

*“Some of the starting points for the early years have been made inaccessible for some students - for example the changes made to “identify values that are important to them” has become abstract from themselves and now includes ethical norms - a concept that can be difficult for some adults.”*  
(Primary teacher, Australian Capital Territory, Government, Metropolitan).

## 5.4 Intercultural understanding

### 5.4.1 Survey respondent profile

The Intercultural Understanding section of the survey was completed by 57 respondents. Of these 25% were teachers, 25% school leaders and 11% parents. Table 12 provides a detailed breakdown of the types of these respondents.

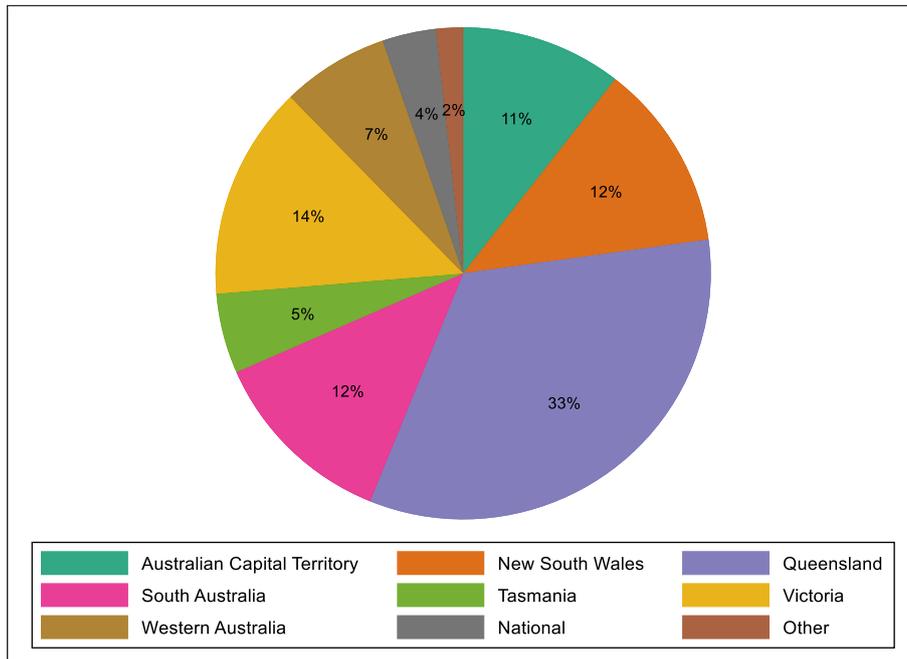
Table 12: Type of survey respondent, Intercultural Understanding survey respondents

Type of respondent	n	Percent
<b>Individual respondent</b>		
Primary teacher	8	14.0%
Secondary teacher	6	10.5%
School leader - Primary	2	3.5%
School leader - Secondary	4	7.0%
School leader - F-12	5	8.8%
Academic	5	8.8%
Parent	6	10.5%
Employer/business	1	1.8%
Other - Individual	6	10.5%
<b>Group respondent<sup>^</sup></b>		
School	4	7.0%
Professional association	4	7.0%
University faculty	1	1.8%
Education authority	1	1.8%
Parent organisation	1	1.8%
Other - Group	3	5.3%
<b>Total</b>	<b>57</b>	<b>100.0%</b>

<sup>^</sup> A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix C.

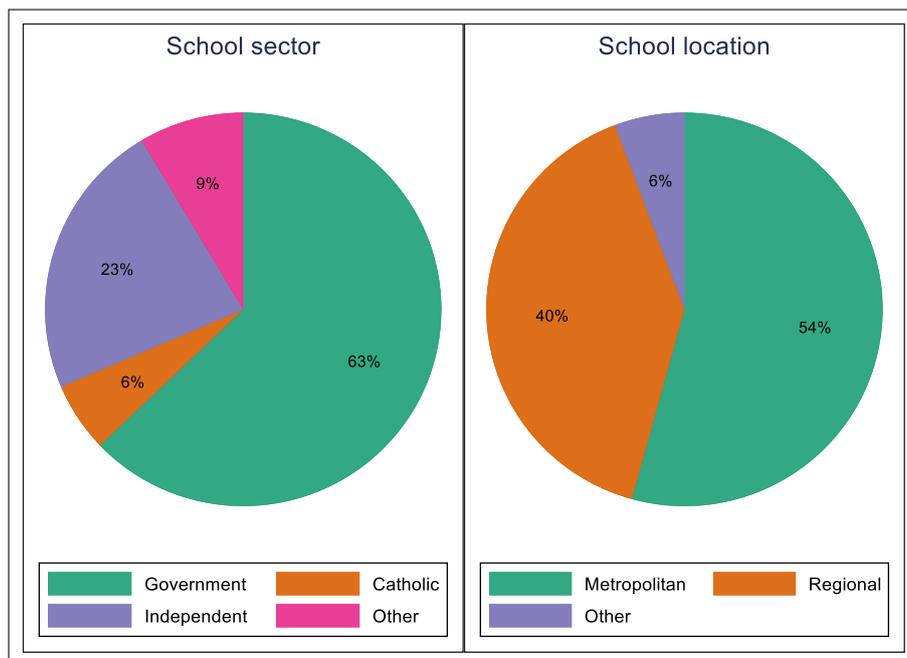
About 1 in 3 respondents were from Queensland (33%). Victoria, New South Wales, South Australia and the Australian Capital Territory were represented by between 6 to 8 respondents while the Northern Territory was not represented among survey respondents (Figure 10).

Figure 10: State location, Intercultural Understanding survey respondents



Respondents who identified as a teacher, school leader, school, student or parent were asked in which sector their (child’s) school was and in which remoteness region it was located. The majority of these respondents indicated a Government school 63%, 23% an Independent school and 6% a Catholic school with the remainder opting for ‘other’, which was associated with simultaneously working or having children in different school sectors (left panel in Figure 11. More than half of those respondents (54%) also indicated that the school was located in a metropolitan area while no none indicated schools in remote areas (right panel in Figure 11).

Figure 11: School sector and location, Intercultural Understanding survey respondents<sup>^</sup>

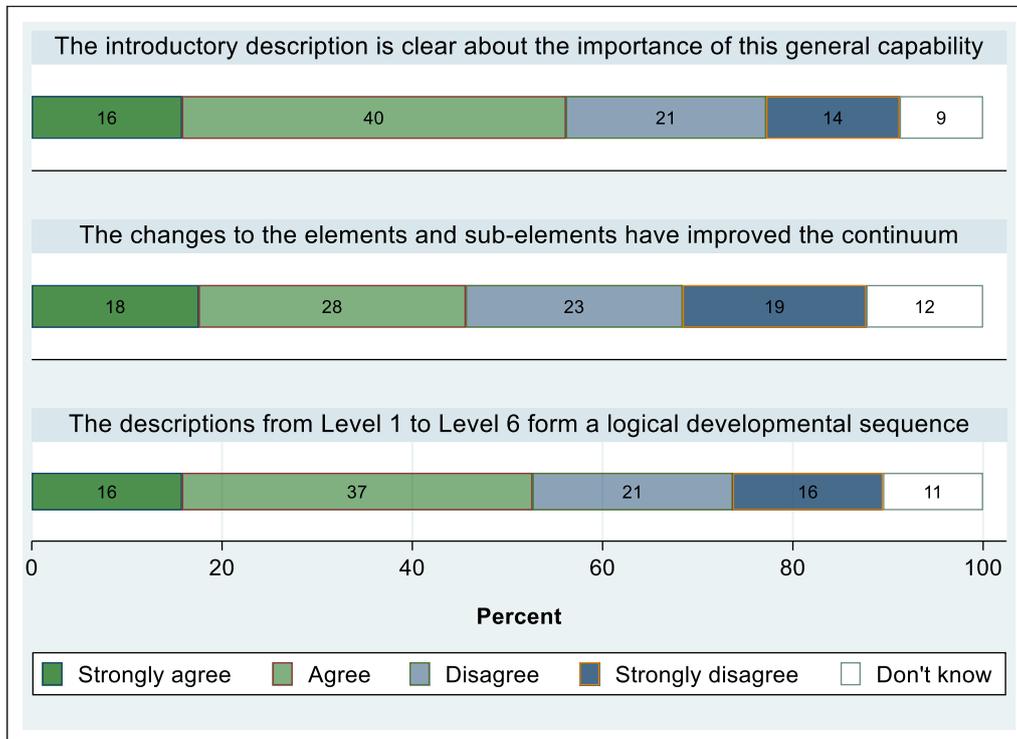


<sup>^</sup> Teachers, school leaders, parents, students and schools. ‘Other’ responses in the pie charts relate to staff who worked across schools, parents with children in multiple schools or students who were studying at TAFE or university.

### 5.4.2 Survey results

Responses to the 3 statements that sought agreement ratings are shown in Figure 12.

Figure 12: Agreement rating, Intercultural Understanding survey respondents



Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

A little over half of the respondents agreed or strongly agreed that the introductory description was clear about the importance of the general capability (56%), and that the descriptions from level 1 to 6 form a logical developmental sequence (53%), while less than half of the respondents confirmed the statement that the changes to elements and sub-elements have improved the continuum (46%).

Respondents could openly comment on aspects of the revised general capability that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. About 63% of survey respondents commented in one of those boxes (Table 13).

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in these boxes are reported combined below.

Table 13: Open-ended comment, Intercultural Understanding survey respondents

Commented	N	Percent
Not commented	21	37%
Commented in 'have improved' box	5	9%
Commented in 'further improve' box	13	23%
Commented in both boxes	18	32%
<b>Total</b>	<b>57</b>	<b>100%</b>

Table 14 summarises the themes and subthemes. This includes the number of respondents providing feedback on the themes and subthemes as well as the percentage of respondents in relation to the total number of Intercultural Understanding survey respondents

Table 14: Aspects that have improved/need further improvement, Intercultural Understanding survey respondents

Theme/Subtheme	Number of respondents	Percent of total respondents
<b>Clarity and elements</b>	<b>24</b>	<b>42.1%</b>
There is improved clarity/readability/ease of understanding, in relation to the content of the general capability(ies).	13	22.8%
Further improvement is needed in relation to clarity/readability/ease of understanding the content of the general capability(ies).	15	26.3%
There is improved clarity/readability/ease of understanding elements/sub-elements of the general capability(ies).	6	10.5%
Further improvements is needed in relation to clarity/readability/ease of understanding elements/sub-elements of the general capability(ies).	7	12.3%
<b>Perceived value</b>	<b>6</b>	<b>10.5%</b>
The general capability(ies) is seen as important/worthwhile/relevant and/or beneficial, and thus it should remain/emphasis is appropriate or should have more emphasis.	4	7.0%
The inclusion of the general capability(ies) is not seen as important/worthwhile/relevant and/or beneficial, and thus it has too much emphasis for its perceived value.	2	3.5%
<b>Alignment</b>	<b>6</b>	<b>10.5%</b>
There is alignment between what is included in the continuum and the description of the capability that is desired or intended.	2	3.5%
Improvements are needed for better alignment between what is included in the continuum and the description of the capability that is desired or intended.	5	8.8%
<b>Developmental sequencing</b>	<b>6</b>	<b>10.5%</b>
What is included is age-appropriate and developmental sequencing suitable/improved	1	1.8%
What is included is not sufficiently age appropriate or developmental sequencing needs improvement	5	8.8%
<b>Implementation support (out of scope)</b>	<b>4</b>	<b>7.0%</b>
<b>Manageability</b>	<b>3</b>	<b>5.3%</b>
Decluttering evident/more manageable	0	0.0%
Further decluttering needed to make more manageable	3	5.3%
<b>Evidenced-based content</b>	<b>3</b>	<b>5.3%</b>
The included content appears evidence-based	0	0.0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence.	3	5.3%

Comments were provided by 36 respondents. Percentages are based on all 57 Intercultural Understanding survey respondents.

