

Final Report - Languages

PHASE

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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: the learning areas, general capabilities and 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. This report presents the key findings from the analysis of the consultation feedback for the proposed revisions to the F-10 Australian Curriculum: Languages.

1.2 Consultation features and caveats

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

1. an online survey on the ACARA website where respondents completed both closed-ended and open-ended questions on the proposed revisions to the introductory sections (the rationale, aims, organisational structure, key connections and key considerations), curriculum content (band level descriptions, achievement standards, content descriptions and content elaborations), overall feedback (the terms of reference for the Review), as well as demographics and organisational details;
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 non-government sectors 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 C) that 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. This code frame was used to analyse and report the feedback provided via open-ended survey questions, open email submissions, and jurisdictional submissions.

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

ACARA received 209 responses to the online survey. Survey respondents were asked to select which one out of the 4 Languages curriculum they represented in completing the survey. Japanese was the most represented subject (n=79), followed by French (n=50), Chinese (n=41) and Italian (n=39).

The largest proportion of online survey respondents was teachers (54%). The next largest respondent groups were professional associations (14%) and schools (13%). A similar pattern was seen in all of the Languages subjects. Online survey respondents were most likely to be based in Queensland or South Australia for all of the Languages subjects except for Japanese where the online survey respondents were most likely to be either based in Queensland or the Australian Capital Territory.

For Chinese and French, the majority of online survey respondents indicated a government school or an independent school, while less than 20% indicated a Catholic school. For Italian and Japanese, the majority indicated a government school, while smaller portions indicated the Catholic and independent sectors.

ACARA received 20 email submissions specifically related to the Australian Curriculum: Languages. The majority of email submissions were general or covered all subjects, while 2 were specifically focused on Japanese.

Eight of the 10 invited jurisdictions and national sector peak bodies submitted feedback on the proposed revisions to the F-10 Australian Curriculum: Languages. The Australian Capital Territory and the Northern Territory did not provide feedback, with the former noting its contributions to the Review via working groups, individual submissions, regular meetings and trial schools and the latter noting that it intends to provide feedback once the accompanying guidelines are endorsed and available.

1.5 Feedback from surveys by Language

1.5.1 Chinese

The survey (Appendix A) asked a series of 23 quantitative questions that sought agreement ratings¹, and which were grouped into 3 main sections: Introductory elements, Curriculum elements, and Overall feedback. Summary of key feedback is as follows:

- *Introductory elements:* Between 51% and 68% of respondents agreed or strongly agreed with the statements related to introductory elements. The level of agreement was highest for the rationale being clear about the importance of the subject and that the key connections section identifies the key opportunities to connect with other learning areas (both 68%). The statements on the strands/sub-strands and core concepts being clear about what is important and that the key

¹ 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.

considerations provide important information for teaching and learning attracted the lowest levels of agreement (56% and 51% respectively).

- *Curriculum elements:* Between 37% and 63% of respondents agreed or strongly agreed with the statements related to curriculum elements. The level of agreement was highest for the content elaborations providing useful illustrations and suggestions (63%) and 54% agreed or strongly agreed that the content elaborations supported teachers to meaningfully integrate the cross-curriculum priorities and the general capabilities. More respondents expressed disagreement with the statements on achievement standards and content descriptions than did express agreement. Half of the respondents disagreed that the amount of content in the content descriptions can be covered in each band.
- *Overall feedback:* This section asked a set of questions covering the TOR for the Review and what it set out to achieve, as well as whether the introductory sections provide important information. While 76% of respondents agreed that the introductory sections provide important information, the 5 statements directly related to the TOR received lower agreement (between 41% and 56% agreed or strongly agreed). The statement that the quality of achievement standards has been improved received the least favourable responses with nearly equal proportions of respondents agreeing and disagreeing.
- The open-ended survey feedback indicated the respondents saw the proposed revisions offered several improvements, including improved clarity and succinctness of content descriptions and achievement standards, and the reduction of sub-strands offering an improved structure. Some respondents also felt that there was more clarity around the progression of skill acquisition and standards. However, there remained a number of perceived issues around manageability, particularly the amount of content needed to be covered.

1.5.2 French

Summary of key feedback is as follows:

- *Introductory elements:* Between 66% and 84% of respondents agreed or strongly agreed with the presented statements related to introductory elements. The level of agreement was highest for the rationale being clear about the importance of the subject and that the key connections section identified the most relevant general capabilities (both 84%). The level of agreement was lowest for the statements on the organisational structure that the strands and sub-strands provided a coherent organisational structure (68%) and that the strand/sub-strands and core concepts were clear about what was important (66%).
- *Curriculum elements:* Between 62% and 78% of respondents agreed or strongly agreed with the statements related to curriculum elements. Responses were most favourable in relation to the band level descriptions providing a clear overview of learning at band levels, and the content elaborations providing useful illustrations and suggestions on how to plan and teach the content (both with 78% agreement). Fewer respondents agreed that the content descriptions made it clear what should be taught and that the content elaborations provided a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities (both 62%). Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. More respondents expressed disagreement (44%) than agreement (36%) with 20% of respondents opting for the 'don't know' option.
- *Overall feedback:* This section asked a set of questions covering the TOR for the Review and what it set out to achieve, as well as whether the introductory sections provide important information. While 88% of respondents agreed that the introductory sections provide important information, the 5 statements directly related to the TOR received lower agreement (between 68% and 78% agreed or strongly agreed). Still, a majority of respondents confirmed that the objectives of the Review had been achieved.

- The open-ended survey feedback indicated the respondents saw several improvements with the proposed revisions. These included improved clarity and succinctness of content descriptions and an improved structure with the reduction of sub-strands. Other perceived improvements included the increased integration of language as a system, intercultural competence; the improved alignment with other languages; shifts in language and improvements in achievement standards, as well as the simplification and better accommodation of the diversity of learners. However, even with these improvements, respondents saw opportunities for further improvement, such as to clarity around achievement standards and more language specificity in content descriptions.

1.5.3 Italian

Summary of key feedback is as follows:

- *Introductory elements:* Between 62% and 82% of respondents agreed or strongly agreed with the presented statements. The level of agreement was highest for the statement that the key connections section identifies the most relevant cross-curriculum priorities (82%). Levels of agreement were lowest for the statements that the aims identify the major learning that students should demonstrate (62%), that the strands and sub-strands provide a coherent organisational structure (64%), and that the strand/sub-strands and core concepts were clear about what was important (62%).
- *Curriculum elements:* Between 46% and 67% of respondents agreed or strongly agreed with the statements related to curriculum elements. Responses were most favourable in relation to the content elaborations providing useful illustrations and suggestions on how to plan and teach the content (67% agreement). Respondents were least likely to agree with the statements that suggested that the learning described in the achievement standards aligned with the essential content that students should be taught (49%) and that the content descriptions made it clear what should be taught (46%). More respondents expressed disagreement (54%) than agreement (41%) when asked whether the amount of content in the content descriptions can be covered in each band.
- *Overall feedback:* This section asked a set of questions covering the TOR for the Review and what it set out to achieve, as well as whether the introductory sections provide important information. While 79% of respondents agreed that the introductory sections provide important information, the 5 statements directly related to the TOR received lower agreement (between 59% and 72% agreed or strongly agreed). Despite this, a majority of respondents agreed with all TOR statements, particularly with the statement that the content elaborations had been improved (72%).
- Respondents communicated through the open-ended survey feedback that they saw the proposed revisions as offering some improvement to clarity of the overall curriculum and organisation of materials, as well as improved clarity of the content descriptions and refinements to strands and sub-strands. The separation of Foundation was received positively. Even with these improvements, respondents saw opportunities for further improvement, including more language specificity in content descriptions and some refinements to terminology to enable more meaningful teaching.

1.5.4 Japanese

Summary of key feedback is as follows:

- *Introductory elements:* Between 59% and 82% of respondents agreed or strongly agreed with the statements related to introductory elements. The level of agreement was highest for the statement that the key connections section identifies the most relevant general capabilities (82%). They were lowest for the statement that the key considerations section provides important information for planning teaching and learning (59%).
- *Curriculum elements:* Between 53% and 72% of respondents agreed or strongly agreed with the statements related to curriculum elements. Responses were most favourable in relation to the band level descriptions providing a clear overview of the learning that students should experience (72% agreement), and the content elaborations providing useful illustrations and suggestions on how to

plan and teach the content (70% agreement). Respondents were least likely to agree or strongly agree with the statement that suggested that the content descriptions made it clear what should be taught (53% agreement). More respondents expressed disagreement (59%) than agreement (37%) when asked whether the amount of content in the content descriptions can be covered in each band.

- *Overall feedback:* This section asked a set of questions covering the TOR for the Review and what it set out to achieve, as well as whether the introductory sections provide important information. While 84% of respondents agreed or strongly agreed that the introductory sections provide important information, the 5 statements directly related to the TOR received lower agreement (between 62% and 73% agreed or strongly agreed). Despite that, a majority of respondents agreed with all TOR statements, in particular with the statement that the content descriptions had been improved (73%).
- The open-ended survey feedback indicated that respondents saw the proposed revisions as offering some improvements, such as the new structure with the reduction of sub-strands and the separation of Foundation. While many saw improvements to clarity and conciseness of the content descriptions, others did not see this as offering sufficient depth for meaningful teaching. The proposed revisions to the achievement standards were received positively, with the proposed simplification commended. However, there were also calls for further revisions, with specific mention to the terminology around 'mediating' of the sub-strands.

1.5.5 Languages compared

Of the 4 surveys, French survey respondents tended to express the most positive agreement ratings and Chinese survey respondents the least positive. Despite these differences between the languages, there are also very similar patterns of agreement shown by respondents of all 4 surveys: perceptions about aspects of introductory elements (in particular rationale, aims, key connections) were more positively seen than those on aspects of curriculum elements (in particular achievement standards and content descriptions). Respondents in all 4 surveys were least likely to agree or strongly agree that the content descriptions make it clear to teachers what should be taught and that the content was manageable each year.

Open-ended feedback across all 4 languages acknowledged improvements to the curriculum including the structural organisation and the separation of Foundation and provided suggestions for further improvements.

The number of respondents was relatively small for all 4 language surveys, which should particularly caution from seeing results as representative of relevant stakeholder groups. Due to the small number of respondents, reported proportions for all languages are volatile to small differences in responses. The small respondent numbers also heighten the potential influence of multiple participations on results (also see Section 3.4.5).

There were also differences in the self-reported stakeholder characteristics between the 4 respondent groups in terms of respondent type, state of residence, school sector and the level of the curriculum that was selected, which minimises the validity of comparing results across the 4 languages.

1.6 Feedback from email submissions

There were 20 email submissions related to the F-10 Australian Curriculum: Languages, and caution should be taken with the interpretation of results. The leading two themes were around *clarity* and the *introductory elements*, with respondents perceiving a need for some further refinement and revision to improve overall clarity and specificity. Some nuances emerged from the email submissions, particularly around the role of the Language guide, that additional learning area specific content should be added, as well as references to previous work done in line with what respondents referred to as, the *Shape paper*.

1.7 Jurisdictional feedback

There was general agreement that content had been refined decluttered and reduced, although several jurisdictions suggested further refinements were needed. This was sometimes connected to issues around implementation. Several jurisdictions noted the challenges of managing the content in schools with

timetabling constraints. One suggestion was that ACARA revisit and republish the guidelines (table) given to writers, illustrating the suggested percentage of time to allocate to each learning area.

Most jurisdictions regarded the introductory elements as improved, but a range of suggested further improvements were also provided. Views were mixed on how well connections are made to general capabilities, cross-curriculum priorities, and other learning areas – some connections were regarded as more evident than others. Connected to this were mixed perspectives about underpinning theories and philosophies of, and approaches to, language learning evident in the curriculum elements.

Generally, content descriptions were seen as more concise and aligned to achievement standards. A separate Foundation year was generally welcomed, as was the inclusion of 'play', but the need for implementation support was noted by some. Several jurisdictions welcomed a language guide but would have liked it to be available before providing feedback. While Aboriginal and Torres Strait Islander Histories and Cultures content was endorsed, some caution was expressed about how meaningfully and sensitively this content is incorporated.

1.8 Summary and conclusions

The consultations were public and largely anonymous so that stakeholders with varying degrees of understanding of the curriculum, educational issues and the TOR of the Review could participate. While the report abstains from identifying an 'authoritative voice' among the various individual and group respondents, there are some consistent patterns of feedback received through the 3 consultation channels, which are summarised below.

There was overall support for the revised Australian Curriculum: The Languages.

Much of the stakeholder feedback indicated improved clarity and usefulness of the introductory sections of the Languages curriculum. For all 4 Languages subjects, the survey respondents expressed the highest levels of agreement to statements related to introductory elements. In particular, stakeholders thought the rationale for each of the subjects is clear and the key connections across the 3 dimensions of the Australian Curriculum have been improved. However, views were mixed on how well connections were made to general capabilities, cross-curriculum priorities, and other learning areas – some connections were regarded as more evident than others within and between the Languages subjects. For example, the connections to the most relevant general capabilities were regarded as more evident for French and Japanese than others, whereas the connections to the most relevant cross-curriculum priorities were regarded as more evident for Italian than others.

Of all the introductory elements, the organisation of the learning area and the key considerations were areas identified that need further improvement. For each of the Languages subjects there was mixed views on how well the strands provide a coherent organisational structure and the strands and core concepts clearly specify what is important in the learning area. Furthermore, some jurisdictions expressed concern about the removal of some sub-strands.

There was overall support for the identification of content for the Foundation year, separate from the Years 1-2 band.

For all 4 Languages subjects, the levels of agreement with the survey statements related to curriculum elements covering band level descriptions, achievement standards, content descriptions and elaborations were less than that of introductory elements. Of all the curriculum elements, the content descriptions and the quality of achievement standards were areas identified that need further improvement.

Some jurisdictions agreed the content descriptions had been reduced by using a revised, generic set of content descriptions. There was also a perceived need to look for further opportunities where additional learning area specific content should be added to support teaching and learning.

There was a perception that the volume of content is unrealistic given the time available in schools. Survey respondents were more likely to disagree than agree with the statement that the amount of content can be covered in each band. It was noted that the manageability of the amount of content is context specific with the time allocated on task being different for states/territories, jurisdictions, and schools. Connected to this is

the fact that the entry points into a language program are different - some languages are taught from Year 5, not Foundation.