Respondents were most likely to provide feedback that fell under the theme *clarity and elements*, with 24 respondents expressing thoughts under that theme. There were similar numbers of respondents providing feedback on aspects that have improved versus aspects that need further improvement. Some respondents

felt the element and sub-element descriptions and the structures underlying learning progressions have been improved to provide greater clarity.

*“The description and structure are streamlined, clearer and easy to digest for teachers. The sub-element descriptions more clearly describe the knowledge, skills and dispositions across the sequence of learning.” (Other – Group, National).*

*“The key words Reflecting, Engaging and Navigating in the revised Intercultural Understanding general capability are a positive change to this area of the curriculum. The learning continuum clearly outlines what this looks like across all age levels.” (Professional association, Australian Capital Territory).*

Others pointed out further opportunities to improve the element and sub-element descriptions and developmental sequence. Swapping around sub-elements in the matrix and in some situations, reinstating the wording of the current version.

*“The current introduction/elements to Intercultural Understanding explicitly mention the 3 key ideas of respect, empathy and responsibility. These ideas resonate with teachers yet seem to be lacking in the revised content. We also wonder whether language like ‘navigate’, ‘respond to’, ‘consider’ and ‘reflect on’ go far enough in supporting young people to be responsible, active and empathetic global citizens and to be upstanders in situations where intercultural understanding is lacking. Many teachers we spoke to were troubled by the significant change in language and also the omission of the word ‘respect’ from the revised elements/sub-elements.” (Other – Group, National).*

*“I feel the sub-elements ‘Examine cultural perspectives and world views’ and ‘Explore the influence of cultures on interactions’ need to be swapped around in the matrix as it in my view flows better from the general to the specific. For example, the indicator ‘Describe how people express agreement or disagreement about what they value within familiar intercultural contexts’ is about tenor and tenor is a political notion governed by position and status. The indicator ‘Describe how their cultural identities influence interactions with others’ is also about tenor. Knowing the latter will inform the former if a teacher is reading this element vertically. Also because the sub-element ‘Respond to biases, stereotypes, prejudices and discrimination’ is comprised of a series of analytic indicators, I would like to suggest that the sub-element is rewritten as: Identify and respond to biases, stereotypes, prejudices and discrimination.” (School leader - F-12, Tasmania, Government).*

The 2<sup>nd</sup> leading theme related to *perceived value*, with more respondents commenting that this general capability was worthwhile and beneficial.

*“I appreciate the focus on facilitating positive student interactions in our increasingly diverse society.” (Other – Individual, South Australia).*

As per the other general capabilities, a theme that emerged from the comments was the need for better *alignment* between the content included with the capability that was intended to be developed. This represented the 3<sup>rd</sup> dominant theme. This theme had greater focus on the best way to achieve what was intended with recommendations for further inclusions and some respondents expressing preference for some elements of the current version.

*“Although the greater emphasis on the importance of individuals engaging actively with different cultures, rather than just knowledge about cultures, is to be welcomed, it is disturbing that, overall, there is little specific emphasis on students gaining knowledge about different cultures. They cannot examine/reflect on differences and perspectives without having that knowledge. Some may argue that knowledge of cultures is implicit in the language used, but the reality is that teachers will devise courses based on the words of the Australian Curriculum, and not necessarily its spirit. Knowledge still needs to be mentioned specifically, especially in the lower levels. The new version, as expressed, tends to preference the examination of ‘feelings’ and ‘reactions’ over knowledge, and yet both are equally important. Feelings cannot be fully examined without the introduction of knowledges about culture. My second concern that the language of ‘difference’ has been removed entirely. The old sub-element of ‘mediating difference’ was not ideal but was an acknowledgement*

*that cultural difference exists. What is needed is a reworking that element that focuses on the attitude that cultural difference is no longer an exception in societies around the world, and particularly Australia. Cultural difference is the now the natural state of Australian society and the primary aim of this general capability is to develop that knowledge/understanding in children as the base point for what is outlined in the revised document.” (Academic, Victoria).*

*“The content needs to be rigorous and should be better aligned to the 2018 work of the OECD on global competence which feels much more contemporary and relevant. See: <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>. It should not just be about navigating situations where cultures intersect, it should focus on how we can appreciate and benefit from cultural differences and multiculturally diverse perspectives.” (Other – Group, National).*

## 5.5 Personal and Social capability

### 5.5.1 Survey respondent profile

The Personal and Social capability section in the survey was completed by 98 respondents. Of those, teachers (31%), parents (16%) and school leaders (14%) were the largest respondent groups. Among responding teachers, primary teachers were most numerous. Table 15 provides a detailed breakdown of respondent types.

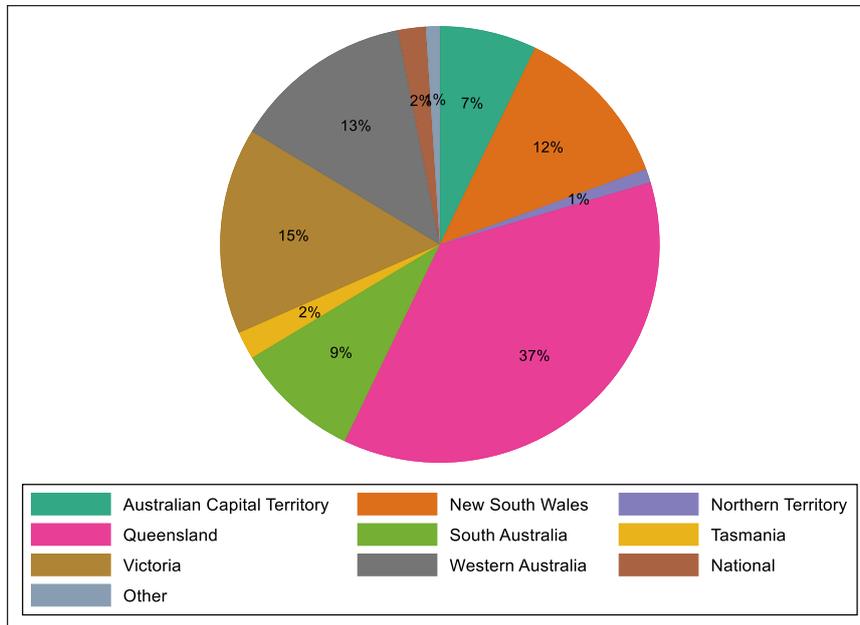
Table 15: Type of survey respondent, Personal and Social capability survey respondents

Type of respondent	n	Percent
<b>Individual respondent</b>		
Primary teacher	17	17.4%
Secondary teacher	8	8.2%
F-12 teacher	5	5.1%
School leader - Primary	4	4.1%
School leader - Secondary	7	7.1%
School leader - F-12	3	3.1%
Academic	4	4.1%
Parent	16	16.3%
Student	1	1.0%
Employer/business	2	2.0%
Other - Individual	12	12.2%
<b>Group respondent<sup>^</sup></b>		
School	6	6.1%
Professional association	4	4.1%
University faculty	1	1.0%
Education authority	1	1.0%
Parent organisation	1	1.0%
Community organisation	1	1.0%
Other - Group	5	5.1%
<b>Total</b>	<b>98</b>	<b>100.0%</b>

<sup>^</sup> A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix C.

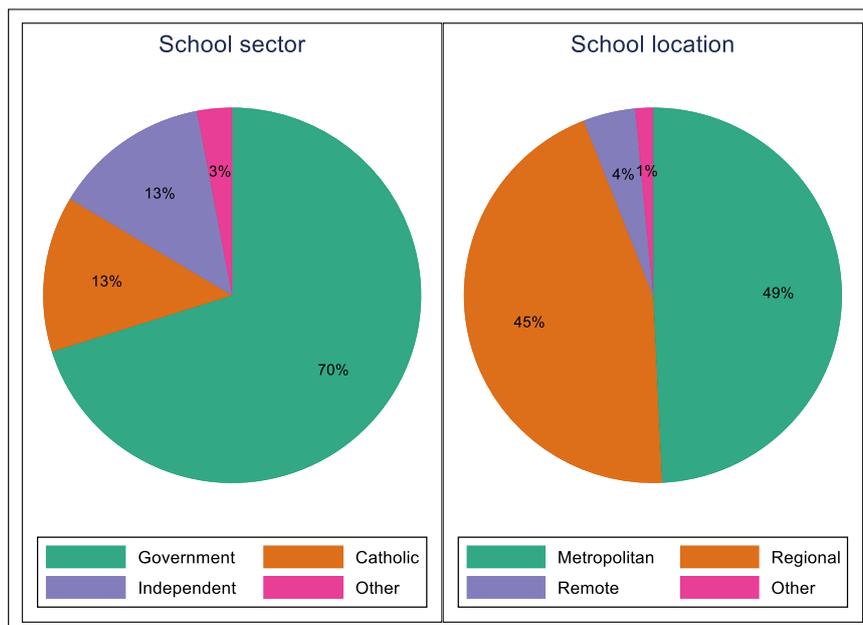
Of the states and territories, Queensland (37%) contributed the largest contingent of respondents, followed by Victoria (15%), Western Australia (13%) and New South Wales (12%) (Figure 13).

Figure 13: State location, Personal and Social capability survey respondents



Respondents who identified as a teacher, school leader, school, student or parent were asked in which sector their (child’s) school was and in which remoteness region it was located. About 70% of these respondents indicated a Government school, followed by Catholic and Independent schools (each 13%) (left panel in Figure 14). This distribution corresponds somewhat with student enrolment distributions in 2020 at which time Government schools accounted for 66% of enrolled students, Catholic schools for 19% and Independent schools for 15%<sup>6</sup>.

Figure 14: School sector and location, Personal and Social capability survey respondents<sup>^</sup>



<sup>^</sup> Teachers, school leaders, parents, students and schools.