2. Introduction

2.1 Review of curriculum

On 12 June 2020, Education Council tasked 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 (the Review). 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. At this point in time, the Review focused on 4 languages: Chinese, French, Italian and Japanese with the curriculum of the remaining languages to be reviewed later.

In preparing for the Review, ACARA considered the latest research and international developments, and consulted with practising teachers, curriculum experts, key academics and professional associations. It formed the Languages Reference Group and the Teacher Reference Group to provide advice and feedback, with members nominated by state and territory education authorities and non-government sectors.

To reflect the focus on primary schools, ACARA further created the Primary (F–6) Curriculum Reference Group and the Teacher Reference Group, which helped give advice and feedback on how to improve the curriculum for the youngest students. From this research, teacher feedback and work with the reference groups, ACARA identified some key areas where the Languages curriculum in the 4 languages considered could be improved. The consultation version of the Australian Curriculum: Languages includes the following key changes:

- Languages have been aligned, while recognising individual differences of each curriculum.
- Key ideas have been replaced with core concepts that underpin all Languages curriculum.
- New Foundation year content has been developed to better support learning in the early years.
- The number of sub-strands has been reduced and sub-strands refined to more clearly show interrelationships among the content of sub-strands.
- Content descriptions have been reduced in volume and refined to provide greater clarity to teachers about what to teach.
- Achievement standards have been more closely aligned with the content descriptions.
- Cognitive alignment has been strengthened between content descriptions and achievement standards.
- Content elaborations now show suggestions for authentic and meaningful alignment with general capabilities and cross-curriculum priorities.

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 in which feedback was received.

2.2.1 Online survey

The main channel through which the public participated in the consultation was an anonymous online survey, which was set up in Survey Monkey and administered by ACARA. Separate questionnaires had to be completed to provide feedback on the proposed revisions to the 4 languages – Chinese, French, Italian and Japanese. For each language the survey captured stakeholder demographics, organisational details and perceptions on the proposed revisions to the introductory sections (rationale, aims, organisational structure, key connections and key considerations), curriculum elements (band level descriptions, achievement standards, content descriptions and content elaborations) and sought overall feedback in relation to the proposed revisions within the scope of the review (an outline of the questionnaire is given in attachment A).

The survey posed 23 quantitative statements to capture the level of agreement of respondents to these statements. One of the statements was “The amount of content can be covered in each band”. Respondents who disagreed or strongly disagreed with the statement were asked an open-ended question about what content should be removed or what revisions were needed to make the amount of content more manageable. All survey respondents could also leave open-ended feedback of a general nature as well as open-ended feedback that was year-level specific.

2.2.2 Email submissions

A second channel for the public to provide feedback on the proposed revisions to the Australian Curriculum was via written feedback by email to engagement@acara.edu.au.

2.2.3 Jurisdictional feedback

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 band 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 an 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 for Languages;
- understanding the level of stakeholder agreement and disagreement with different elements of the revised Languages curriculum;
- identifying the areas of the revised Languages curriculum that stakeholders perceive most positively and those deemed in need of further refinement;

- gauging stakeholder perceptions about whether the Review achieved its overall objectives within the terms of its reference; and
- highlighting potential similarities and differences between stakeholder groups.

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, analysis and presentation

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 feedback 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 3 survey fields were then coded according to the developed code frame. This concerned responses to the question “What content should be removed or what revisions are needed to make the content more manageable?” This question was asked when respondents disagreed or strongly disagreed with the preceding statement “The amount of content can be covered in each band”. The other 2 open-ended fields could be used by all respondents. 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).

In addition, respondents were also asked whether they wanted to provide open-ended feedback for individual year/band levels, and if that was the case, which year/band levels this concerned. Respondents who indicated they wanted to provide such specific feedback were presented with the same 2 prompts for each year/band level that they had selected. Both the feedback captured under the more general prompts as well as feedback captured in the year-level specific fields have been considered by ACARA in revising the Languages curriculum post consultation. However, the band-level specific feedback was deemed as too specific to be meaningfully included in high-level reporting and was not coded to themes.

Consistent with the treatment of open-ended responses captured through the online questionnaire, written feedback received via emails (including the template emails) was coded on the basis of the code frame while band-level specific feedback coming through this channel has been considered by ACARA without it being coded to themes for the reporting here. 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 organisations 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. As was the case with some of the email submissions, the feedback received from the jurisdictions tended to be comprehensive.

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 level of the curriculum that was selected by respondents, their 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 23 questions 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.

Differences between stakeholder groups are explored via bar charts that show the percentage of the combined strongly agree/agree responses for different stakeholder categories. This percentage is referred to as the *level of agreement* in the report. Equivalently, the combined strongly disagree and disagree responses are referred to as the *level of disagreement*. Stakeholder categories are considered in such comparisons when they have 30 or more respondents. Stakeholder group dimensions considered in the analysis of group differences are type (e.g. teacher, academic, parent), state or territory, school sector and school location.

Potential differences between stakeholders who responded to different levels of the revised curriculum (F-6, 7-10 and F-10) are also assessed by comparing the relevant percentages of the combined strongly agree/agree responses.

Percentages are rounded and may not exactly add up to 100% in tables or graphs. The original survey statements were abbreviated to 80 characters in the graphs to ensure readability. Appendix B documents which survey statements were abbreviated in which way for the reporting.

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 represent the nuance within the data, especially subthemes that include learning area specific detail. 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 (where possible), 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 6 survey statements from the Overall feedback section of the survey. Five of the 9 participating jurisdictions (Tasmania, Queensland, Western Australia, Northern Territory and Independent Schools Australia) provided 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 6 survey statements.

A summary of positive feedback and aspects that need further attention, as identified by each jurisdiction, are included as Appendix G.

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 (e.g. by 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 for the Language consultations as numbers of survey respondents and email submissions were 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 that was in scope of the Review. 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 1 shows the number of times the online survey was completed for each subject, as well the number of email submissions received and the number of jurisdictional stakeholders who provided written feedback. The online survey was completed 41 times for Chinese, 50 times for French, 39 times for Italian and 79 times for Japanese. Twenty email submissions were received for the learning area Languages with 2 specifically focused on Japanese and the remaining 18 broadly commenting on the Languages curriculum. Eight of the 9 jurisdictional stakeholders who participated in the consultations about the Australian Curriculum included feedback in relation to Languages.

Table 1: Number of participations, Languages consultations

	Online survey	Email submissions	Jurisdictional feedback
Chinese	41	0	0
French	50	0	0
Italian	39	0	0
Japanese	79	2	0
Languages overall/ overarching	na	18	8
Total	209[^]	20	8

[^] Respondents could complete the on-line questionnaires for multiple subjects so that the total indicates the number of completions rather than the number of different respondents.

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 submissions and while their content does not fit into any of learning area, cross-curriculum priority and general capability specific reports, they have all been considered by ACARA in further refining the Australian Curriculum.

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. Survey respondents completed subject-specific surveys, which is why the reporting of survey results is presented separately for the 4 subjects.

5.1 Chinese

This section starts by drawing a profile of participants who provided feedback on the Chinese curriculum before presenting their feedback.

5.1.1 Survey respondent profile

Of the 41 respondents who completed the Chinese questionnaire, about half (49%) identified as teachers. Other types of stakeholders who participated are shown in Table 2.

Table 2: Type of respondent, Chinese survey respondents

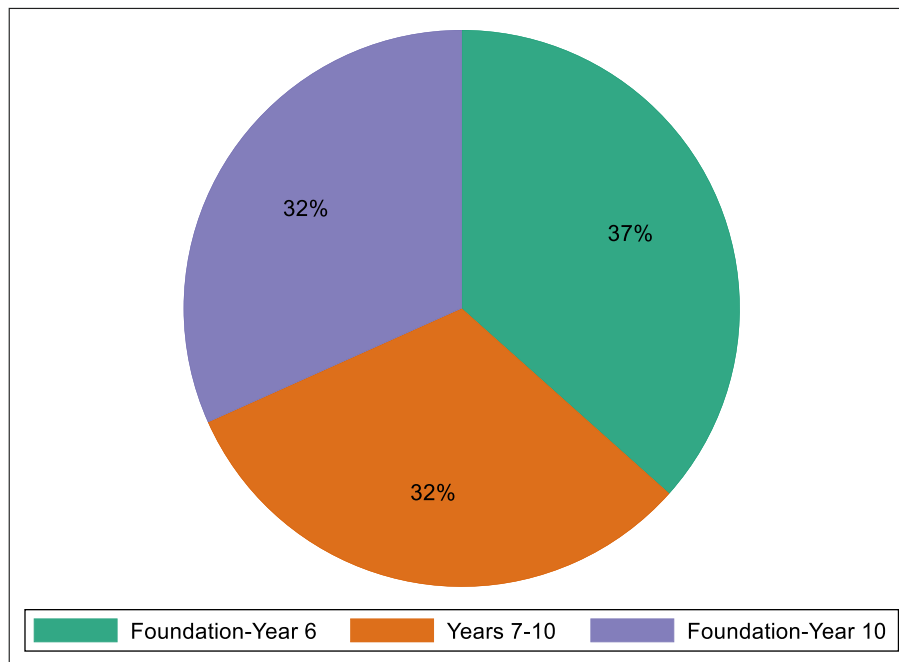
Type of respondent	n	Percent
Individual respondent		
Teacher	20	48.8%
School leader	2	4.9%
Academic	5	12.2%
Parent	1	2.4%
Other - Individual	1	2.4%
Group respondent[^]		
School	4	9.8%
Professional association	6	14.6%
Education authority	1	2.4%
Other - Group	1	2.4%
Total	41	100.0%

[^] A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix D.

Of the 20 participating teachers, 11 were primary teachers, 8 secondary teachers and 1 was a F-12 teacher. Despite the low number of F-12 teachers among respondents, each of the 3 levels of the curriculum was fairly evenly represented among respondents (respondents selected one of the 3 levels at the beginning of the survey to indicate for which level of the curriculum they provided feedback on) (Figure 1).

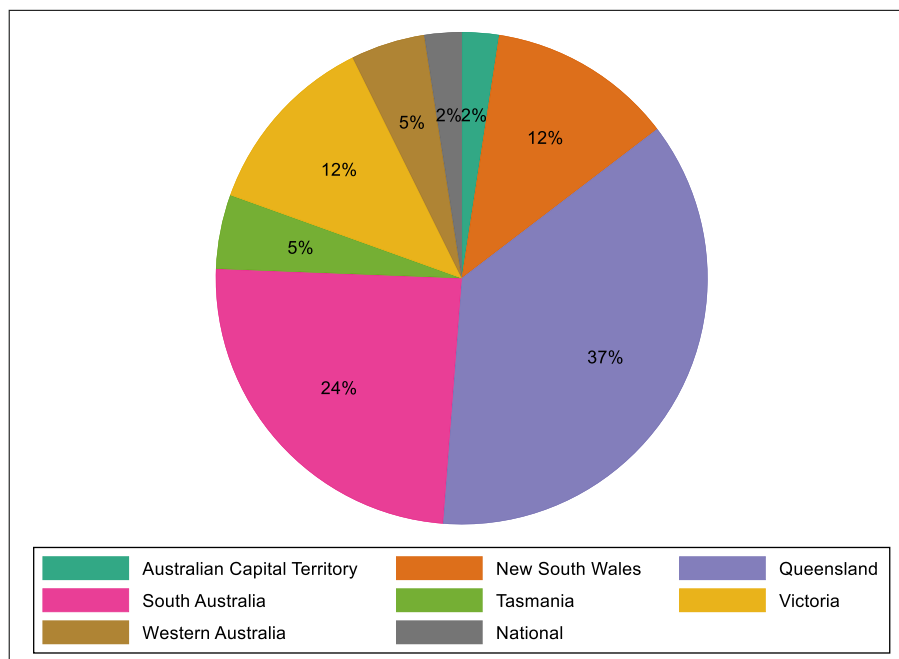
Of the 26 secondary and F-10 level respondents, 9 responded based on the Year 7-10 language sequence, none based on Year 7-10 bands from the F-10 sequence and 17 based on both.

Figure 1: Level of curriculum selected, Chinese survey respondents



State representation among survey respondents was strong for Queensland (37%) and South Australia (24%) relative to the share of the national population they house (20.2% for Queensland and 6.9% for South Australia²) (Figure 2).

Figure 2: State of residence, Chinese survey respondents

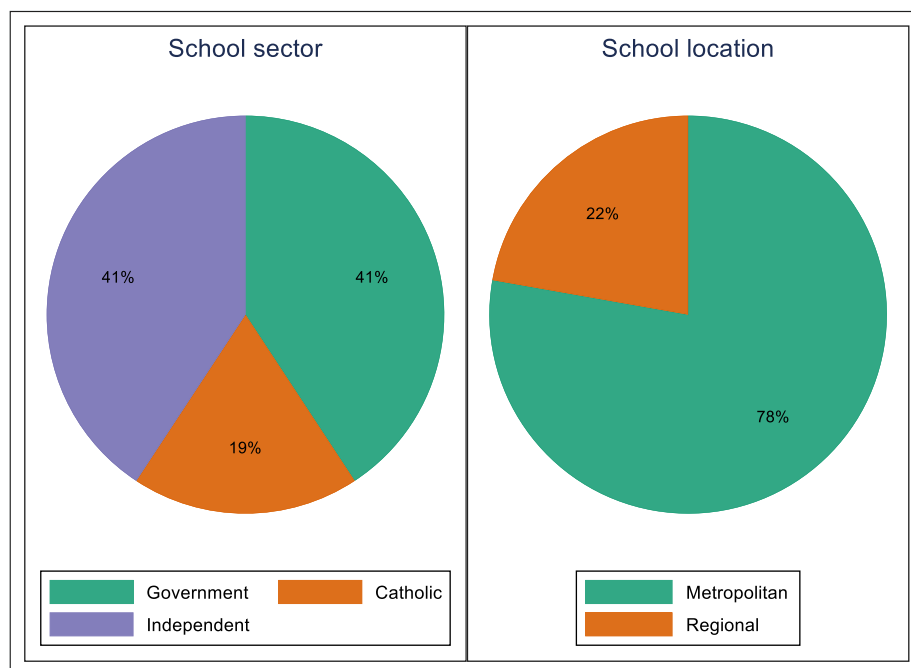


Respondents who identified as a teacher, school leader, school or parent were asked in which sector their (child's) school was and in which remoteness region it was located. There was an even spread between Government and Independent schools, both represented by about 41% of the respondents with the remaining 19% allocated to the Catholic school sector (left panel in Figure 3).

² Source: Australian Bureau of Statistics, National, state and territory population December 2020.

About 78% of those respondents indicated that the school was located in a metropolitan area, and 22% that it was in a regional area. There was no representation from remote areas among those respondents (right panel in Figure 3).

Figure 3: School sector and location, Chinese survey respondents[^]



[^] Teachers, school leaders, parents and schools.

5.1.2 Survey results

Given the universe of relevant teacher, school leader, parent and other stakeholder populations in Australia, the number of survey respondents for Chinese was very small. The small number of respondents means that 4 respondents agreeing or not makes a difference of 10 percentage points. Reported proportions are therefore volatile to small differences in responses. This adds another dimension to the general limitations of the consultation design (see Section 3.4.6), such as limitations related to the potential influence of multiple participations on results (see Section 3.4.5) and should be considered when interpreting the results.

Overall results

The general part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections – Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results follows this structure.

The survey also captured feedback that was band-level specific. This feedback has been considered by ACARA in refining the Chinese curriculum. However, it is not reported here beyond the number of respondents who provided such detailed feedback.

Introductory elements

Respondents were presented with 8 statements in the Introductory elements section of the questionnaire and asked to give an agreement rating for each. These statements related to the rationale, the aims, the organisational structure, key connections and key considerations in the introductory sections of the Chinese curriculum. The results are reported in Figure 4.

Overall, between 51% and 68% of respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest for the propositions that the rationale was clear about the importance of the subject (68%) and that the key connections section identifies the key opportunities to connect with other learning areas (68%). Of the 8 statements, respondents were least likely

to agree or strongly agree that the key considerations section provides important information for planning teaching and learning (51%).

Levels of disagreement (strongly disagree or disagree) ranged from 17% to 34% and tended to be inversely proportional to levels of agreement: they were lowest in relation to the key connections identifying opportunities to connect with other learning areas (17% disagreement) and highest for the proposition that the strands/sub-strands and core concepts are clear about what is important (34% disagreement).

Figure 4: Introductory elements, Chinese survey respondents

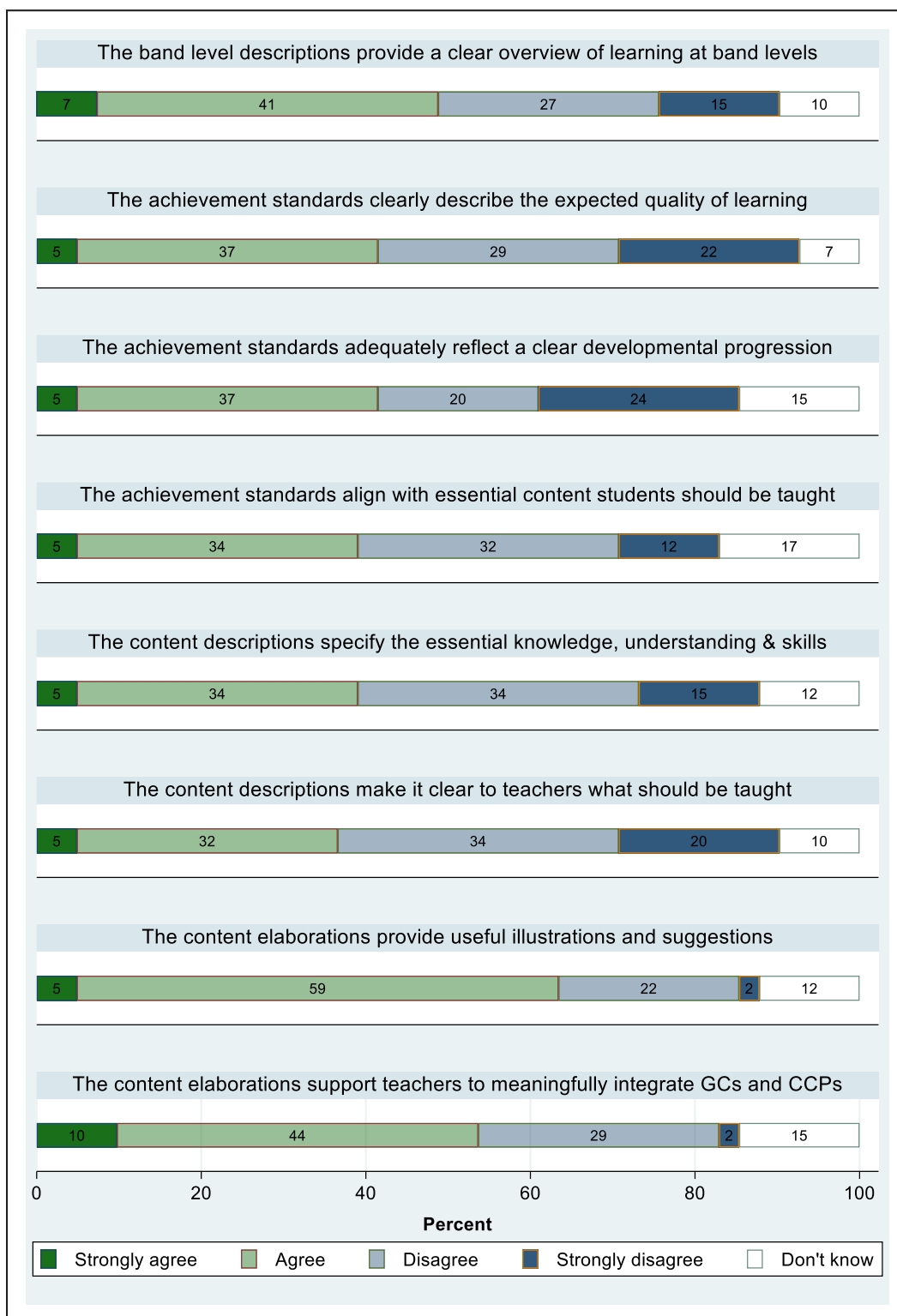


Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Curriculum elements

The next section in the questionnaire captured perceptions on 4 curriculum elements: band level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 5. Between 37% and 63% of respondents agreed or strongly agreed, and between 24% and 54% disagreed or strongly disagreed with the presented statements.

Figure 5: Curriculum elements, Chinese survey respondents

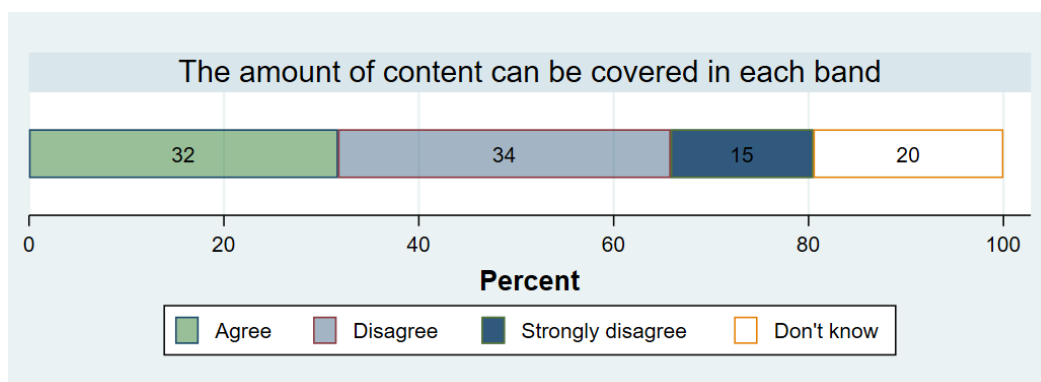


Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Close to 2 in 3 of the respondents agreed or strongly agreed that the content elaborations provided useful illustrations and suggestions (63%) and 54% agreed or strongly agreed that they supported teachers to meaningfully integrate the cross-curriculum priorities and the general capabilities. Less than half did so in relation to the other 6 statements in Figure 5. More respondents expressed disagreement with the statements on achievement standards and content descriptions than did express agreement.

Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Here too, more respondents expressed disagreement (49%) than agreement (32%) (Figure 6).

Figure 6: Amount of content, Chinese survey respondents



The 49% of respondents who disagreed or strongly disagreed were asked a follow-up question to clarify what content should be removed or what revisions were needed to make the content more manageable. Of the 20 respondents who were asked this follow-up question, 15 provided a comment. These comments were coded according to the themes and subthemes covered in the code frame (Appendix C) that was co-designed with ACARA. 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.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, some respondents did not address this, but rather saw this as an opportunity to comment on any aspect of the curriculum.

The top 5 main themes and their subthemes that emerged from feedback given by the 15 respondents are listed in Table 3 together with their prevalence, which is expressed as a percentage of all respondents. In ranked order, the top 5 main themes were: *content should be removed*; *clarity*, *introductory elements*; *content should be added* and *implementation* (which was technically out of scope of the terms of reference of the consultation, but coded for comprehensiveness). Given the small number of respondents providing comments to this question (with 5 or fewer respondents providing feedback related to the latter 2 themes), only the top 3 themes are discussed in this section.

The leading theme in this section was *content should be removed*. This is not unexpected given the question prompt about what content should be removed or what revisions were needed to make the content more manageable. Within this feedback, there was some discussion to simply state that there was still too much content based on the amount of time allocated for Languages. Only a few respondents gave suggestions on how to manage this. These included the reduction and refinement of certain sub-strands and the removal of the core content that was not deemed essential for learning Chinese.

“Less content in the mediating meaning in and between language sub-strand.” (School, New South Wales, Government, Metropolitan).

“... To make things more manageable have a list of essential radicals to focus on and core language you deem as foundational for schools to work through.” (Primary teacher, Queensland, Independent, Regional).

“Any reference to Australian Aboriginal and Torres Strait Islanders needing to know their own language and then comparing that to other languages needs to be removed. With over 500 different Australian Aboriginal languages it would seem farcical that some type of interaction could be even contemplated. (Other – Individual, Queensland).

The 2nd most prevalent theme in this section related to *clarity*. While only discussed by a relatively small number of respondents, there was some feedback that the language of the overall curriculum and content descriptions could use some further refinement to improve specificity.

“Much more language specific advice is required to support teaching and learning – generic CDs do not support teachers.” (Professional association, Victoria).

The 3rd most prevalent theme in this section related to *introductory elements*. Whilst expressed by a small number of respondents, the feedback indicated a perception that the core concepts could undergo further refinement to clarify their purpose and alignment with other elements.

“The core concepts do not align directly enough with the strands and substrands.” (Professional association, Victoria).

Other respondents spoke about the strands and sub-strand organisation and compared against the existing structure, and noted some points of omissions, such as the use of domains of language use as primary organisers.

“The most important aspect of the design was the use of domains of language use as the primary organisers. That is, the sub-strands of Socialising, Informing, Creating, Translating and Reflecting reflect where and how language is used – this helps teachers consider the range of texts and experiences to draw upon to create a ‘rich diet’ of content. This framing is completely obscured in the proposed 2 new sub-strands that do not provide a sufficient nor clearly organised ‘diet’ for the content of language teaching and learning. It will be claimed that the orientation is still evident in the proposed design and content descriptions, however it has been clearly diminished both in its presence and its nature.” (Professional association, National).

Table 3: Content that should be removed or revisions needed to make content more manageable (top 5 themes), Chinese survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be removed	10	24.4%
General views that there is content that should be removed	3	7.3%
Various other learning area specific content that should be removed	7	17.1%
Clarity	5	12.2%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	3	7.3%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	5	12.2%
Introductory elements	5	12.2%
The strand/sub-strands/core concepts need further improvement	5	12.2%
Content should be added	3	7.3%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	2	4.9%
Various other learning area specific content that should be added	2	4.9%
Implementation (out of scope)	3	7.3%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	1	2.4%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	2	4.9%

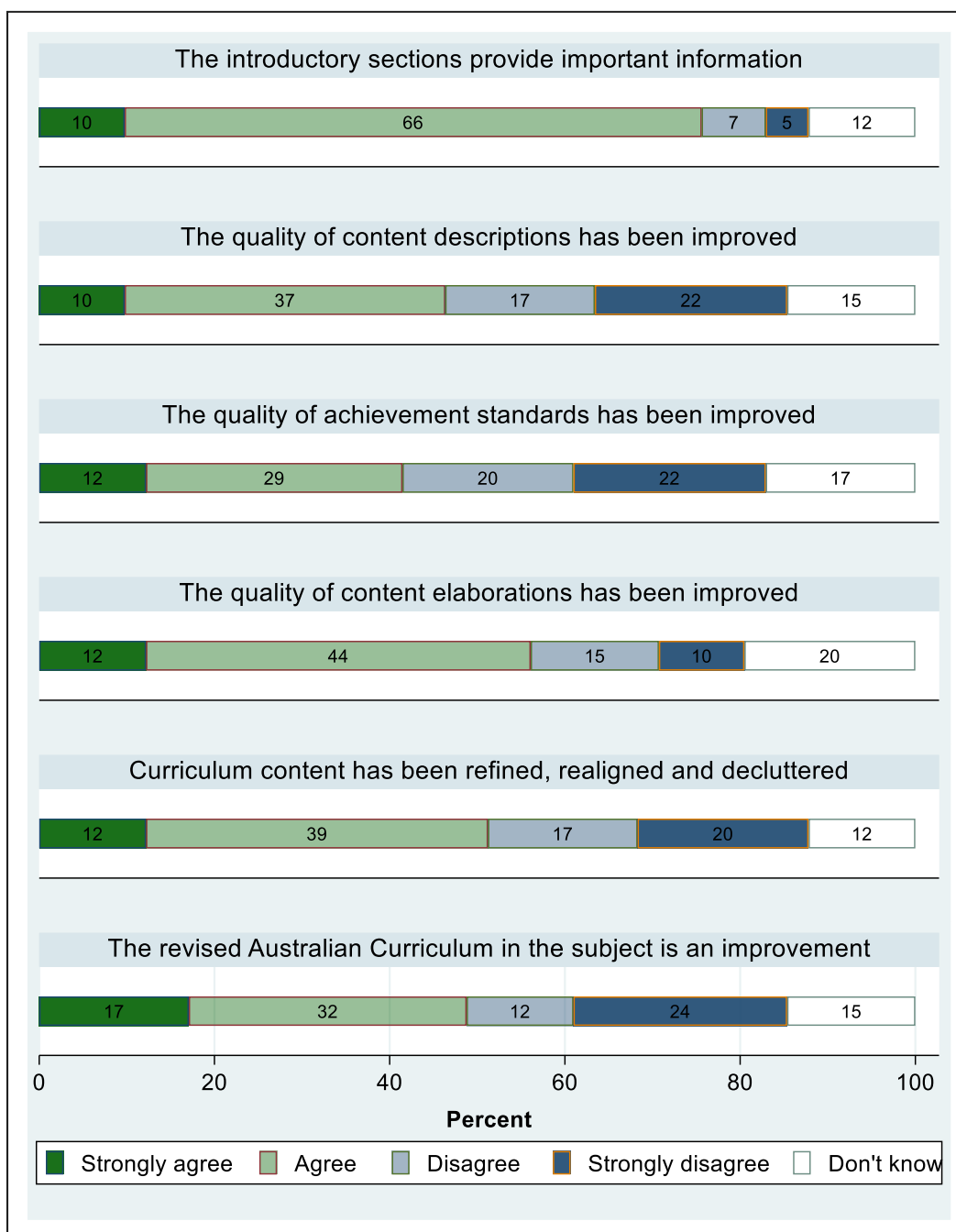
Comments were provided by 15 respondents. Percentages are based on all 41 Chinese survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E1 in Appendix E.