‘Other’ responses in the pie charts relate to staff who worked across schools, parents with children in multiple schools or students who were studying at TAFE or university.

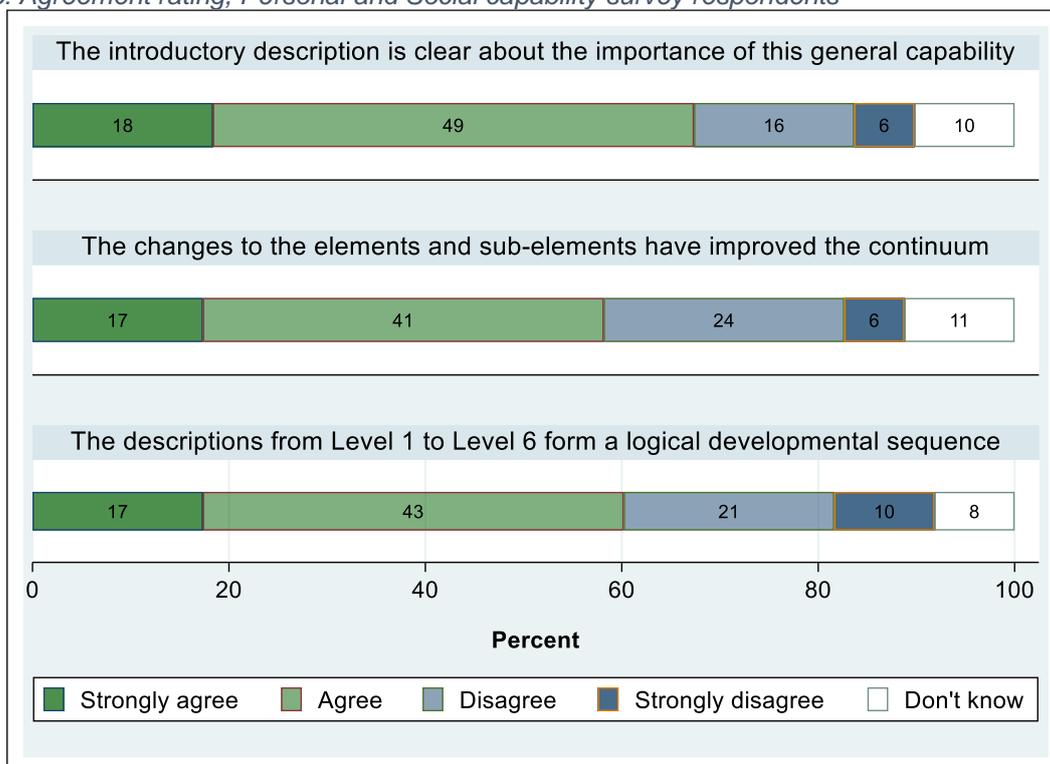
<sup>6</sup> ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

About half of these respondents also indicated that the school was located in a metropolitan area (49%) while 45% indicated schools in regional areas and 4% schools in remote areas (right panel in Figure 14). These percentages are less in line with student enrolment distributions in 2020 that show that 72% of students were enrolled in major cities (equivalent to metropolitan areas), 26% in regional areas and 2% in remote areas<sup>7</sup>.

### 5.5.2 Survey results

Responses to the 3 statements that sought agreement ratings are shown in Figure 15. The majority of respondents agreed or strongly agreed that the introductory description was clear about the importance of the general capability (67%), that the changes to elements and sub-elements have improved the continuum (58%) and that the descriptions from level 1 to 6 form a logical developmental sequence (60%).

Figure 15: Agreement rating, Personal and Social capability survey respondents



Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Respondents could openly comment on aspects of the revised general capability that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. More than half of survey respondents (55%) commented in one of those boxes (Table 16).

Table 16: Open-ended comment, Personal and Social capability survey respondents

Commented	n	Percent
Not commented	44	45%
Commented in 'have improved' box	7	7%
Commented in 'further improve' box	21	21%
Commented in both boxes	26	27%
<b>Total</b>	<b>98</b>	<b>100%</b>

<sup>7</sup> ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in these boxes are reported combined below.

Table 17 summarises the themes and subthemes. This includes the number of respondents as well as the percentage of respondents based on all Personal and Social capability survey respondents.

Most of the comments were to do with the theme *clarity and elements*, with 33 respondents expressing thoughts under that theme. Respondents saw improvements to readability and conciseness, particularly in relation to the elements and sub-elements, which they saw as enabling effective planning and teaching.

*“The revised elements and sub-elements for Personal and Social Capability are much more concise. The descriptions of each sub-element are very clear and will help facilitate effective planning, teaching, and learning of this general capability.” (Other – Individual, South Australia).*

*“(We are) supportive of the simplified language in the revised sub-elements and learning curriculum. The additional descriptions for each element are helpful to provide better support for teachers in this curriculum priority.” (Other – Group, Australian Capital Territory).*

*“Loved the learning continuum table, much more user friendly. The definitions of the sub-elements are useful and clear.” (School, South Australia, Independent, Metropolitan).*

However, more of the respondents providing feedback within this theme felt that there needed to be further improvement in relation to the clarity and specificity of the content of the Personal and Social capability.

*“While the personal and social capabilities are broad enough to address important life skills, the lack of specific language and instruction increases the risk that educators may overlook opportunities to develop the personal and social capability of students in relation to their sexual identity, sexual relationships and/or sexual health.” (Other – Individual, New South Wales).*

The second leading theme was *perceived value*. Of respondents who provided feedback in relation to this theme, they more often conveyed the perceived importance of this general capability, and the general capabilities overall.

*“We have a rich resource in the General Capabilities, and the fact that they are included in our National Curriculum shows that we value our students, our culture, and curriculum delivery. Australia has the potential through the General Capabilities to be leading the way globally in terms of curriculum delivery and national outcomes. The fact that they are there proves that our education system values students and their productivity and health as they grow into becoming responsible citizens.” (Primary teacher, Tasmania, Government, Regional).*

The third leading theme was related to *alignment* between what was intended with the general capability and the extent that the proposed content would develop those skills. It should be noted that many of these responses were provided after respondents were prompted about what could be improved:

*“This area is deeply variant depending on the child. To move away from an outcome focus would be better as social development and personal capability is highly individual. My concern is the response to if children are not at the preferred level in these areas and how this would be responded to. I think using less specific outcomes and an overall values system that focuses on a strengths based approach and values the individual rather than their ability to assimilate would be better.” (Parent, South Australia, Independent, Regional).*

*“The goal of any education system is to develop great human beings. This capability area should be prioritized to explicitly teach emotional literacy and proactive wellbeing for our children. There is not enough emphasis on developing executive function skills in this capability area and it isn’t mentioned in the introduction.” (School leader – Primary, Queensland, Government, Metropolitan).*

*“Greater focus on human / soft skills as these are more important than ever especially in the ever changing world of work. Greater focus on gratitude, mindfulness, empathy and resilience.” (Other – Individual, Victoria).*

Table 17: Aspects that have improved/need further improvement, Personal and Social capability survey respondents

Theme/Subtheme	Number of respondents	Percent of total respondents
<b>Clarity and elements</b>	<b>33</b>	<b>33.7%</b>
There is improved clarity/readability/ease of understanding, in relation to the content of the general capability(ies).	15	15.3%
Further improvement is needed in relation to clarity/readability/ease of understanding the content of the general capability(ies).	22	22.4%
There is improved clarity/readability/ease of understanding elements/sub-elements of the general capability(ies).	12	12.2%
Further improvements is needed in relation to clarity/readability/ease of understanding elements/sub-elements of the general capability(ies).	8	8.2%
<b>Perceived value</b>	<b>13</b>	<b>13.3%</b>
The general capability(ies) is seen as important/worthwhile/relevant and/or beneficial, and thus it should remain/emphasis is appropriate or should have more emphasis.	9	9.2%
The inclusion of the general capability(ies) is not seen as important/worthwhile/relevant and/or beneficial, and thus it has too much emphasis for its perceived value.	4	4.1%
<b>Alignment</b>	<b>15</b>	<b>15.3%</b>
There is alignment between what is included in the continuum and the description of the capability that is desired or intended.	3	3.1%
Improvements are needed for better alignment between what is included in the continuum and the description of the capability that is desired or intended.	13	13.3%
<b>Manageability</b>	<b>3</b>	<b>3.1%</b>
Decluttering evident/more manageable	0	0.0%
Further decluttering needed to make more manageable	3	3.1%
<b>Developmental sequencing</b>	<b>6</b>	<b>6.1%</b>
What is included is age-appropriate and developmental sequencing suitable/improved	2	2.0%
What is included is not sufficiently age appropriate or developmental sequencing needs improvement	5	5.1%
<b>Evidenced-based content</b>	<b>2</b>	<b>2.0%</b>
The included content appears evidence-based	1	1.0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence.	1	1.0%
<b>Implementation support (out of scope)</b>	<b>12</b>	<b>12.2%</b>
<b>Other</b>	<b>7</b>	<b>7.1%</b>

Comments were provided by 54 respondents. Percentages are based on all 98 Personal and Social capability survey respondents.

It was generally agreed that this was a valuable part of the curriculum, and that it should have even more focus.

*“The introduction description is clear about, but there is not enough emphasis on the importance of this area of the curriculum. The Personal and Social Capabilities are paramount to curriculum delivery and the teaching/learning process. We need to have a curriculum that places these at the centre. The curriculum is designed to equip students with the tools they need to be successful and productive citizens, however, the general capabilities should be first and centre in the curriculum. We have a lot of personal, relational, social, mental and emotional health issues in our society, which can undo all English, Maths, Science or HASS content/skills/understandings taught in schools. We do ourselves a disservice in curriculum delivery if we neglect the key aspects of what makes us human, which are included in the General Capabilities. All areas of the curriculum should be taught in context of the General Capabilities. We need to provide learning experiences for students that are authentic, engaging, contextual, relevant and promote what is outlined in the General Capabilities. Personal and Social Health are essential in equipping students for the work force where such traits as productivity, team work, communication, confidence, competence, resilience, risk taking, respect, responsibility, empathy, compassion, adaptability, self-discipline, ethical values, independence, initiative, decision making, negotiation, leadership, and all components of mental, emotional, social, physical and spiritual wellbeing are established. The General Capabilities are understated, underrated, overlooked, undervalued, and not used to any capacity in reporting to parents. They should be how we teach, assess and report.” (Primary teacher, Tasmania, Government, Regional).*

## 5.6 General capabilities – Survey summary

The General capability survey was completed by 192 respondents. The majority of those (64%) completed only one of the general capability sections. The remaining 36% completed multiple general capability sections. The number of times each general capability section was completed is shown in Table 18. Most respondents completed the section on Personal and Social capability (n=98), and least respondents the section on Intercultural Understanding (n=57).