Overall feedback

In the Overall feedback section respondents were asked whether they thought the quality of achievement standards, content descriptions and content elaborations had been improved, whether the curriculum content had been refined, realigned and decluttered and whether the revised Australian Curriculum was an improvement on the current version. These questions directly related to the TOR of the Review and what it set out to achieve.

The Overall feedback section also included the statement 'The introductory sections provide important information'. Results for all these questions are shown in Figure 7. They show that the statements directly related to the terms of reference received notably lower agreement (between 41% and 56% agreed or strongly agreed) than the statement about the introductory section (76%). The statement 'The quality of achievement standards has been improved' received the least favourable responses with an even spread of respondents agreeing or strongly agreeing and disagreeing or strongly disagreeing (both 41%). A visible minority of between 12% and 20% of respondents selected the 'don't know' response for the 5 TOR questions in the Overall feedback section.

Figure 7: Overall feedback, Chinese survey respondents



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

Aspects that have improved and aspects that need (further) improvement

Respondents were also invited to add their general comments on aspects of the revised Chinese curriculum that had improved and on aspects that needed further refinement. Responses were captured in 2 text boxes that were respectively labelled. About 3 in 4 survey respondents commented in one of those boxes (Table 4).

Open-ended responses were coded to the themes and subthemes according to the developed code frame (Appendix C). 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 4: Open-ended comment, Chinese survey respondents

Commenting status	n	Percent
Not commented	10	24%
Commented in 'have improved box'	6	15%
Commented in 'further improve' box	4	10%
Commented in both boxes	21	51%
Total	41	100%

The top 5 ranked themes of the responses to the open-ended questions are listed in Table 5, together with their subthemes³. The top 5/6 ranked themes were: *content should be added*, *content has improved/should remain*, *introductory elements*, *clarity*, *inclusive content* and *implementation* (which was technically out of scope of the TOR). The top 4 themes are discussed below.

The leading theme was around *content that should be added*. Here, the responses were varied as to what should be included or added into the curriculum. However, one pattern that emerged was that more could be added to further distinguish language specificity. However, it should also be noted that some of these comments applied to the learning area of languages more broadly, and not just the subject of Chinese.

"In the process of "refining, realigning and decluttering" the Content Descriptions, some useful specificity has been lost. For example, the use of the word "features" in phrases such as "Chinese language features" has increased significantly (in importance and frequency across the Content Descriptions) and is presumably intended to cover a whole range of grammatical, oral, historical, morphological features unique to the Chinese language. However, it is unclear which features should be focussed on at which year level bands." (Primary teacher, South Australia, Independent, Metropolitan).

"There needs to be more specific language in all sections of the curriculum for all languages. Include more information about who the learners are and their characteristics of learning in the band descriptions. More explicit information should be included about what should be learnt or taught." (Professional association, Western Australia).

"Specific language must remain in all sections of the curriculum for all languages subjects." (Professional association, Victoria).

The 2nd leading theme in this section was around *content has improved/should remain*. Respondents commented on specific areas of the subject that had improved, as well as on improvements of the subject overall. There was specific mention to improvements to the learning area of languages more generally and organisation of materials, with perceived benefits for planning purposes:

"This is a significant improvement on the previous curriculum for languages, bringing far more consistency from one Language to the next (which makes it much easier for multi-language faculties to discuss planning, demonstrate and share alignment to the curriculum, etc.)" (Secondary teacher, Victoria, Independent, Metropolitan).

"On the whole members agree that the proposed changes provide clear, coherent and organised principles." (Professional Association, Queensland).

The 3rd leading theme was *introductory elements*. Within this theme, there was a pattern in comments indicating that the reduction, rewording and refinement of strands and sub-strands and the introduction of key connections were an improvement on the current curriculum.

"Reducing the sub-strands both declutters and adequately covers what we need to deliver for meaningful language acquisition." (Primary teacher, Queensland).

³ The table includes 6 themes and 2 themes are equally ranked 5th.

“Reduction in the number of strands better acknowledge the multimodal and interconnected nature of language learning and teaching.” (Primary teacher, South Australia, Independent, Metropolitan).

“We like the key connections section and feel this is a good improvement” (Professional association, Western Australia).

Table 5: Aspects that have improved/need further improvement (top 5 themes), Chinese survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be added	15	36.6%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	2	4.9%
Various other learning area specific content that should be added	14	34.1%
Content has improved/should remain	13	31.7%
General views that content has improved	5	12.2%
Various other learning area specific content that has improved or should remain	8	19.5%
Introductory elements	12	29.3%
The strand/sub-strands/core concepts have improved	6	14.6%
The strand/sub-strands/core concepts need further improvement	4	9.8%
The key connections have improved	3	7.3%
Clarity	12	29.3%
The overall language of the curriculum is clearer and/or easier to understand	1	2.4%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	3	7.3%
The wording of the content descriptions is clearer and/or easier to understand	4	9.8%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	17.1%
The wording of the achievement standards need further clarity	6	14.6%
Inclusive content	7	17.1%
The curriculum content is inclusive of diverse learners' interests and capabilities.	1	2.4%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	6	14.6%
Implementation (out of scope)	7	17.1%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	3	7.3%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	5	12.2%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	1	2.4%

Comments were provided by 31 respondents. Percentages are based on all 41 Chinese survey respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E2 in Appendix E.

Equally ranked as the 3rd leading theme from coding the responses to the code frame was *clarity*. Within this theme, there was a lot of positive feedback in support of the proposed revisions. In particular, a number of responses suggested that the content descriptions had improved with the proposed revisions, offering more meaningful learning and more alignment with achievement standards:

“The Content Descriptions in general are less prescriptive about how the learning and teaching is to be done compared with the current Curriculum” (Primary teacher, South Australia, Independent, Metropolitan).

“The content descriptors now very clearly align with the standards.” (F-12 teacher, Queensland, Independent, Regional).

In addition, some respondents felt that there was more clarity around the progression of skill acquisition and standards.

“The addition of the Foundation/Reception year level standard is appropriate to cognitive demand of 4/5 year olds and relevant differences between students of Foundation/Reception year and students in Years 1 and 2. it also aligns between with reporting requirements”. (Primary teacher, South Australia, Independent, Metropolitan).

“More logical in progression of skill acquisition, realistic about what is achievable at different stage levels” (Secondary teacher, New South Wales, Government, Metropolitan).

This view was countered by submissions indicating descriptions needed further refinement.

“The revised descriptions give little information to teachers about what should be learnt or taught.” (Professional association, Victoria).

Another subset of responses felt that achievement standards need further improvement.

“Achievement Standards appear to be very generic and general, leaving them far too open to individual interpretation.” (Professional association, Victoria).

Finally, some respondents proposed that the refinement of the elaborations made them a lot clearer. They liked the examples and that the elaborations were separated from the achievement standards, which made it easy to follow.

“Elaborations are separated from the achievement standards and trends etc, which makes it easy to follow.” (Secondary teacher, South Australia, Independent, Metropolitan).

Band-level specific comment

Respondents were also prompted to make comment about specific band levels. Of the 41 respondents 7 provided such detailed feedback, some of whom in relation to multiple band levels. Table 6 lists the number of respondents who provided feedback for each band level.

Table 6: Band-level specific open-ended feedback provided by Chinese survey respondents

Band level	Number of respondents
Foundation	3
Years 1-2 band	3
Years 3-4 band	2
Years 5-6 band	1
Years 7-8 band	2
Years 9-10 band	1

Differences between stakeholder groups

The number of respondents for the Chinese curriculum was too small to investigate differences between stakeholder groups.

Summary - survey results

Survey participation for the Chinese curriculum was low with 41 completions. Of those, respondents from Queensland (37%) and South Australia (24%) constituted more than 60% of respondents, and close to half of the respondents were teachers. Among participating teachers, school leaders, parents and schools (27 of the 41 respondents fell under those groups), equal proportions were linked to Government and Independent schools (both 41%) with the remainder linked to Catholic schools. About 78% of this group (n=21) were also linked to schools in metropolitan areas. Fifteen respondents gave feedback for the F-6 curriculum, and 13 respondents respectively for the Y7-10 and F-10 curriculum.

The level of agreement tended to be highest in relation to statements about the introductory elements of the curriculum and lowest for statements that sought agreement ratings for features of the achievement standards and content descriptions. This emerges clearly when the 23 survey statements are ranked by the level of agreement they attracted as shown in Figure 8. Less than half of the respondents agreed with each of the achievement standards and content descriptions statements.

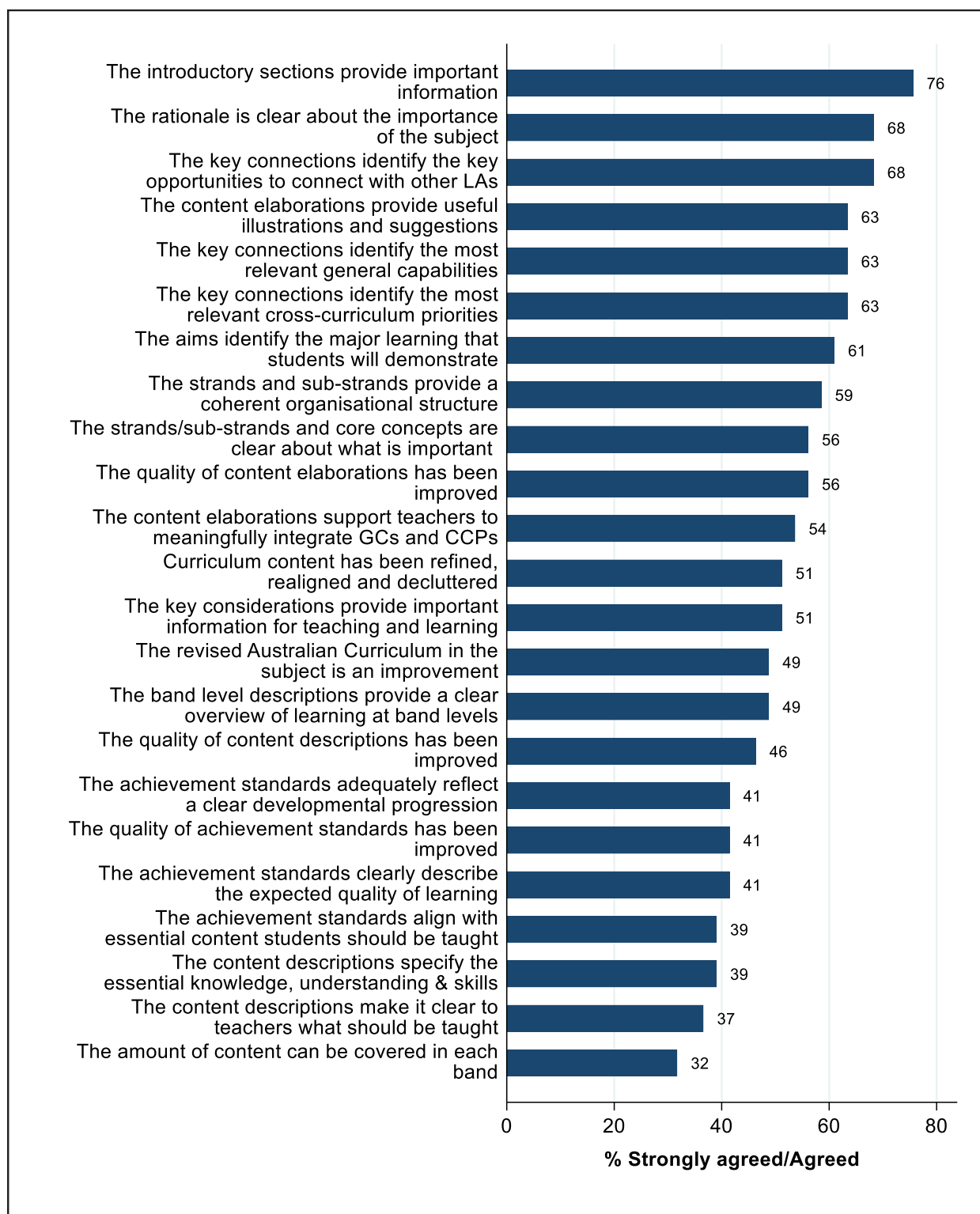
Based on levels of agreement/disagreement expressed in the survey data, key areas of concern for the revised Chinese curriculum could lie in:

- the perceived amount of curriculum content (32% agreement, 49% disagreement);
- the achievement standards clearly describing the expected quality of learning (41% agreement, 51% disagreement);
- the content descriptions being clear about what should be taught (37% agreement, 54% disagreement);
- the content descriptions specifying essential knowledge, understanding and skills (39% agreement, 49% disagreement);
- the learning described in the achievement standards aligning with essential content that students should be taught (39% agreement, 44% disagreement); and
- the achievement standards adequately reflecting a developmental progression (41% agreement, 44% disagreement).

The overall feedback provided by survey respondents suggests that about half of them see the objectives of the Review met.

The open-ended survey feedback indicated the respondents saw the proposed revisions offered several improvements, including improved clarity and succinctness of content descriptions and achievement standards, and the reduction of sub-strands offering an improved structure. Some respondents also felt that there was more clarity around the progression of skill acquisition and standards. However, there remained a number of perceived issues around manageability, particularly the amount of content needed to be covered. Issues around implementation were also raised. These comments were often related to the different approaches taken by jurisdictions and schools. While these comments were technically out of scope of the TOR for the Review, they were raised repeatedly throughout and were coded and reported upon for comprehensiveness. These issues relate to other languages within this report, and the same approach to coding and reporting has been taken.

Figure 8: All statements, Chinese survey respondents



5.2 French

This section presents results for French and starts by drawing a profile of participants who provided feedback on the French curriculum.

5.2.1 Survey respondent profile

Close to half of the 50 respondents of the French questionnaire were teachers (46%) (Table 7). The next largest respondent groups were schools (18%) and professional associations (10%). Combined, these 3 respondent groups constituted 74% of all survey respondents.

Table 7: Type of survey respondent, French survey Respondents

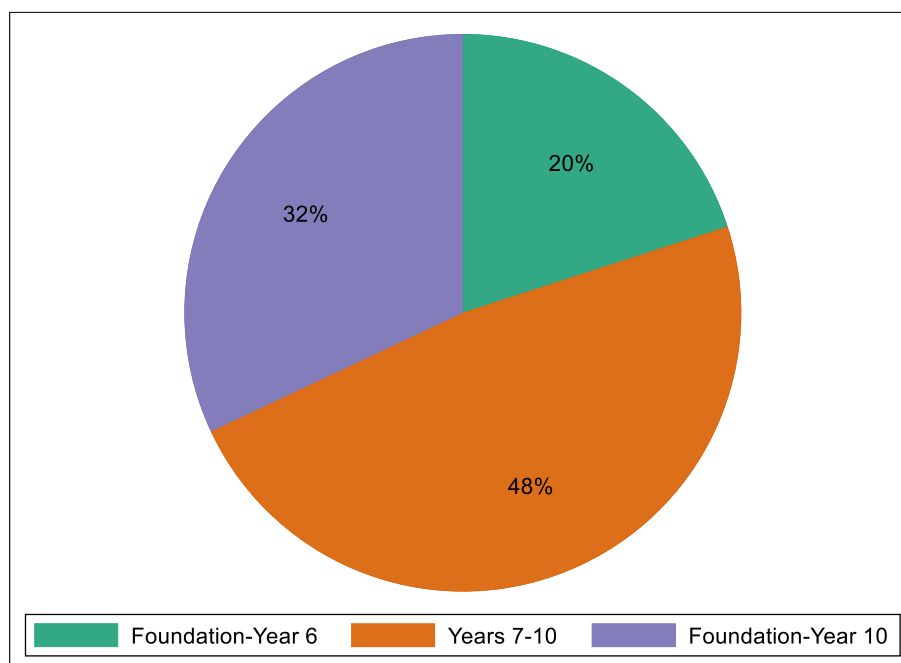
Type of respondent	n	Percent
Individual respondent		
Teacher	23	46.0%
School leader	3	6.0%
Academic	3	6.0%
Parent	1	2.0%
Other - Individual	2	4.0%
Group respondent[^]		
School	9	18.0%
Professional association	5	10.0%
Education authority	3	6.0%
Other - Group	1	2.0%
Total	50	100.0%

[^] A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix D.

Forty eight percent of respondents participated in relation to the Years 7 to Year 10 curriculum, 20% in relation to the Foundation to Year 6 curriculum and 32% for the Foundation to Year 10 curriculum (Figure 9).

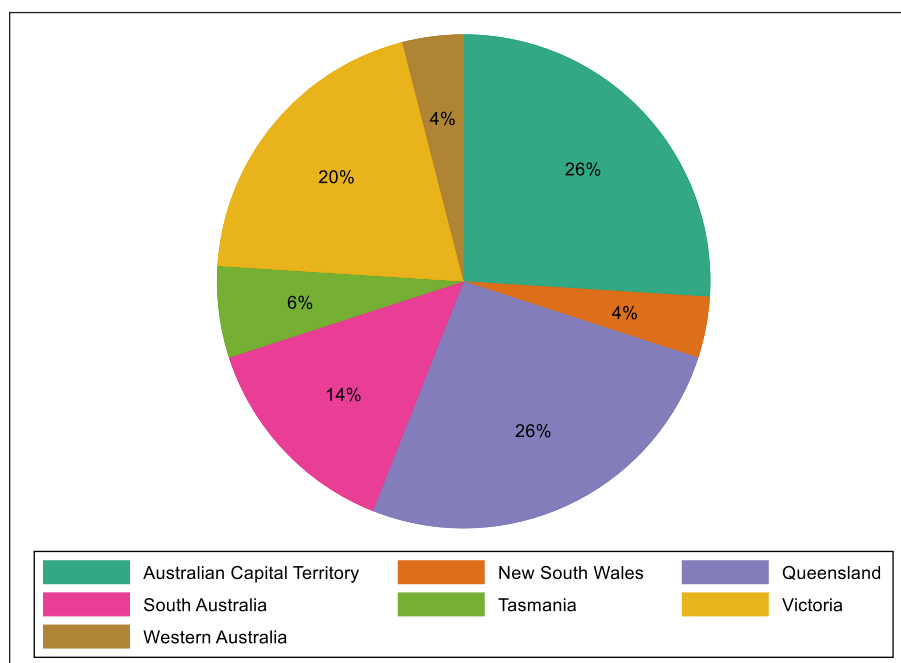
Of the 40 secondary and F-10 level respondents, 17 responded based on the Year 7-10 language sequence, 5 based on Year 7-10 bands from the F-10 sequence and 18 based on both.

Figure 9: Level of curriculum selected, French survey respondents



More than half of the respondents were either based in the Australian Capital Territory (26%) or Queensland (also 26%) (Figure 10).

Figure 10: State of residence, French survey respondents

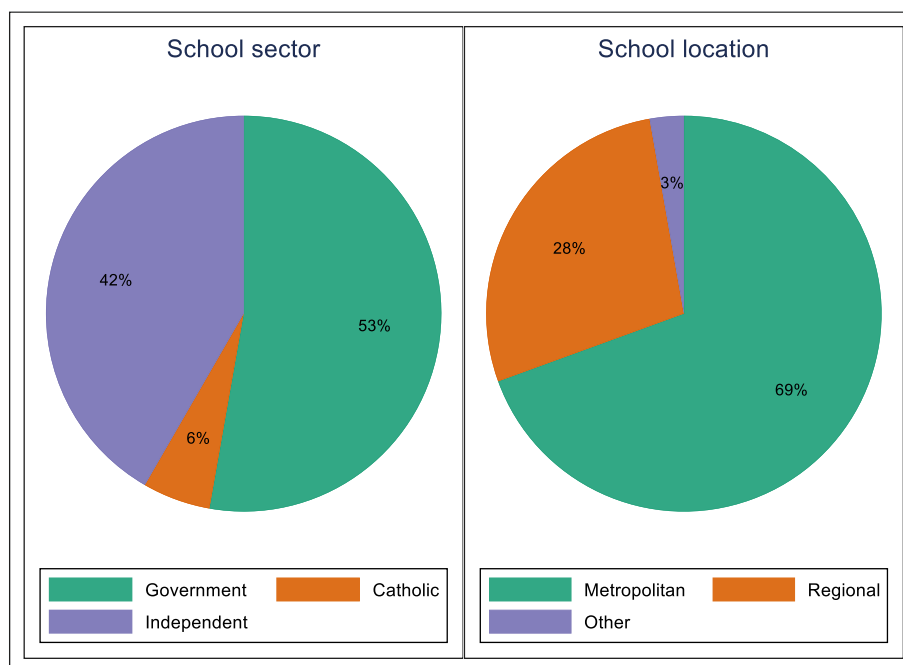


Respondents who identified as a teacher, school leader, school or parent were asked in which sector their (child's) school was and in which remoteness region it was located. Just over half of these respondents indicated a Government school (53%), 6% indicated the Catholic school sector and 42% the Independent school sector (left panel in Figure 11). This compares with the following student enrolment distributions in 2020: Government – 66%, Catholic – 19% and Independent – 15%⁴.

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

About 69% of those respondents indicated that the school was located in a metropolitan area, 28% that it was in a regional area and 3% that it was in an 'Other' (non-remote) area (right panel in Figure 11). These percentages compare well with the student enrolment distributions in 2020: 72% of students were enrolled in major cities (equivalent to metropolitan areas), 26% in regional areas and 2% in remote areas in 2020⁵.

Figure 11: School sector and location, French survey respondents[^]



[^] Teachers, school leaders, parents and schools.

'Other' responses in the pie charts relate to staff who worked across schools or parents who had children in multiple schools.

Stakeholder summary and implications for overall results

Of the 50 completed surveys 46% were submitted by teachers and 48% by respondents who completed the survey for the Years 7 to 10 curriculum. Of teacher, parent and school respondents 25 were linked to schools in metropolitan areas, which constitutes half of the overall sample. The overall survey results are most influenced by these respondent groups.

Table 8: Most prevalent respondent characteristics, French survey respondents

Respondent dimension	Category	n	Percent of all survey completions
Level of curriculum	Year 7-10	24	48%
Type of respondents	Teacher	23	46%
School sector [^]	Government	19	38%
School location [^]	Metropolitan	25	50%

[^]This information was only captured from participating teachers, school leaders, schools, parents and students while the percentage in the last column is based on all respondents.

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

5.2.2 Survey results

Given the universe of relevant teacher, school leader, parent and other stakeholder populations in Australia, the number of survey respondents for French was very small. The small number of respondents means that 5 respondents agreeing or not makes a difference of 10 percentage points. Reported proportions are therefore volatile to small differences in responses. This adds another dimension to the general limitations of the consultation design (see Section 3.4.6), such as limitations related to the potential influence of multiple participations on results (see Section 3.4.5) and should be considered when interpreting the results.

Overall results

The General feedback part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections: Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results focuses on feedback captured in these 3 sections and follows their structure.

The survey also captured feedback that was band-level specific. This feedback has been considered by ACARA in refining the French curriculum. However, it is not reported here beyond the number of respondents who provided such detailed feedback.

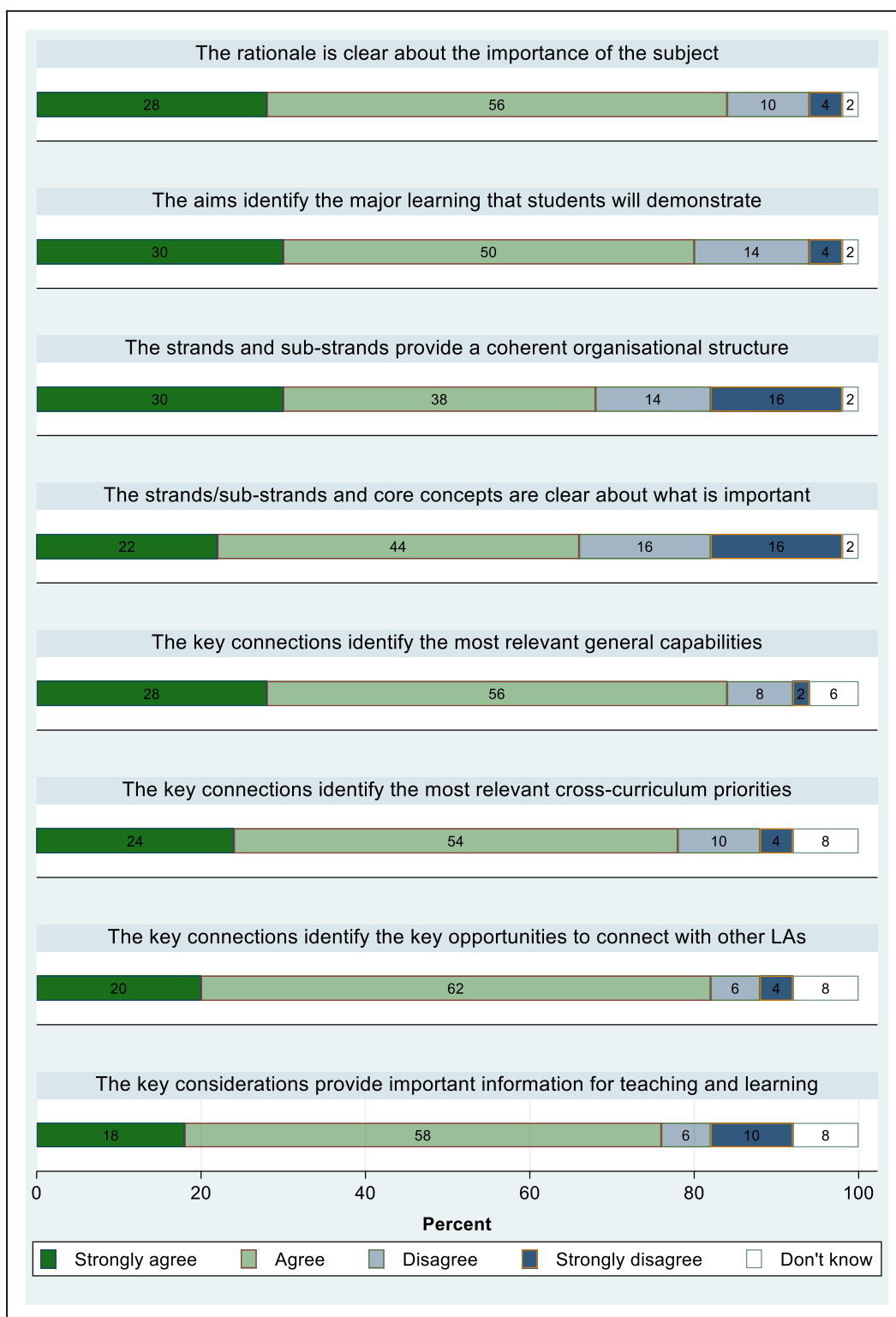
Introductory elements

Respondents were presented with 8 statements in the Introductory elements section of the questionnaire and asked to give an agreement rating for each. These statements related to the rationale, the aims, the organisational structure, key connections and key considerations in the introductory sections of the French curriculum. The results are reported in Figure 12.

Overall, between 66% and 84% of respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest for the suggestions that the rationale was clear about the importance of the subject and that the key connections section identified the most relevant general capabilities (both 84%).

They were lowest for the statements on the organisational structure: that the strands and sub-strands provided a coherent organisational structure (68%) and that the strand/sub-strands and core concepts were clear about what was important (66%). Of the 8 statements in the Introductory elements section these 2 statements also received the highest level of disagreement with 30% and 32% of respondents respectively disagreeing or strongly disagreeing.