Table 18: Stakeholder characteristics by general capability, General capabilities survey respondents

	Critical & Creative Thinking (n=94)	Digital Literacy (n=72)	Ethical Understanding (n=66)	Intercultural Understanding (n=57)	Personal and Social capability (n=98)
<b>Respondent type</b>					
Teacher	28%	38%	29%	25%	31%
<b>State of residence</b>					
Queensland	32%	38%	30%	33%	37%
<b>School sector<sup>^</sup></b>					
Government	39%	40%	38%	39%	48%
<b>Remoteness area<sup>^</sup></b>					
Metropolitan	35%	36%	35%	33%	34%

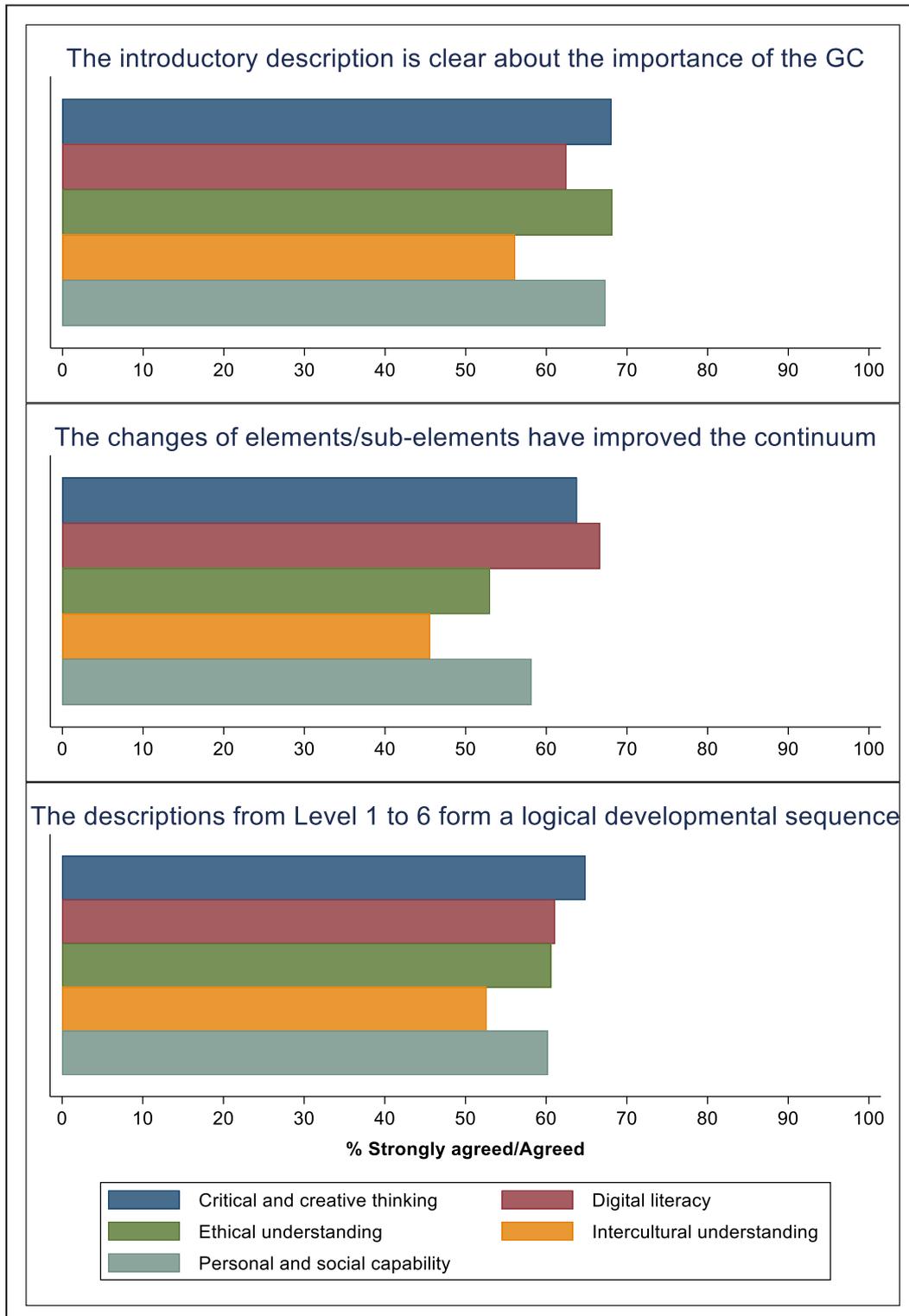
<sup>^</sup>This information was only captured from participating teachers, school leaders, schools, parents and students while the percentage shown in the table is based on all respondents.

The predominant respondent categories for all general capabilities are also shown in Table 18. Across all 5 general capability sections, teachers were the largest respondent type, Queensland the state/territory most represented among respondents, and respondents with links to Government schools and schools in metropolitan areas constituted the largest groups.

There were some, but no major, differences in the stakeholder characteristics between survey respondents who participated in the different general capability sections.

Figure 16 shows the level of agreement shown for the 3 statements for each of the 5 general capabilities. The level of agreement ranged from 56% to 68% for the statement that the introductory description was clear about the importance of the general capability, from 46% to 67% for the statement that the changes to the elements/sub-elements has improved the continuum, and from 53% to 65% for the statement that the descriptions from Level 1 to Level 6 form a logical developmental sequence. Respondents rating these statements in relation to the general capability Intercultural Understanding were least likely to agree or strongly agree.

Figure 16: Agreement statements by general capability, General capability survey respondents



Whilst there were a range of views overall, there were many positive comments about the element and sub-element descriptions and general capabilities. This was reflected in their clarity and overall developmental sequence and appropriateness. For each general capability, there were always mixed views on the importance of these within the curriculum. Many respondents recognised the importance and value of the general capabilities to enhance student development and outcomes, whilst others felt their presence detracted from the focus on the core academic areas of learning. Across all general capabilities, there were suggestions and recommendations to improve or strengthen the general capability. Across the general capabilities, there were perceived issues around implementation, particularly around whether teachers (or all teachers) would have the skills to implement to the level expected and desired, with recommendations for further training, resources, and support.

## 6. Email Submissions

Of the email submissions, there were a total of 36 specifically related to the general capabilities.

Of the 36 email submissions, there were 24 submissions that had an attachment that was coded alongside the email message provided. The remainder did not have an attachment, but the content within the emails was coded.

Table 19 presents the breakdown of email submissions, according to general capability. The majority of respondents commented on the general capability of Personal and Social capability, followed by Ethical Understanding, and Intercultural Understanding. The remaining 2 general capabilities received responses from fewer respondents, while just over 20% made a general comment about the overall general capabilities.

*Table 19. Breakdown of email submissions, according to general capability*

General Capability	Number of email submissions <sup>^</sup>	Percentage
Critical and Creative Thinking	6	16.7%
Digital Literacy (formerly known as ICT capability)	6	16.7%
Ethical Understanding	12	33.3%
Intercultural Understanding	8	22.2%
Personal and Social capability	18	50.0%
General comment about General Capabilities	8	22.2%

<sup>^</sup> The same email submission could comment on multiple general capabilities

### 6.1 Stakeholder profile

A number of email respondents had self-disclosed their position and/or affiliation, making it possible to summarise some of the demographic characteristics of respondents.

It could be determined that of email respondents submitted responses for the general capabilities, that the largest identifiable group was an association or body, followed by academics or experts (Table 20).

A list of organisations which self-identified in email submissions across all learning areas, general capabilities and cross-curriculum priorities is provided in Appendix D.

*Table 20. Type of stakeholder, email submissions*

Type of Stakeholder	Number of email submissions	Percentage
Teachers or schools	4	11.1%
Association or body	18	50.0%
Academics or experts	7	19.4%
Parent or community member	3	8.3%
Unclear	4	11.1%
<b>Total</b>	<b>36</b>	<b>100%</b>

## 6.2 Feedback from email submissions

The code frame (see Appendix B), was utilised to analyse the content of the email submission feedback. As per the open-ended survey feedback, respondents may make the same point multiple times with different examples, but a theme is only coded once for that respondent.

### 6.2.1 Major themes and subthemes

Table 21 summarises the themes and subthemes that could be coded from the feedback of the 36 email submissions for the general capabilities. This includes the number and percentage of email respondents discussing the theme and subtheme. It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single respondent would be coded to more than one theme. Likewise, a single response could be coded to more than one subtheme. The leading themes were: *perceived value*; *clarity and general content* and *alignment*. However, as can be seen from Table 21, the leading themes (in terms of the most number of respondents discussing these themes) varied according to the general capability.

There were a relatively high number of respondents commenting that the general capabilities were valuable and important (i.e., within the theme of *perceived value*). Overall, the feedback from the email submissions that discussed the general capabilities reiterated the value and importance of the inclusion of the capabilities. There were many references to The Alice Springs (Mparntwe) Education Declaration and ACARA were commended upon the development of these capabilities to align with this.

However, many of the respondents saw room for improvement, although these were often more refinements than major revisions. This encompassed revisions or refinements to improve *clarity and general contents*.

A particular focus on Personal and Social capability was to broaden this area quite significantly so it was more about wellbeing, with a wider range of content areas within, with many suggestions for meditation and mindfulness techniques among others.

*“This curriculum could begin as early as Kindergarten/Prep with basic introductory discussions around gender equality, consent, bullying, body safety and social and emotional intelligence; with it moving through the school and really ‘ramping up’ in secondary school as students reach the teenage years.” (Individual teacher)*

It is notable that a larger number of respondents saw this capability of value and importance, as many aligned it to wellbeing and mental health. Of the proposed Personal and Social capability, there were also suggestions to include more content to enhance the *alignment* of what was covered in these capabilities with what was desired to be developed.

*“Greater focus on resilience and grit in the face of challenge could be added to Personal and Social capability. We live in a country (and world) where we face a constant stream of natural hazards and disasters, alongside the recent global pandemic and varied personal stories. The capacity to persist and bounce back through challenge and trauma is, we believe, an essential skill and its deliberate development in all young people has the capacity to strengthen our capability to respond to challenges and unify us as a nation. A deeper focus on self-mastery would be beneficial, with direct reference to scientifically proven wellbeing strategies, such as Positive Psychology and the substantial work of Brené Brown on shame and boundaries. The Personal and Social capability and Health and Physical Education descriptors provide some scope for this, but the revisions do not appear to focus on practical strategies that students can apply to their lives, both inside and outside of the classroom.” (Cool Australia)*

There were similar recommendations for the Critical and Creative Thinking capability.

*“Problem finding could be included in Critical and Creative Thinking - whilst problem-solving and creative thinking feature, equally important is the capacity to find gaps, problems and potential hiccups before they become disasters. Problem finding would build the resilience of our nation and help young people grow into wiser adults.” (Cool Australia)*

Many cited that they noted improvements to overall *clarity and contents*, particularly to the elements and sub-elements.