Figure 12: Introductory elements, French survey respondents

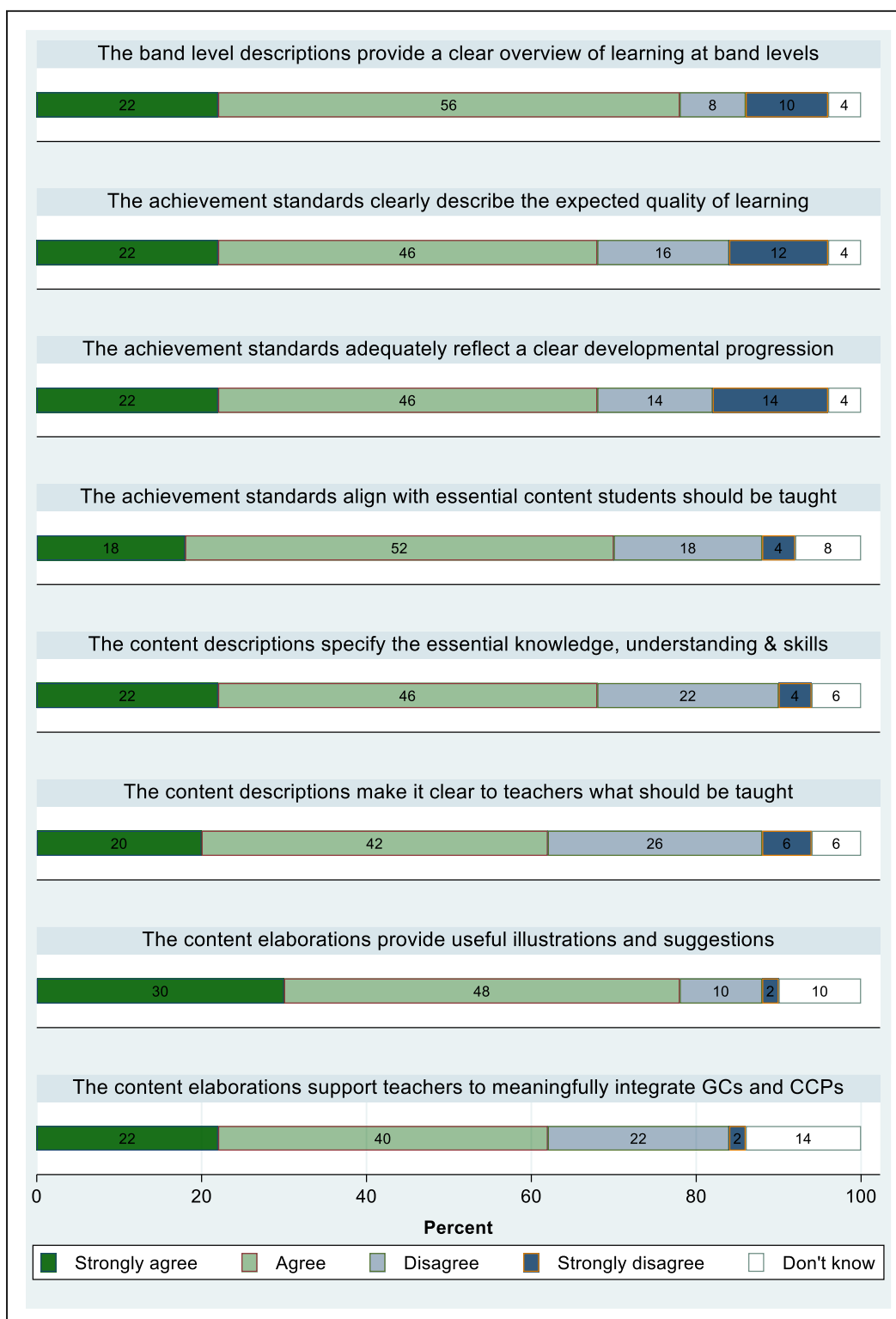


Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Curriculum elements

The next section in the questionnaire captured perceptions on 4 curriculum elements: band level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 13. Between 62% and 78% of respondents agreed or strongly agreed, and between 12% and 32% disagreed or strongly disagreed with the presented statements.

Figure 13: Curriculum elements, French survey respondents



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

Responses were most favourable in relation to the band level descriptions providing a clear overview of learning at band levels, and the content elaborations providing useful illustrations and suggestions on how to plan and teach the content (both with 78% agreement).

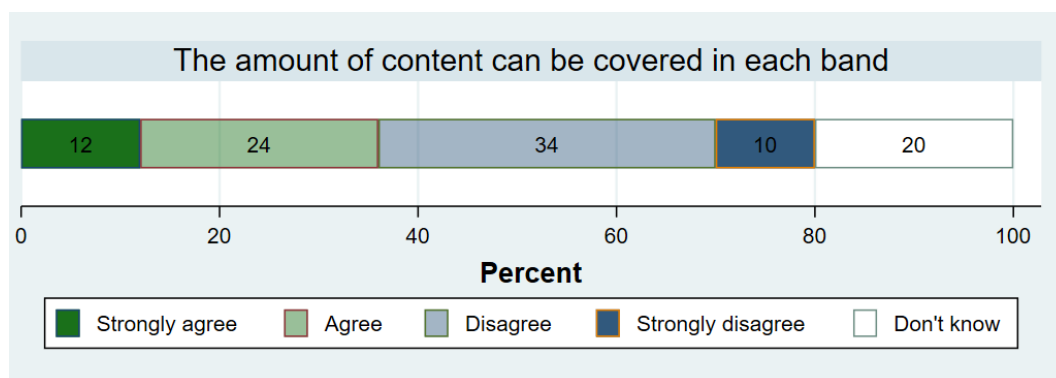
Fewer respondents agreed that the learning described in the achievement standards aligned with the essential content that students should be taught (70%), that the achievement standards clearly describe the expected quality of learning, that they reflect a clear developmental progression, and that the content

descriptions specify the essential knowledge, understanding and skills that should be learned (all with 68% agreement).

Still fewer respondents agreed that the content descriptions made it clear what should be taught (62%) and that the content elaborations provided a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities (also 62%).

Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. More respondents expressed disagreement (44%) than agreement (36%) with 20% of respondents opting for the 'don't know' option (Figure 14).

Figure 14: Amount of content, French survey respondents



The 44% of respondents who disagreed or strongly disagreed were asked a follow-up question to clarify what content should be removed or what revisions were needed to make the content more manageable. Of the 22 respondents who were asked this follow-up question, 18 provided a comment.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, some respondents did not address this, but rather saw this as an opportunity to comment on any aspect of the curriculum. These comments were coded according to the themes and subthemes covered in the code frame (Appendix C). 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 top 5 main themes and their subthemes that emerged from feedback given by those 18 respondents are listed in Table 9 together with their prevalence, which is expressed as a percentage of all French respondents. The top 4 ranked themes were: *content should be removed*; *clarity*; *manageability (amount of content)* and *implementation* (which was technically out of scope of the terms of reference). The 2 themes that were ranked equally 5th were: *introductory elements* and *content should be added*. However, comments within these themes were only expressed by a small number of respondents (n = 6). Thus, only the leading 4 themes are discussed in this section.

The leading theme from the comments was *content should be removed*. This was not surprising as respondents were specifically asked about what content should be removed or what revisions were needed to make the content more manageable. Within this theme, there were responses which simply stated there is still too much content based on the amount of time allocated for languages. Only a few respondents gave suggestions on how to manage the amount of content including the further reduction and refinement of specific sub-strands, content descriptions and achievement standards.

"Please can you remove or make more manageable "mediating meaning in and between languages". This might be possible in senior classes and at uni; however, very difficult in the time allowed up to Year 10." (School, Australian Capital Territory, Independent, Metropolitan).

"Some of the content descriptions and achievements standards for Year 5/6 are too broad and difficult to assess." (Primary teacher, Australian Capital Territory, Government, Metropolitan).

“Discussing problems which are important to youth in target language is too difficult at Year 8” (School, South Australia, Independent, Metropolitan).

The 2nd leading theme was to do with *clarity*. Within this theme, were comments to do with further improvements being needed to improve readability and specificity, particularly offering more around language specificity within content descriptions.

“The language presented in the new version of this curriculum is overly loaded with jargon and open to interpretation.” (School, New South Wales, Government, Metropolitan).

“Much more language specific advice is required to support teaching and learning – generic CDs do not support teachers.” (Professional association, Victoria).

The 3rd leading theme related to perceived *manageability* of the amount of content. More of the comments within this theme were to do with perceiving that there was still too much content to be manageable.

“The content expected to be taught within the various bands are overly ambitious.” (School, New South Wales, Government, Metropolitan).

Table 9: Content that should be removed or revisions needed to make content more manageable (top 5 themes), French survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be removed	12	24.0%
General views that there is content that should be removed	3	6.0%
Various other learning area specific content that should be removed	9	18.0%
Clarity	9	18.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	5	10.0%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	8	16.0%
Manageability (amount of content)	6	12.0%
Decluttering of content evident, the amount of content is more manageable	1	2.0%
Still too much content/further decluttering needed	5	10.0%
Implementation (out of scope)	6	12.0%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	1	2.0%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	5	10.0%
Introductory elements	4	8.0%
The strand/sub-strands/core concepts need further improvement	4	8.0%
Content should be added	4	8.0%
Various other learning area specific content that should be added	4	8.0%

Comments were provided by 18 respondents. Percentages are based on all 50 French survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E3 in Appendix E.

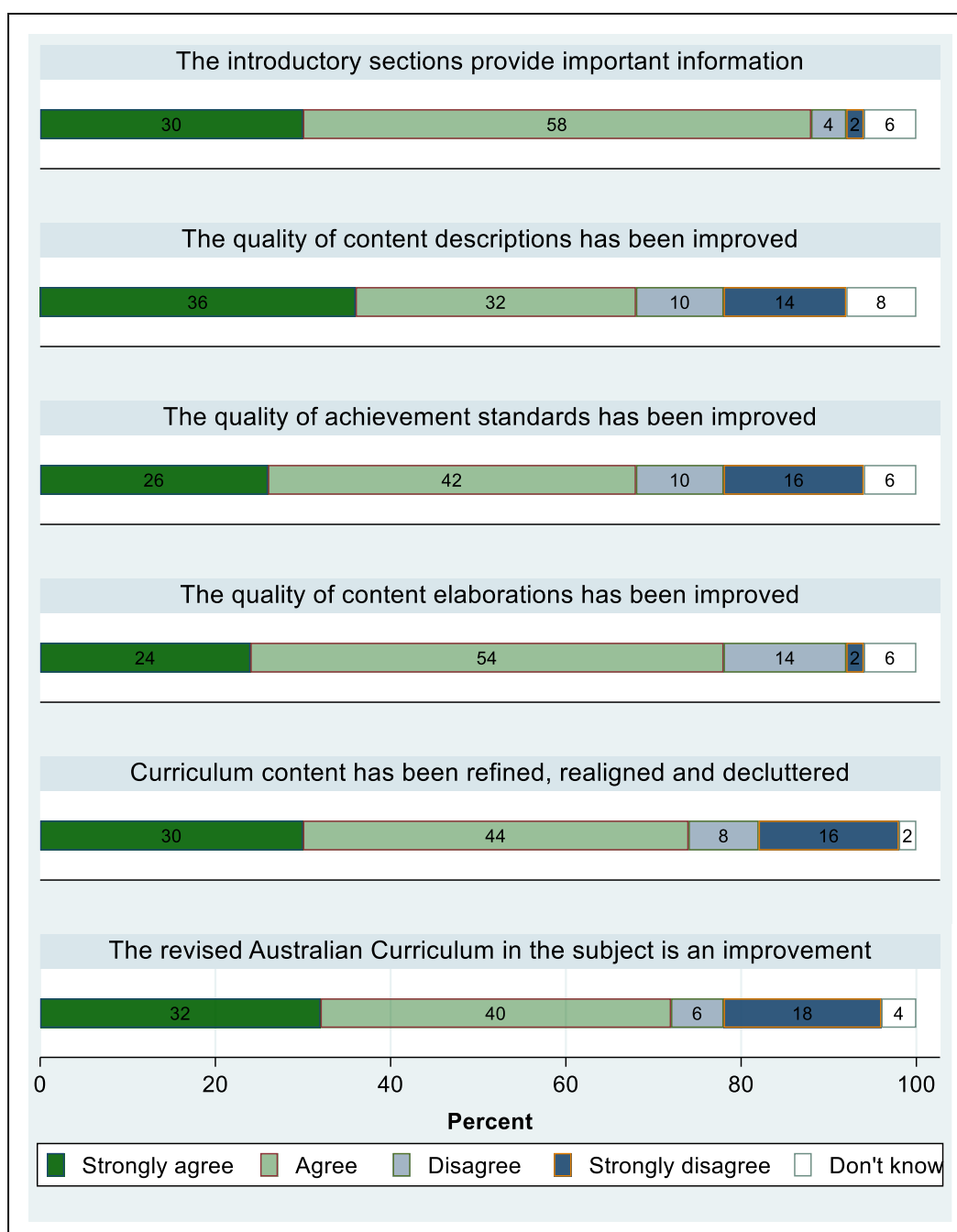
Comments around challenges with implementation, due to a lack of resources or the structure of schools, as well as comments around pedagogy, were technically out of scope of the TOR of the consultation. However, to comprehensively code all of the comments provided through the consultation, they were recorded under a theme of *implementation*, which generally captured perceived implementation challenges. Of note for the subject of French, were comments around teaching expertise in interpreting the document.

“At the moment teachers all over the country, even teachers within the same schools are teaching different things in different ways. There is still too much open to interpretation.” (Secondary teacher, Australian Capital Territory, Government, Metropolitan).

Overall feedback

In the Overall feedback section respondents were asked whether they thought the quality of achievement standards, content descriptions and content elaborations had been improved, whether the curriculum content had been refined, realigned and decluttered and whether the revised Australian curriculum was an improvement on the current version. These questions directly related to the TOR of the Review and what it set out to achieve.

Figure 15: Overall feedback, French survey respondents



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

The Overall feedback section also included the statement ‘The introductory sections provide important information’. Results for all these questions are shown in Figure 15. They show that the statements directly related to the terms of reference received lower agreement (between 68% and 78% agreed or strongly agreed) than the statement about the introductory section (88%). Still, a majority of respondents confirmed that the objectives of the Review had been achieved.

Aspects that have improved and aspects that need (further) improvement

Respondents could openly comment on aspects of the revised French curriculum 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 the survey respondents (48%) commented in one of those boxes (Table 10).

Open-ended responses were coded to the themes and subthemes according to the developed code frame (Appendix C). 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 10: Open-ended comment, French survey respondents

Commenting status	n	Percent
Not commented	13	26%
Commented in ‘have improved box’	5	10%
Commented in ‘further improve’ box	11	22%
Commented in both boxes	21	42%
Total	50	100%

The top 5 themes of the responses to the open-ended questions are listed in Table 11, together with their subthemes. The top 5 ranked themes were: *clarity*; *content should be added*; *introductory elements*; *manageability (amount of content)* and *content has improved or should remain*.

The leading theme in this section was *clarity*. A number of respondents commented on refinements and revisions that had resulted in improved ease of readability of the overall curriculum and organisation of materials, making things more teachable.

“Reducing the amount of repetition and the number of statements with unclear meaning is a significant improvement.” (Primary teacher, Australian Capital Territory, Government, Metropolitan).

“We believe the newly revised structure is a significant improvement on the original. Easier for teachers to access and understand.” (Professional association, South Australia).

Some respondents suggested that the content descriptions have been improved to provide greater clarity for teachers on what students are able to do in the language.

“Much simpler descriptors allowing schools to deliver languages program in an age appropriate way that suits each school - well done.” (School, Queensland, Government, Regional).

“Descriptions of the curriculum content are more cogent and concise than the previous version of this curriculum. This aligns with the aim of refining and decluttering the curriculum content, and will facilitate teachers’ engagement and interpretation of the content.” (Academic, Queensland).

While there were comments regarding improvements to clarity, a larger proportion of respondents commented on aspects that they saw as needing further refinement and revision (see Table 11). For instance, some expressed that the proposed achievement standards needed further improvement. Objections to aspects of the achievement standards predominantly focused on deficits in alignment and specificity.

“There is scope for stronger alignment between the learning activities in the content descriptions and the achievement standards.” (Academic, Queensland).

“Achievement Standards appear to be very generic and general, leaving them far too open to individual interpretation.” (Professional association, Victoria).

Table 11: Aspects that have improved/need further improvement (top 5 themes), French survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Clarity	23	46.0%
The overall language of the curriculum is clearer and/or easier to understand	3	6.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	3	6.0%
The wording of the content descriptions is clearer and/or easier to understand	6	12.0%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	14.0%
The wording of the achievement standards is clearer and/or easier to understand	4	8.0%
The wording of the achievement standards need further clarity	11	22.0%
Content should be added	13	26.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	1	2.0%
Various other learning area specific content that should be added	12	24.0%
Introductory elements	11	22.0%
The rationale/aims need further improvement	2	4.0%
The strand/sub-strands/core concepts have improved	3	6.0%
The strand/sub-strands/core concepts need further improvement	3	6.0%
The key connections have improved	4	8.0%
Manageability (amount of content)	10	20.0%
Decluttering of content evident, the amount of content is more manageable	4	8.0%
Still too much content/further decluttering needed	8	16.0%
Content has improved/should remain	9	18.0%
General views that content has improved	5	10.0%
Various other learning area specific content that has improved or should remain	4	8.0%

Comments were provided by 37 respondents. Percentages are based on all 50 French survey respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E4 in Appendix E.

The 2nd leading theme was around *content that should be added*. There were various suggestions about what should be included, such as more on: language specificity, cultural understanding, learner characteristics, and an additional stream for beginning language.

“Cultural understanding generally? There is a lot about connecting language and culture and then connecting to our own culture but what about just generally getting the culture?” (Education authority, South Australia).

“It still concerns me that the term “understand” is used outside the notion of actually communicating in language. This is out of step with quality languages curricula overseas, where “understand” is a receptive skill that includes listening, reading and viewing in the target language, mediating between languages.” (Other – Individual, Tasmania).

“Specific language must remain in all sections of the curriculum for all languages subjects. The band descriptions should have more information about who the learners are and some of their characteristics of learning.” (Professional association, Victoria).

“There needs to be more specific language in all sections of the curriculum for all languages. Include more information about who the learners are and their characteristics of learning in the band descriptions.” (Professional association, Western Australia).

“A new stream for students beginning language learning in Year 5 is desperately needed. Whilst it would be ideal for students to begin language learning in Prep, this is not the reality for the majority of schools. Therefore, the achievement standard for Years 5-6 is not realistic.” (Primary teacher, Queensland, Government, Metropolitan).

The 3rd leading theme was around *introductory elements*. Within this theme, there was a pattern in comments indicating that the reduction, rewording and refinement of strands and sub-strands were an improvement on the current curriculum.

There were a number of positive comments about the introductory elements, including the refined structure of reducing 5 sub-strands into 3.

“Reduction from 5 sub-strands to 3 sub-strands is good.” (Education authority, Queensland).

The key connections also received support.

“The section on key connections is a good improvement” (Professional association, Western Australia).

But there were also comments that the introductory elements needed further improvements, such as to the rationale to outline the skills that students will develop through languages.

“Rationale needs to be improved to outline the skills which students will gain by learning a language Knowledge, skills and attitudes: think on my feet, literate, good listening skills, open to new experiences and cultures, culturally aware, international, good memory, growth mindset, brave, confident, persevere, multi-task, look and analyse for patterns etc.” (School, South Australia, Independent, Metropolitan).

Another respondent commented that the achievement standards could be refined further to be more clear and concise.

“Make the achievement standards more clear and concise so that by the end of a year, each student should possess the same knowledge as other students at that level across the country.” (Secondary teacher, Australian Capital Territory, Government, Metropolitan).

The 4th leading theme was around *manageability*, which captured comments about the amount of content that needed to be covered. Some respondents saw that the amount of content had been reduced, making the content more manageable.

“There is a huge reduction in content which is a positive, however, some more direction regarding content would be valued.” (Education authority, Queensland).

However, others felt that there was still too much content to be manageable.

“It is still too dense without concrete details.” (Secondary teacher, Australian Capital Territory, Government, Metropolitan).

The 5th leading theme in this section was around *content has improved/should remain*. Topics were varied and spanned: the increased integration of language as a system, intercultural competence; the improved alignment with other languages; shifts in language and improvements in achievement standards, as well as the simplification and better accommodation of the diversity of learners.

“The increased integration of language as a system, intercultural competence etc as a fundamental aspect of working in the target language is much appreciated and a significant improvement. This

reduces the notion that you can "learn French by just talking about French in English." (Other – Individual, Tasmania).

"Increased parity and similarity of content and tasks with other languages is also a significant improvement. This means that I can now conduct PL for teaching strategies across a number of languages, where it would have not been viable to do so in the past for just one or 2 teachers of an individual language." (Other – Individual, Tasmania).

"The achievement standards now also allow for greater flexibility (for the individual teacher), despite reading more like a SACE Curriculum, appears more attainable to all Year 10 students." (Professional association, South Australia).

"There is a shift from performative language to communicative language, which is great. They align well the SACE performance standards - flows well into the senior years - much decluttered." (Education authority, South Australia).

"It is now easier to accommodate the diversity of learning a languages e.g. different timetable structures, different entry points, students changing languages. The simplification of the revision was well received. The Standard Elaborations with a narrowed down scope are more specific, making planning easier. Reduction in the Achievement Standards for Foundation level and a lot more dependent on 'exploring with support' which makes it a lot more achievable." (Education authority, Queensland).

Band-level specific comment

Respondents were also prompted to leave feedback that was specific to individual band levels. Of the 50 respondents 8 provided such detailed feedback, some of whom in relation to multiple band levels. Table 12 lists the number of respondents who provided feedback for each band level.

Table 12: Band-level specific open-ended feedback provided by French survey respondents

Band level	Number of respondents
Foundation	2
Years 1-2 band	1
Years 3-4 band	2
Years 5-6 band	3
Years 7-8 band	4
Years 9-10 band	2

Differences between stakeholder groups

The number of respondents for the French curriculum was too small to investigate differences between stakeholder groups.

Summary - survey results

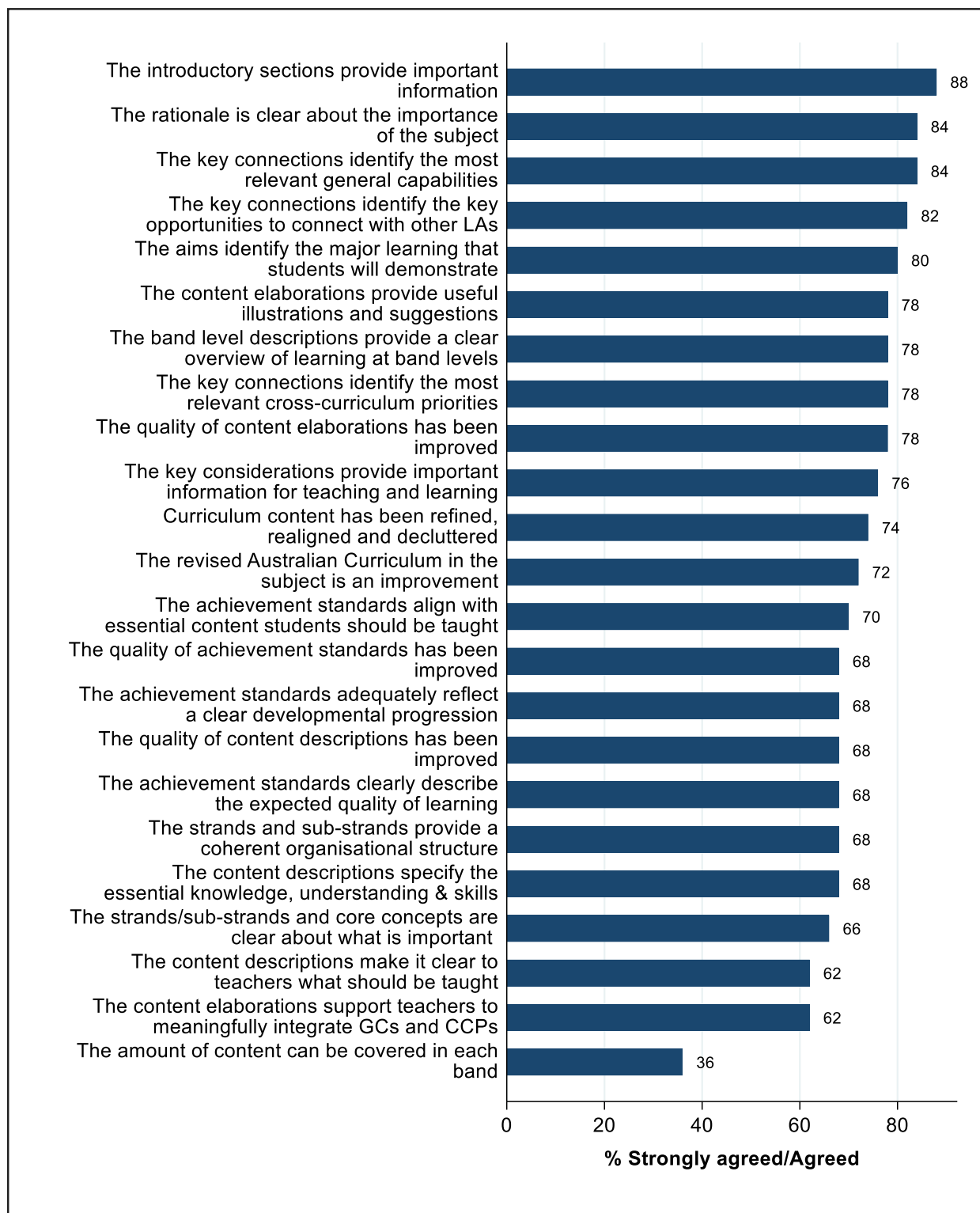
Survey participation for the French curriculum was low with 50 completions. Respondents who identified as teachers (46%) and those who were linked to schools in metropolitan areas (50%⁶) were the largest respondent groups that influence the overall survey results for French. Overall responses were also more influenced by those who participated for the secondary school curriculum (48%), than those who participated for the F-6 (20%), or the combined F-10 curriculum (32%).

The level of agreement tended to be highest for the statements about the introductory elements of the curriculum. These sit at the upper end in Figure 16, which shows the level of respondent agreement for all 23 statements in descending order. At the lower end of the graph are the statements involving achievements

⁶ Percentage based on all respondents while the numerator only applied to teachers, school leaders, students, parents and schools.

standards and content descriptions from the Curriculum elements section of the survey. Still, a majority of between 62% and 68% also agreed or strongly agreed with these statements.

Figure 16: All statements, level of agreement, French survey respondents



The overall feedback provided by survey respondents suggests that the majority see the objectives of the review met. One notable exception to the overall positive picture are perceptions about the manageability of curriculum content in each band. Only 36% of survey respondents agreed or strongly agreed with that statement.

The open-ended survey feedback indicated the respondents saw several improvements with the proposed revisions. These included improved clarity and succinctness of content descriptions and an improved structure with the reduction of sub-strands. Other perceived improvements included the increased integration of language as a system, intercultural competence; the improved alignment with other languages; shifts in language and improvements in achievement standards, as well as the simplification and better accommodation of the diversity of learners. However, even with these improvements, respondents saw opportunities for further improvement, such as to clarity around achievement standards and more language specificity in content descriptions.

5.3 Italian

This section presents results for Italian and starts by drawing a profile of participants who provided feedback on the Italian curriculum.

5.3.1 Survey respondent profile

More than half of the 39 respondents who completed the questionnaire for Italian were teachers (56%) (Table 13). The next largest respondent groups were professional associations (18%) and schools (13%). Combined, these 3 respondent groups constituted 87% of all survey respondents.