*“The revised version allows for higher-order ethical ideals such as truth, honesty, fairness, integrity, justice to be identified in isolation in early levels before enveloping them in dilemmas (sub-element: Explore ethical concepts). And It promotes respectful and informed dialogue (sub-element: Examine relationships between values and ethical norms).”* (Lutheran Education Australia)

*“Specific aspects of feedback are: 1. Agree with the title of Critical and Creative Thinking for this general capability. 2. Agree with the titles of Inquiring, Generating, Analysing and Reflecting as the titles of the main elements. 3. Agree with the revised titles of the sub-elements. 4. Agree with the allocation of the sub-elements to the elements.”* (Group of teachers and experts)

*“OVIC is pleased to see inclusion of education about privacy and security, described by ACARA as “the protection of data when it is stored or transmitted through digital systems”, in the Australian Curriculum and acknowledges that there is a need to develop good digital privacy habits in children and young people in today’s digital age.”* (Office of the Victorian Information Commissioner)

Some areas received suggestions for improvement/additions to sub-elements and elements to ensure there was greater *alignment* with the intended capabilities to be developed. In particular, there were repeated suggestions for changes to wording to strengthen Intercultural Understanding.

*“The change in element one from ‘Recognising culture and developing respect’ to ‘Reflecting on culture and cultural diversity’ requires further signposting of the importance of culture in both collective and personal identities. ‘Reflecting on culture and cultural identities’ is suggested as a more appropriate alternative. The change in sub-element 2 under element 2 from ‘Communicate across cultures’ to ‘Communicate responsively’ does not communicate a clear message of the type of communication appropriate to developing intercultural understanding. It is suggested that the language be changed to ‘Communicate respectfully.’”* (Queensland Global Citizenship Education Network [QGCEN])

Digital Literacy received strong support, with some seeing the development of this general capability as being appropriately aligned with the needs of the 21st century. Several specialists provided further suggestions, particularly around online security and personal information sharing, that could be further integrated to better meet the goal of Digital Literacy, with this sometimes spanning into Ethical Understanding.

*“OVIC recommends the Australian Curriculum include education about protecting individual privacy in both digital and non-digital settings across the Foundation to Year 10 curriculums. This should encompass a discussion on what personal information is, when it is appropriate to share, and how to protect it. For instance, the curriculum could highlight the importance of being aware of your surroundings and the possible risks of sharing their personal information in varying real-world situations, as opposed to focusing only on digital settings. For example, a child might disclose their residential address or phone number to a friend whilst travelling to school on public transport. This could pose a risk to the child’s privacy and safety as members of the public may overhear and then know how to contact them and where they reside.”*

*“OVIC notes that expanding privacy and information security education beyond digital settings may result in such education falling outside of the ‘Technologies’9 learning area and ‘Digital Literacy’ general capability. OVIC suggests privacy education more broadly, or in non-digital settings, could be incorporated into the ‘Ethical Understanding’ general capability on the basis that understanding privacy and protecting one’s personal information relates to the 2 revised elements of the capability:*

*a. Understanding ethical concepts and perspectives; and*

*b. Responding to ethical issues, including making and reflecting on ethical decisions.”* (Office of the Victorian Information Commissioner)

In addition to suggested changes to wording, several comments recommended changes to wording to ensure that the general capabilities were taught consistently and evenly across schools.

*“All mention of “natural fit” be removed and replaced with messaging that highlights that ACARA has identified some opportunities and content descriptors which could be enriched through inclusion of a particular CCP or GC, but teachers are encouraged to incorporate them wherever they see an appropriate alignment. For example, Maths teachers should feel they have a mandate to teach area and perimeter through the lens of sustainability and deforestation, even though it is not specifically identified in either the content descriptor or elaboration. Similarly, primary teachers navigating multiple key learning areas should feel empowered to design multidisciplinary inquiry units using the GC of intercultural understanding as the integrator. Any messaging that the CCPs and GCs do not need to be overtly taught, that they are ‘covered’ by teaching the key learning areas, needs to be removed so that teachers have a mandate to overtly foster and explicitly teach the knowledge, skills, values and attitudes of global citizenship/global competence, as recommended by the internationally-recognised OECD PISA (2018b) and UNESCO (2014) frameworks.” (Queensland Global Citizenship Education Network)*

Further, there were frequent suggestions to link the general capabilities more strongly with the learning areas. Several comments were around implementation support, and there were a number of other comments that fell into the category of *other*, such as the inclusion of additional, new general capabilities, a recommendation to focus on outdoor education, as well as views around the needed inclusion of Christianity into the elements of some capabilities.

### 6.3 Summary

In total, there were 36 email submissions that made specific mention to the general capabilities. Overall, the key themes were around the value of the general capabilities with more respondents viewing them as valuable and with an appropriate amount of emphasis or needing further emphasis, in comparison to being seen as having too much emphasis. This was particularly the case for the Personal and Social Capability, and for the overall general capabilities. A large proportion of respondents commented on the Personal and Social Capability, often positing the idea of broadening this capability through the inclusion of additional content, such as positive psychology techniques, and with concepts such as resilience and emotional literacy. This capability was seen as critical for student wellbeing and respondents felt it should be expanded and strengthened to ensure students were equipped with the necessary skills and techniques to support their mental and social wellbeing in the future.

Generally, the proposed changes were seen positively, and clarity was viewed as having had some improvements. However, there were often suggestions as to how to further strengthen the capabilities. Often, these were suggestions and recommendations to improve or refine what was already viewed positively. There were recommendations to the elements and sub elements for Intercultural Understanding. There were also several ideas to expand the Digital Literacy capability, foregrounding the importance of personal and online security. There were some suggestions around personal information sharing spanning into the capability of Ethical Understanding. There were frequent suggestions to provide stronger links to the learning areas, and some suggested additional general capabilities or elements.

Table 21. Summary themes, email submissions

	Critical and Creative Thinking		Personal and Social capability		Ethical Understanding		Digital Literacy		Intercultural Understanding		General	
<b>Clarity and general contents</b>	<b>3</b>	<b>8.3%</b>	<b>7</b>	<b>19.4%</b>	<b>7</b>	<b>19.4%</b>	<b>4</b>	<b>11.1%</b>	<b>4</b>	<b>11.1%</b>	<b>8</b>	<b>22.2%</b>
General content and clarity has improved	2	5.6%	1	2.8%	2	5.6%	1	2.8%	1	2.8%	4	11.1%
General content and clarity needs further revisions	3	8.3%	5	13.9%	6	16.7%	1	2.8%	4	11.1%	5	13.9%
Elements & sub-elements are improved	1	2.8%	1	2.8%	1	2.8%	0	0.0%	1	2.8%	1	2.8%
Elements & sub-elements need further revision	1	2.8%	3	8.3%	1	2.8%	2	5.6%	3	8.3%	0	0.0%
<b>Perceived Value of General Capability</b>	<b>3</b>	<b>8.3%</b>	<b>11</b>	<b>30.6%</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>	<b>8.3%</b>	<b>3</b>	<b>8.3%</b>	<b>5</b>	<b>13.9%</b>
Important and relevant/ emphasis is appropriate	3	8.3%	11	30.6%	0	0.0%	3	8.3%	1	2.8%	5	13.9%
Not important or relevant, or has too much emphasis	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Alignment</b>	<b>2</b>	<b>5.6%</b>	<b>6</b>	<b>16.7%</b>	<b>3</b>	<b>8.3%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>5.6%</b>	<b>0</b>	<b>0.0%</b>
Aligned	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not sufficiently aligned	2	5.6%	6	16.7%	3	8.3%	2	5.6%	2	5.6%	0	0.0%
<b>Manageability</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>5.6%</b>	<b>1</b>	<b>2.8%</b>	<b>0</b>	<b>0.0%</b>
More manageable	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.8%	0	0.0%
Not more manageable	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Developmental Progression</b>	<b>1</b>	<b>2.8%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>2.8%</b>	<b>1</b>	<b>2.8%</b>	<b>1</b>	<b>2.8%</b>
Age appropriate/suitable/ improved	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.8%
Not age appropriate/suitable /improved	1	2.8%	0	0.0%	0	0.0%	1	2.8%	1	2.8%	0	0.0%
<b>Evidence-based</b>	<b>2</b>	<b>5.6%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
Evidence-based GC	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not evidence based	2	5.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Implementation</b>	<b>2</b>	<b>5.6%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>5.6%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Other</b>	<b>1</b>	<b>2.8%</b>	<b>6</b>	<b>16.7%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>6</b>	<b>16.7%</b>

## 7. Jurisdictional feedback

### 7.1 Stakeholder profile

Submissions were invited from each state and territory as well as the 2 national sector peak bodies. Nine submissions were received in total: Queensland, New South Wales, Victoria, Western Australia, South Australia, Tasmania, the Northern Territory, Independent Schools Australia, and the National Catholic Education Commission. The Australian Capital Territory abstained from providing feedback at this point while noting its contributions to the Review via working groups, individual submissions, regular meetings and trial schools.

Of the 9 submissions that commented on the Australian Curriculum the New South Wales submission did not make reference to the general capabilities. Table 22 lists the participating jurisdictions and national sector peak bodies that provided feedback on the revised general capabilities. Six of the 8 participating jurisdictions and national sector peak bodies commented on all 5 general capabilities. Independent Schools Australia only provided specific feedback on Critical and Creative Thinking and Intercultural Understanding, and the Northern Territory only commented generally on the general capabilities.

Table 22: Participating jurisdictional stakeholders, general capabilities

	Critical & Creative Thinking	Digital Literacy	Ethical Understanding	Intercultural understanding	Personal and Social capability	Overarching
Victoria	✓	✓	✓	✓	✓	
Queensland	✓	✓	✓	✓	✓	
South Australia	✓	✓	✓	✓	✓	
Western Australia	✓	✓	✓	✓	✓	
Northern Territory						✓
Tasmania	✓	✓	✓	✓	✓	
Independent Schools Australia	✓			✓		
National Catholic Education Commission	✓	✓	✓	✓	✓	

The jurisdictions were invited to respond using a pre-defined template that aligned with the online survey that was publicly available, although this template was not always followed. As already indicated by the content of Table 22, jurisdictions chose to comment on different elements of the curriculum and to very different degrees.

Jurisdictions used a variety of methods to generate feedback from their stakeholders, such as learning area focus groups, forums, and webinars, but specific details around these methods was not always provided. Examples of stakeholders include state and independent schooling sectors, and professional associations.

The code frame (see Appendix B) was utilised to analyse the content of the feedback from the jurisdictional submissions. As per the open-ended survey and email feedback, a jurisdictional submission may make the same point multiple times with different examples, but a theme is only coded once for that respondent.

## 7.2 Jurisdictional responses to survey statements

As part of seeking their feedback, the invited jurisdictions were encouraged to respond to the 3 statements from the survey. Five of the 9 participating jurisdictions (Tasmania, Queensland, Western Australia, Northern Territory and Independent Schools Australia) provided responses to these questions for at least one of the general capabilities. The following tables present the results for the relevant jurisdictions that responded to the 3 survey statements. The Northern Territory gave one rating for all general capabilities. This rating is repeated in all the tables.

Table 23: Critical and Creative Thinking, survey statements by jurisdiction

	ISA	NT	TAS	WA	QLD
The introductory description is clear about the importance of this general capability	●	●	●	●	●
The changes to the elements and sub-elements have improved the curriculum	●	●	●	●	●
The descriptions from Level 1 to Level 6 form a logical developmental sequence	●	●	●	●	●

Victoria, New South Wales, National Catholic Education Commission and South Australia did not provide ratings to the survey questions. The Northern Territory provided one rating for all 5 general capabilities combined. The Australian Capital Territory did not provide a submission.

● Strongly agree	● Agree	● Disagree	● Strongly disagree
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Table 24: Digital Literacy, survey statements by jurisdiction

	NT	TAS	WA	QLD
The introductory description is clear about the importance of this general capability	●	●	●	●
The changes to the elements and sub-elements have improved the curriculum	●	●	●	●
The descriptions from Level 1 to Level 6 form a logical developmental sequence	●	●	●	●

Victoria, New South Wales, National Catholic Education Commission, South Australia and Independent Schools Australia did not provide ratings to the survey questions. The Northern Territory provided one rating for all 5 general capabilities combined. The Australian Capital Territory did not provide a submission.

● Strongly agree	● Agree	● Disagree	● Strongly disagree
------------------	---------	------------	---------------------

Table 25: Ethical Understanding, survey statements by jurisdiction

	NT	TAS	WA	QLD
The introductory description is clear about the importance of this general capability	●	●	●	●
The changes to the elements and sub-elements have improved the curriculum	●	●	●	●
The descriptions from Level 1 to Level 6 form a logical developmental sequence	●	●	●	●

Victoria, New South Wales, National Catholic Education Commission, South Australia and Independent Schools Australia did not provide ratings to the survey questions. The Northern Territory provided one rating for all 5 general capabilities combined. The Australian Capital Territory did not provide a submission.

● Strongly agree	● Agree	● Disagree	● Strongly disagree
------------------	---------	------------	---------------------

Table 26: Intercultural Understanding, survey statements by jurisdiction

	NT	TAS	WA	QLD
The introductory description is clear about the importance of this general capability				
The changes to the elements and sub-elements have improved the curriculum				
The descriptions from Level 1 to Level 6 form a logical developmental sequence				

Victoria, New South Wales, National Catholic Education Commission and South Australia did not provide ratings to the survey questions. The Northern Territory provided one rating for all 5 general capabilities combined. Independent Schools Australia provided a distribution of ratings that cannot be summarised in one rating. The Australian Capital Territory did not provide a submission.

 Strongly agree	 Agree	 Disagree	 Strongly disagree
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Table 27: Personal and Social Capability, survey statements by jurisdiction

	NT	TAS	WA	QLD
The introductory description is clear about the importance of this general capability				
The changes to the elements and sub-elements have improved the curriculum				
The descriptions from Level 1 to Level 6 form a logical developmental sequence				

Victoria, New South Wales, National Catholic Education Commission, South Australia and Independent Schools Australia did not provide ratings to the survey questions. The Northern Territory provided one rating for all 5 general capabilities combined. The Australian Capital Territory did not provide a submission.

 Strongly agree	 Agree	 Disagree	 Strongly disagree
--	---	--	---

All of the jurisdictions who responded to the survey statements gave positive ratings to all 3 statements in relation to the revised Personal and Social Capability and the Critical and Creative Thinking general capability. Responses for Digital Literacy were also positive, with only Queensland disagreeing that the level descriptions form a logical sequence.

Queensland also disagreed that the elements and sub-elements for the Ethical Understanding general priority had improved and that the respective level descriptions form a logical sequence. Further to that, Queensland disagreed with all 3 survey statements with respect to the Intercultural Understanding capability. Western Australia also disagreed that the changes to the elements and sub-elements of that capability had improved the curriculum but agreed with the other 2 overall statements.

Tasmania agreed or strongly agreed with all statements in relation to all general capabilities, and the Northern Territory agreed with all 3 statements in relation to the combined capabilities.

### 7.3 Major themes and subthemes

The following section reports on jurisdictional positions in relation to themes and subthemes that emerged from the jurisdictional feedback around the general capabilities.

#### Critical and Creative Thinking

This general capability attracted the most jurisdictional commentary with *clarity and organising ideas* the most prominent theme, followed by *perceived value*.

In terms of *clarity and organising ideas*, there was a sense that the introductory description, elements and sub-elements, and year descriptions have all been improved.

*“Revising element language to single wording provides clarity and is concise.” (ISA)*

*“The key changes to the Critical and Creative Thinking learning continuum provide greater clarity and promote this capability being authentically embedded into the learning areas.” (South Australia)*

*“The coherence and clarity of curriculum design has been improved thanks to the higher-level naming of elements, and a merging and reorganisation of sub-elements.” (Victoria)*

Some felt there needs to be a greater balance between critical and creative thinking, with the former receiving more attention in the revised version.

*“There is some concern that the scope of creative thinking is narrow and through its choice of language does not appropriately accommodate the creative aspects of the Arts, and physical creativity as demonstrated in Physical Education.” (Western Australia)*

*“There needs to be a greater balance evident between critical thinking and creative thinking.” (Queensland)*

That jurisdictions perceive this general capability as valuable was evident in some commentary:

*“The introductory description could be strengthened by a clearer rationale for why the capability is important in life beyond schooling as well as the need to build transfer skills.” (NCEC)*

*“[the introductory description] could be strengthened by including the rationale clearly for why students need to develop the capability to thrive in life beyond schooling and build the transfer of skills.” (South Australia)*

*“Some saw a richness in the offering and were able to draw out strong contextual links that were able to strengthen the faith-based qualities of the school.” (ISA)*

## Ethical Understanding

This general capability attracted the 2<sup>nd</sup> highest amount of jurisdictional commentary, with *clarity and organising ideas* the most prominent theme. Improvements are noted in some manner, with further improvements suggested by some.

*“The organisation of elements and sub-elements is more coherent. In the Concepts sub-element, progression across year-levels is generally clearer ... We note 2 specific instances where phrasing should be reviewed, both to avoid needlessly limiting contexts and to improve consistency across sub-elements.” (Victoria)*

*“New terminology and unfamiliar concepts significantly reduce accessibility for teachers.” (Queensland)*

*“Although the ideas have improved the language, the terminology used in the statements is complex, making it difficult to ascertain the expectations.” (Western Australia)*

Another pattern in feedback was commentary around age appropriateness.

*“However, overall, the proposed Ethical Understanding continuum is not an improvement on the current version because: • the level of cognitive demand described in Levels 3 to 6 is commonly beyond what is age appropriate.” (Queensland)*

*“... part of the challenge in implementing is that students may not be working at anywhere near the level aligned to their school year. Levels 5 and 6 are well beyond most (all) students in Years 7 – 10.” (Western Australia)*

## Digital Literacy

This general capability attracted the 3<sup>rd</sup> highest jurisdictional commentary with *clarity and organising ideas* the most prominent theme, followed by *manageability* and *implementation support*.

In terms of *clarity and organising ideas*, the capability was regarded as generally more logically sequenced.

*“Generally, the proposed Digital Literacy capability is more logically sequenced and includes language that is more accessible.” (Queensland)*

*“On the whole, most descriptions from F-10 form a logical sequence, with the exception of sub-elements: Create content, and Respect intellectual property.” (NCEC)*

*“The overall structure is improved and easier to comprehend.” (Western Australia)*

Some indicated that language could be clearer:

*“We are concerned that the language used is often not clear. This is particularly the case with technical terminology, where a range of terms are used but not clearly defined, such as ‘tools’, ‘investigating tools’, ‘familiar tools’, ‘simple tools’, ‘specialised tools’, ‘interactive tools’, ‘selected tools’, ‘appropriate tools’, ‘digital tools’ and ‘secure tools’.” (Victoria)*

*“Some language used within the descriptions introduces ambiguity, e.g. the terms ‘reputation’ and ‘innovative products’ are subjective terms. The use of terms such as ‘curating’ and ‘test theories’ is language that generalist teachers would not easily identify with.” (Queensland)*

Queensland and the NCEC endorsed the greater emphasis on online safety. South Australia felt the capability is now clearer for teachers. Queensland noted that some elements needed review to remove added complexity or language that comes more appropriately from learning area content.

In terms of *manageability*, several jurisdictions felt the content is still not manageable and suggested that removing duplication in sub-elements and overlap with learning areas could reduce content further.

*“However, the amount of content across the 16 sub-elements is impractical to address. The quantity of content could be reduced by addressing the duplication that exists across sub-elements and between sub-elements and learning area content.” (Queensland)*

*“... there is far too much content included in this capability now and this creates confusion with content in the Digital Technologies curriculum.” (Western Australia)*

Also in relation to manageability, the Northern Territory suggested that Literacy and Numeracy capabilities could be embedded in learning areas that align to the National Literacy and Numeracy Learning Progressions as this would “reduce the general capabilities to 4 and increase the manageability of the capabilities in the curriculum” (p. 8). Victoria noted that content has increased mainly because of the Royal Commission into Institutional Responses to Child Sexual Abuse. Other aspects of manageability included the view that in some instances, the scope of the context in which students are working is impractical in schools and that duplication needs to be addressed.

*“In some instances, the scope of the context in which students are working is impractical within a school environment.” (Queensland)*

*“There is repetition of content in some elements of Digital Literacy and the content descriptions in Digital Technologies. ACARA’s stated intention in reviewing the ICT capability was to declutter the curriculum by removing any repetition of content between these areas. This has not been achieved.” (Victoria)*

In terms of *implementation support*, several jurisdictions indicated that this is needed:

*“Teachers expressed a very strong desire that quality examples of practice and explicit links between content descriptions/elaborations and the general capability be available as part of the implementation process for the revised general capability.” (NCEC)*

*“... support would be required to implement the new ICT structure and nomenclature.” (Western Australia)*

### **Intercultural Understanding**

In the Intercultural Understanding general capability, *clarity and organising ideas* was the most prominent theme with most regarding these as improved but offering suggestions for further improvement.

*“The reorganisation of the Intercultural Understanding capability is to be commended. The alignment between the elements and sub-elements is evident.” (Queensland)*

*“Overall, the introductory description reads better than the current version and the verbs are more specific and easier to unpack than the current ones.” (Western Australia)*

*“In some places, ambiguous or unclear language needs to be revised, particularly where the terms used could lead to confusion or risk straying into potentially sensitive areas.” (Victoria)*

*“Further refinement of sub-element descriptions is needed to improve accessibility and cognitive progression. Use of strengths-based language is recommended in element and sub-element descriptions.” (Queensland)*

Other commentary in relation to Intercultural Understanding included Queensland’s position that the capability had not improved. In particular, the introductory description “is unclear on the importance of intercultural understanding” (p. 149) – a point with which South Australia, the NCEC, and ISA agreed.

*“There is a view that the introductory description does not adequately describe the importance of Intercultural Understanding.” (NCEC)*

*“We don’t believe it goes into enough depth in the introductory description about the significance of intercultural understandings and why it matters.” (ISA)*

*“The introductory section would benefit from including other elements of the current version rationale that emphasises it is for all students.” (South Australia)*

Queensland also regarded terminology and language as reflecting a deficit model; however, the NCEC regarded the element as devoid of deficit language.

*“At times, the terminology used in both the sub-elements and the level descriptions reflects a deficit model. For example, the sub-element Respond to biases, stereotypes, prejudices and discrimination reflects a deficit model from its heading to the terminology used in the related level descriptions.” (Queensland)*

*“The document is constructed using a positive tone devoid of any terminology which could be considered negative or emerging from a deficit model.” (NCEC)*

### **Personal and Social Capability**

The most prominent theme for this general capability was *clarity and organising ideas*, which saw generally positive feedback with some also suggesting further improvements.

*“Content descriptions are generally expressed more clearly, and in our view there are significant improvements in curriculum design overall. The proposed curriculum is more coherent – as reflected, for example, in the naming and ordering of elements and sub-elements.” (Victoria)*

*“The revisions made to the general capability Personal and Social capability have improved clarity through the succinct introductory descriptions, and renaming of the elements and sub-elements.” (Queensland)*

*“The new structure is easy to understand.” (Western Australia)*

*“The interrelated nature of the 4 structural elements needs to be clearer, as well as the relationship between self-management and social management.” (Western Australia)*

*“The revised language in the sub-element descriptions generally enhances the clarity of the level statements. However, not all of the level 1-6 descriptions form a logical developmental sequence.” (NCEC)*

Concerns around development sequencing, as noted by the NCEC (above), were shared by others:

*“The demand in some of the upper levels seems aspirational.” (Western Australia)*

*“Level 1a of the Empathy sub-element is perceived as more difficult for students to develop than Level 2, especially for diverse students such as those with Autism.” (Queensland)*

## 7.4 Summary

All jurisdictions agreed that the revised Critical and Creative Thinking general capability has improved, agreeing that the introductory description, elements and sub-elements, and year descriptions have all been enhanced in some manner. Several jurisdictions suggested there needs to be a greater balance between critical and creative thinking, with the former receiving more attention in the revised version. Specific examples of further improvements were provided by several jurisdictions.

In terms of Ethical Understanding, most jurisdictions were broadly positive about this revised capability, tempered by a range of suggested further improvements. Queensland differed from other jurisdictions in its view that the revised capability is not an improvement. Reasons included increased cognitive demand and increased rigour generally, and new terms and concepts that are inaccessible. Both Queensland and Western Australia suggested language and terminology needed revision for clarity and consistency.

In terms of the Digital Literacy capability, Queensland, Western Australia, and the NCEC regarded the capability as generally more logically sequenced. Feedback was mixed around clarity; some indicated the sequencing was more logical but language was more ambiguous. Queensland and the NCEC endorsed the greater emphasis on online safety. There were concerns around manageability resulting from increased content and duplication with other learning areas.

In relation to Intercultural Understanding, several jurisdictions noted improved alignment to learning area content and between elements and sub-elements. Queensland, Western Australia and the NCEC observed that there was generally logical cognitive progression. Several jurisdictions indicated that the introductory description needed to better foreground the importance of intercultural understanding.

Jurisdictions were generally supportive of the revised Personal and Social Capability with positive feedback including improved clarity in the introductory descriptions, continuum, elements, and sub-elements (organisation and structure); sustaining a pre-Foundation level; and genuine content reduction. Suggested further improvements were also offered in relation to language refinement, alignment, and age appropriateness.

## Appendix A – Questionnaire

### Consultation survey questions For the general capabilities

#### Introduction

The general capability survey gives you the opportunity to provide feedback on the proposed changes to any of the following general capabilities.

- Critical and Creative Thinking
- Digital Literacy (previously known as ICT Capability)
- Ethical Understanding
- Intercultural Understanding
- Personal and Social capability

The survey has 2 sections.

#### **1. Background information**

The survey begins by gathering some demographic information and asking you to nominate the general capabilities you wish to comment on.

#### **2. Introductory section and continua**

In this section of the survey you will be asked to respond to a number of statements about the introductory section and learning continuum in the general capability document.

You will also be invited to add your general comments about what has improved and what needs further refinement.

## Section 1: Background information questions

Please indicate if you are answering the survey as an individual or as a group.

Individual

### Individual response follow up questions

In which state or territory are you based?

- Australian Capital Territory
- New South Wales
- Northern Territory
- Queensland
- South Australia
- Tasmania
- Victoria
- Western Australia
- National
- Other

Group

### Group response follow up questions

In which state or territory are you based?

- Australian Capital Territory
- New South Wales
- Northern Territory
- Queensland
- South Australia
- Tasmania
- Victoria
- Western Australia
- National
- Other

Which CATEGORY best describes you?

- Primary teacher\*
- Secondary teacher\*
- F-12 teacher\*
- School leader – Primary\*
- School leader – Secondary\*
- School leader – F-12\*
- Academic
- Parent\*
- Student\*
- Employer / Business
- Other

*\*If you select this category as an individual or group you will be asked 2 additional questions.*

In which sector is your school?

- Government
- Catholic
- Independent

What best describes your school's location?

- Metropolitan
- Regional
- Remote

Which CATEGORY best describes you?

- School\*
- Professional association
- University faculty
- Education authority
- Parent organisation
- Community organisation
- Other

Please indicate the NAME of the group or institution below. (Note: Schools will not be asked to supply the school name).

\_\_\_\_\_

Describe the membership of your group.

\_\_\_\_\_

Number of members/people represented in this response (approx.). Please use numerical values.

\_\_\_\_\_

## Section 2: Introductory section and continuum

Select the general capabilities you want to provide feedback on.

- Critical and Creative Thinking
- Digital Literacy (formerly known as ICT capability)
- Ethical Understanding
- Intercultural Understanding
- Personal and Social capability

Indicate your level of agreement with the following statements.

### *Introductory description*

	Strongly agree	Agree	Disagree	Strongly disagree	<i>Don't know</i>
The introductory description is clear about the importance of this general capability	<input type="checkbox"/>				

### *Continuum*

	Strongly agree	Agree	Disagree	Strongly disagree	<i>Don't know</i>
The changes to the elements and sub-elements have improved the continuum	<input type="checkbox"/>				
The descriptions from Level 1 to Level 6 form a logical developmental sequence	<input type="checkbox"/>				

### *Optional comments*

If you would like to provide feedback about aspects of the revised general capability that **have improved**, please use the comments box.

If you would like to provide feedback about aspects of the revised general capability that **need further improvement**, please use the comments box.

## Appendix B – Code frame

A code frame to code the open-ended feedback was co-designed with ACARA. Based on scrutiny of documentation of the proposed curriculum revisions, survey materials and preliminary survey responses, along with ongoing consultation with ACARA, the following themes, and subthemes were established as a code frame.

The themes and subthemes of the code frame which apply all general capabilities are described in this section. The structure of main themes and subthemes is below.

The themes and subthemes of the code frame which apply to all general capabilities are described in this section. The structure of main themes and subthemes is below. An *Other* category is included and typically captures a wide variety of opinions and suggestions. It does not represent a homogenous subtheme that can stand meaningfully by itself.

- **Overall clarity and content – this theme reflects views on the overall readability of the general capabilities, as well as the clarity and contents of the elements and sub elements.**
  - There is improved clarity/readability/ease of understanding, in relation to the content of the general capability(ies) and links to other areas.
  - Further improvement is needed in relation to clarity/readability/ease of understanding the content of the general capability(ies) and links to other areas.
  - There is improved clarity/readability/ease of understanding elements/sub-elements of the general capability(ies), and content is appropriate and well developed.
  - Further improvements is needed in relation to clarity/readability/ease of understanding elements/sub-elements of the general capability(ies), or content needs further development.
  
- **Perceived value – this theme reflects views on the importance or benefit of the general capability.**
  - The general capability(ies) is seen as important/worthwhile/relevant and/or beneficial, and thus it should remain/emphasis is appropriate or should have more emphasis
  - The inclusion of the general capability(ies) is not seen as important/worthwhile/relevant and/or beneficial, and thus it has too much emphasis for it's perceived value.
  
- **Alignment – this theme reflects views on the extent to which there is perceived alignment between what is included in the continuum and the description of the capability that is desired or intended.**
  - There is alignment between what is included in the continuum and the description of the capability that is desired or intended.
  - Improvements are needed for better alignment between what is included in the continuum and the description of the capability that is desired or intended.
  
- **Manageability – this theme reflects views on the manageability of implementing general capability(ies) and overall curriculum.**
  - Decluttering evident/more manageable
  - Further decluttering needed to make more manageable
  
- **Developmental sequencing – this theme reflects views on the appropriateness of the developmental progression of content.**
  - What is included is age-appropriate and developmental sequencing suitable/improved
  - What is included is not sufficiently age appropriate or developmental sequencing needs improvement

- **Evidenced-based content** – this theme reflects views on the extent to which content appears evidence-based.
  - The included content appears evidence-based
  - The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence.
  
- **Implementation support** – this theme captures comments that raise issues around implementation. Whilst these comments are technically out of scope of the terms of reference, they were considered predominant enough in the responses to be coded. This theme captures comments around the need for professional development, teacher training, resources such as planning advice and resources, classroom resources
  
- **Other** - any comments that could not be captured in the themes above, were coded here.

## Appendix C – Groups participating in the survey

### Critical and Creative Thinking

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#### Group name provided in on-line survey

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Australian School Libraries Association (ASLA)

Catholic Education Cairns

Early Childhood Australia - Queensland Branch

Financial Basics Foundation

Head of Department from a School, Principal Curriculum Officer, Lead Numeracy Coach

Home Economics Institute of Australia

Independent Schools Queensland

Multicultural Education and Languages Committee (Ministerial Advisory Committee SA)

NSW Primary Principals' Association (NSWPPA)

Outdoors NSW & ACT

School of Education and Professional Studies, Griffith University

Parents of students with high needs

The Song Room

University of Wollongong

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### Digital Literacy

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#### Group name provided in on-line survey

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Australian Council of Engineering Deans

Australian Research Council Centre of Excellence for the Digital Child

Australian School Libraries Association (ASLA)

Catholic Education Cairns

Catholic Education Diocese of Parramatta

Financial Basics Foundation

ICT Educators NSW

Multicultural Education and Languages Committee (Ministerial Advisory Committee SA)

Outdoors NSW & ACT

Rockhampton Catholic Education

School of Education and Professional Studies, Griffith University

South Australian Association for Media Education Inc

Parents of students with high needs

University of Wollongong

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## Ethical Understanding

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**Group name provided in on-line survey**

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Australian School Libraries Association (ASLA)

Catholic Education Cairns

Financial Basics Foundation

Friday Prayer Group

Friday Prayer Meeting

Home Economics Institute of Australia

Multicultural Education and Languages Committee (Ministerial Advisory Committee SA)

Outdoors NSW & ACT

School of Education and Professional Studies, Griffith University

Parents of students with high needs

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## Intercultural Understanding

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**Group name provided in on-line survey**

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Australian School Libraries Association (ASLA)

Catholic Education Cairns

Financial Basics Foundation

Home Economics Institute of Australia

Multicultural Education and Languages Committee (Ministerial Advisory Committee SA)

Outdoors NSW & ACT

School of Education and Professional Studies, Griffith University

Parents of students with high needs

The Song Room

Together For Humanity.

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## Personal and Social Capability

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### Group name provided in on-line survey

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Australian School Libraries Association (ASLA)

Baringa Early Learning Centre

Catholic Education Cairns

Financial Basics Foundation

Home Economics Institute of Australia

Multicultural Education and Languages Committee (Ministerial Advisory Committee SA)

Outdoors NSW & ACT

School of Education and Professional Studies, Griffith University

Parents of students with high needs

The Song Room

True Relationships & Reproductive Health

University of Wollongong

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## Appendix D – List of organisations who submitted feedback via email<sup>8</sup>

Organisation Name
Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA)
Academy of the Social Sciences in Australia
Act for Kids
ACT Japanese Teachers Network
ACT Principals Association (ACTPA)
Adelaide High School
Adolescent Success
Anglican Church Diocese of Sydney
Art Education Australia
Art Education Victoria
Arts Education Academic Group at the University of Melbourne, Graduate School of Education
Asia Education Teachers' Association
Associated Christian Schools
Ausdance Dance Education Committee
Australasian Fire and Emergency Services Authorities Council
Australasian Institute of Mining and Metallurgy (AusIMM)
Australasian Performing Right Association Limited - Australasian Mechanical Copyright Owners Society (APRA AMCOS)
Australasian Society for Physical Activity (ASPA)
Australia Council for the Arts
Australia's National Research Organisation for Women's Safety
Australia's National Research Organisation for Women's Safety
Australian Academy of Technology and Engineering (ATSE)
Australian Association for Religious Education
Australian Association for Research in Education (AARE) Special Interest Group (SIG) for Health and Physical Education
Australian Association for Teaching of English (AATE)
Australian Association of Christian Schools (AACCS)
Australian Business & Community Network
Australian Centre for Career Education
Australian Christian Lobby
Australian Competition & Consumer Commission

<sup>8</sup> This list includes all organisations which self-identified in the email submissions across all learning areas, general capabilities and cross-curriculum priorities.

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**Organisation Name**

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Australian Competition and Consumer Commission (ACCC)

Australian Computer Society (ACS)

Australian Council for Educational Leaders

Australian Council for Health, Physical Education and Recreation New South Wales (ACHPER NSW)

Australian Council of Art and Design Schools (ACUADS)

Australian Council of Engineering Deans (ACED)

Australian Council of State School Organisations (ACSSO)

Australian Councils for Computers in Education (ACCE)

Australian Earth Science Education (AusEarthEd)

Australian Education Union

Australian Federal Police

Australian Federation of SPELD (Specific Educational Learning Difficulties) Associations (AUSPELD)

Australian Geography Teachers Association (AGTA)

Australian Historical Association (AHA)

Australian Institute for Progress (AIP)

Australian Institute for Disaster Resilience

Australian Institute of Geoscientists

Australian Institute of Geoscientists

Australian Literacy Educators Association (ALEA)

Australian Mathematical Sciences Institute

Australian Maths Trust

Australian National Flag Association

Australian Network of Government Languages Schools

Australian Parents Council

Australian Professional Teachers Association (APTA)

Australian Psychological Society (APS)

Australian Publishers Association

Australian Science Teachers Association

Australian Society for Music Education New South Wales (ASME)

Australian Society for Music Education Queensland (ASME)

Australian Society for Music Education South Australia (ASME)

Australian Taxation Office

Australian Teachers of Media

Australian Technology Teacher Educators Network (ATTEN)

Australian Tertiary Outdoor Education Network

Be You - Beyond blue

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<b>Organisation Name</b>
BHP Billiton
Bloom-ED
Bravehearts
Burwood Presbyterian Church
Business Council of Co-operatives and Mutuals
Business Educators Australasia
Canberra Academy of Languages
Canberra Declaration
Catholic Education Diocese of Parramatta
Catholic Education South Australia (CESA)
Catholic Education, Archdiocese of Canberra and Goulburn
Catholic School Parents Australia
Catholic Women's League Australia
Catholic Women's League Australia-New South Wales Inc
Catholic Women's League Victoria and Wagga Wagga Inc
Christian Democratic Party
Christian Schools Australia (CSA)
Christian SRE (Special Religious Education) NSW
Commissioner for Children and Young People
Cool Australia
Council for the National Interest
Covenant Christian School
Daniel Morcombe Foundation
Democracy Matters
Department for Education South Australia
Department of Education of Tasmania
Design and Technologies Teacher Association (DATTA)
Domestic Violence Resource Centre Victoria (DVRCV)
Domestic Violence Victoria (DV Vic)
Drama Australia
Drama Queensland
Einstein First project
Ending Violence Against Women Queensland (EVAWQ)
Engineers Australia
eSafety
Executive Council of Australian Jewry

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**Organisation Name**


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Faculty of Education, Monash University

Faculty of Education, University of Tasmania

Family Planning Alliance Australia

Family Planning Alliance Australia (FPT), Tasmania

Family planning New South Wales

Family Voice Australia

Florey Electorate SA

Gaven State School

Gender Research Network, University of Newcastle

Geography & History Teachers Association NT

Geography Teachers Association NSW and ACT

Geological Society of Australia (GSA)

Geoscience Australia

Geoscience Pathways Project (GPP)

GetUp

Grok Academy

Health and Wellbeing Queensland

Healthy Greater Bendigo

Hindu Council of Australia

History Teachers Association of Victoria

Home Economics Institute of Australia (Queensland) (HEIA)

IncludeHer Movement

Indigenous Eye Health

Indonesian Teachers' Association of South Australia

Information and communication technology (ICT)Educators NSW

Institute for Judaism and Civilization

Institute of Australian Geographers (IAG)

Institute of Public Affairs

Isolated Children's Parents' Association of Australia

It's time we talked

Kodály Queensland

Language Testing Research Centre (LTRC)

Learning By Doing

Lutheran Education Australia

Making Up Lost Time In Literacy Pty Ltd (MultiLit)

Mareeba State School

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**Organisation Name**


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Mathematics Advisory Board

Mathematics team in the Department of Education of Tasmania

Maths Association of Victoria (MAV)

Maum Meditation Centre Incorporated

 Melbourne Graduate School of Education  
The University of Melbourne

 Melbourne School of Population and Global Health -  
The University of Melbourne

Menzies Research Centre

Modern Language Teachers' Association of South Australia

Multicultural Education and Languages Committee (MELC)

Multilit

National Advocates for Arts Education (NAAE)

National Alliance of Christian Leaders

National Association of Services against Sexual Violence (NASASV)

New South Wales Council of Churches

Northern Territory's Department of Education

Office of the Victorian Information Commissioner (OVIC)

Office of the Women in STEM Ambassador

OneSchool Global Australia

ORIGO Education

Our Watch

Outdoors New South Wales and Australian Capital Territory

Outdoors Queensland

Physical Literacy Special Interest Group (PL SIG)

Primary Mathematics Association of South Australia (PMA)

Qld Special Education Curriculum Cluster

Queensland Association of Mathematics Teachers

Queensland Association of Special Education Leaders (QASEL)

Queensland Ballet

Queensland Department of Education

Queensland Economic Teachers Association

Queensland Family and Child Commission (QFCC)

Queensland Global Citizenship Education Network (QGCEN)

Queensland History Teachers' Association

Queensland Private Enterprise Centre

Queensland Society for Information Technology in Education (QSITE)

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**Organisation Name**


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 Queensland Society for Information Technology in Education Inc. (QSITE)
 

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 Ramsay Centre for Western Civilisation
 

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 Reconciliation Australia
 

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 Royal Geographical Society of Queensland (RGSQ)
 

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 Royal Historical Society of Victoria (RHSV)
 

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 Royal Society of St George
 

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 Rule of Law Education
 

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 School of Education and Professional Studies, Griffith University
 

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 School of Education and Tertiary Access at University of the Sunshine Coast
 

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 School of Languages SA
 

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 Science & Technology Australia
 

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 Science of Language and Reading Lab ((SOLAR Lab)
 

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 Science Teachers' Association of Queensland (STAQ)
 

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 Social and Citizenship Education Association of Australia (SCEAA)
 

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 Social and Citizenship Educators Association of Queensland (SCEAQ)
 

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 South Australian English Teachers Association
 

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 Speech Pathology Australia
 

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 St Clare's College
 

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 Steiner Education Australia
 

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 Student representative group - Adelaide High School
 

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 Suicide Prevention Australia
 

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 Tasmanian Art Teachers Association (TATA)
 

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 Tasmanian Association for the Gifted
 

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 Tasmanian Society for Information Technology in Education (TASITE)
 

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 Teach Us Consent
 

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 Teacher Earth Science Education Programme (TESEP)
 

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 Tertiary History Educators Australia (THEA)
 

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 The Arts Education Academic Group at the University of Melbourne
 

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 The Arts Education Academic Group at the University of Melbourne, Graduate School of Education
 

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 The Australian Association for Adolescent Health
 

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 The Centre for Inclusive Education (C4IE)
 

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 The eSafety Commissioner
 

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 The Hutchins School Tasmania
 

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 The Institute of Technology Education (iTE)
 

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 The Mareeba State School
 

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 The Mathematical Association of Western Australia
 

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**Organisation Name**

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The Minerals Council of Australia (MCA)

The Queensland Government's Department of Tourism

The Queenwood School for Girls

The Tasmanian Association for the Teaching of English (TATE)

The Tasmanian Society for Information Technology in Education (TASITE)

The University of New South Wales Tax Clinic

True Relationships & Reproductive Health

University of Queensland

University of Tasmania

University of Western Australia

Victorian Commercial Teachers Association (VCTA)

Victory Life Centre

Visual Arts and Design Educators Association New South Wales (VADEA NSW)

Voiceless Limited

Water Services Association of Australia

Wellbeing SA

Western Australia Health Promoting Schools Association.

Western Australian Primary Principals' Association (WAPPA)

Whitlam Institute

Women's Health East

Women's Health Goulburn North East

Young Women's Christian Association of Canberra (YWCA Canberra)

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