Table 13: Type of survey respondent, Italian survey Respondents

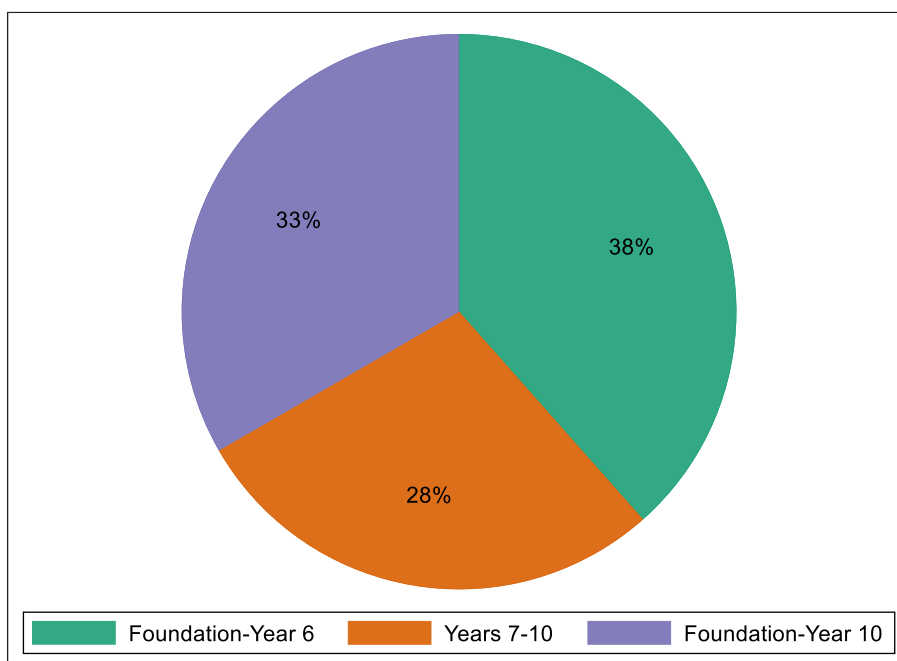
Type of respondent	n	Percent
Individual respondent		
Teacher	22	56.4%
School leader	3	7.7%
Other - Individual	1	2.6%
Group respondent[^]		
School	5	12.8%
Professional association	7	17.9%
Other - Group	1	2.6%
Total	39	100.0%

[^] A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix D.

Thirty nine percent of respondents participated in relation to the F-6 curriculum, 28% in relation to the Y7-10 curriculum and 33% in relation to the F-10 curriculum (Figure 17).

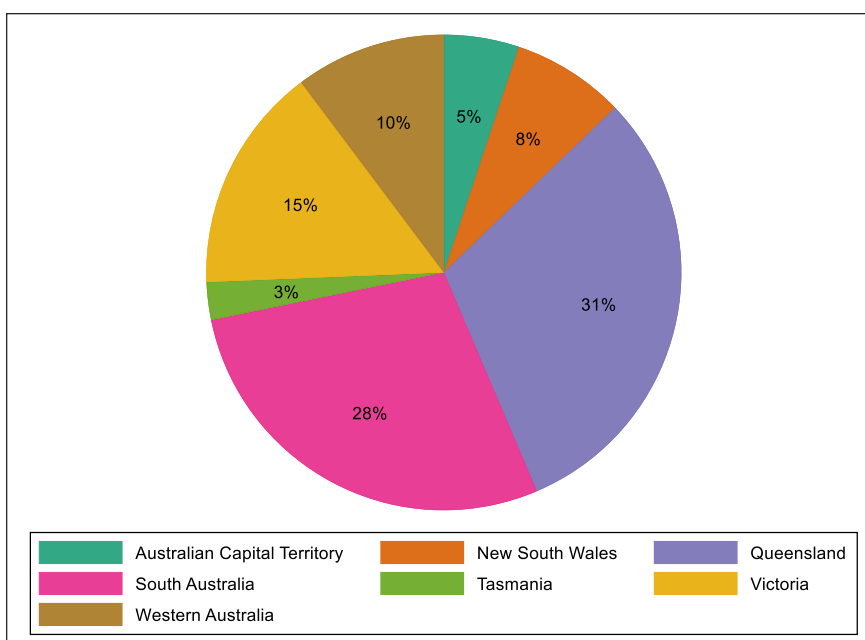
Of the 24 secondary level and F-10 respondents, 7 responded based on the Year 7-10 language sequence, 2 based on Year 7-10 bands from the F-10 sequence and 15 based on both.

Figure 17: Level of curriculum selected, Italian survey respondents



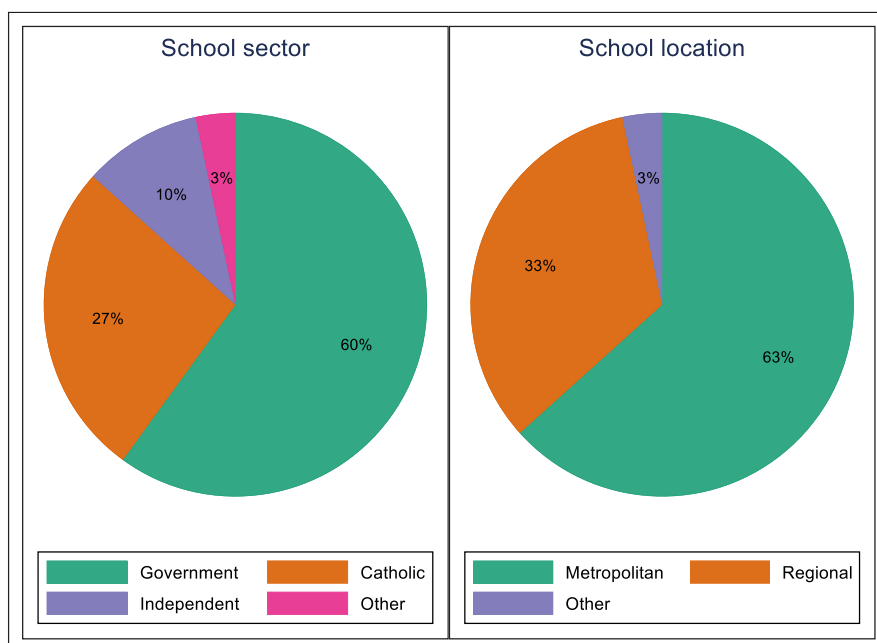
State representation among survey respondents was strongest for Queensland (31%) and South Australia (28%) (Figure 18).

Figure 18: State of residence, Italian survey respondents



Respondents who identified as a teacher, school leader, school 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 (60%), 27% indicated a Catholic school and 10% an Independent school (left panel in Figure 19). This compares with the following student enrolment distributions in 2020: Government – 66%, Catholic – 19% and Independent – 15%⁷.

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

Figure 19: School sector and location, Italian survey respondents[^]

[^] Teachers, school leaders, parents and schools.

'Other' responses in the pie charts relate to staff who worked across schools or parents who had children in multiple schools.

About 63% of those respondents indicated that the school was located in a metropolitan area, 33% that it was in a regional area and 3% that it was in an 'Other' (non-remote) area (right panel in Figure 19). These percentages compare with the following student enrolment distributions in 2020: 72% of students were enrolled in major cities (equivalent to metropolitan areas), 26% in regional areas and 2% in remote areas in 2020⁸.

Stakeholder summary and implications for overall results

Of the 39 completed surveys 56% were submitted by teachers and 39% by respondents who completed the survey for the F-6 curriculum. Of the 30 teacher, parent and school respondents 19 were linked to schools in metropolitan areas, and 18 to Government schools. These numbers constitute close to half of the overall sample. The overall survey results are most influenced by these respondent groups.

Table 14: Most prevalent respondent characteristics, Italian survey respondents

Respondent dimension	Category	n	Percent of all survey completions
Level of curriculum	F-6	15	39%
Type of respondents	Teacher	22	56%
School sector [^]	Government	18	46%
School location [^]	Metropolitan	19	49%

[^]This information was only captured from participating teachers, school leaders, schools, parents and students while the percentage in the last column is based on all respondents.

⁸ ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

5.3.2 Survey results

Given the universe of relevant teacher, school leader, parent and other stakeholder populations in Australia, the number of survey respondents for Italian was very small. The small number of respondents means that 4 respondents agreeing or not makes a difference of 10 percentage points. Reported proportions are therefore volatile to small differences in responses. This adds another dimension to the general limitations of the consultation design (see Section 3.4.6), such as limitations related to the potential influence of multiple participations on results (see Section 3.4.5) and should be considered when interpreting the results.

Overall results

The General feedback part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections: Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results focuses on feedback captured in these 3 sections and follows their structure.

The survey also captured feedback that was band-level specific. This feedback has been considered by ACARA in refining the Italian curriculum. However, it is not reported here beyond the number of respondents who provided such detailed feedback.

Introductory elements

Respondents were presented with 8 statements in the Introductory elements section of the questionnaire and asked to give an agreement rating for each. These statements related to the rationale, the aims, the organisational structure, key connections and key considerations in the introductory sections of the Italian curriculum. The results are reported in Figure 20.

Overall, between 62% and 82% of respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest for the statement that the key connections section identifies the most relevant cross-curriculum priorities (82%).

They were lowest for the statement that the aims identify the major learning that students should demonstrate (62%), that the strands and sub-strands provide a coherent organisational structure (64%) and that the strand/sub-strands and core concepts were clear about what was important (62%). Of the 8 statements in the Introduction section these 3 statements also received the highest level of disagreement with between 36% and 38% of respondents respectively disagreeing or strongly disagreeing. Respondents were particularly likely to strongly disagree with the 2 strand statements (28% strongly disagreed).

Figure 20: Introductory elements, Italian survey respondents

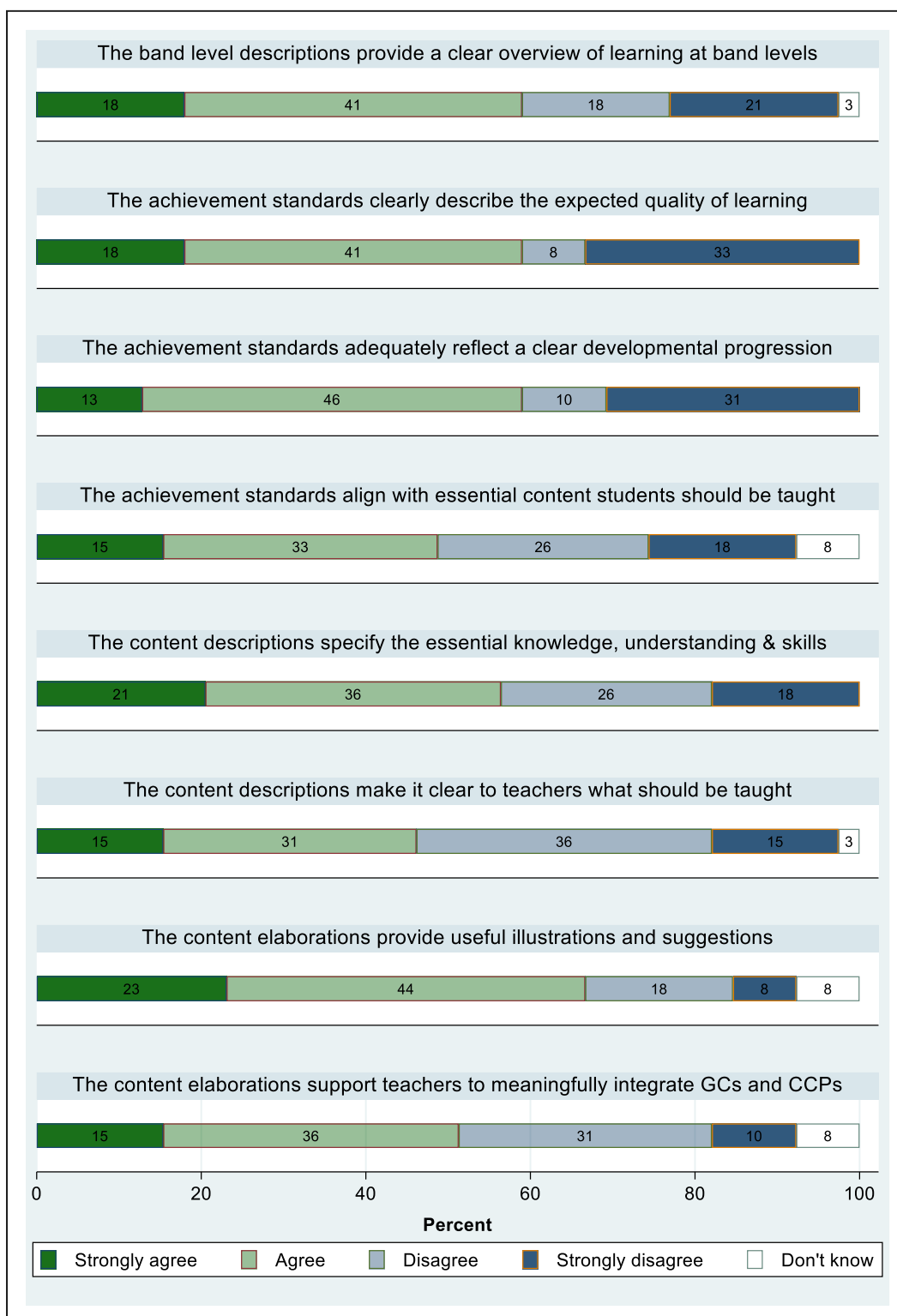


Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Curriculum elements

The next section in the questionnaire captured perceptions on 4 curriculum elements: band level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 21. Between 46% and 67% of respondents agreed or strongly agreed, and between 26% and 51% disagreed or strongly disagreed with the presented statements.

Figure 21: Curriculum elements, Italian survey respondents



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

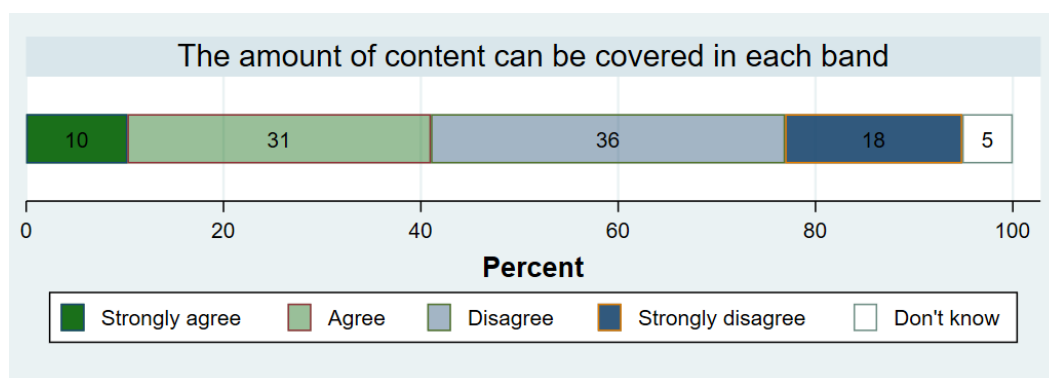
Responses were most favourable in relation to the content elaborations providing useful illustrations and suggestions on how to plan and teach the content (67% agreement).

Respondents were least likely to agree with the statements that suggested that the learning described in the achievement standards aligned with the essential content that students should be taught (49%) and that the content descriptions made it clear what should be taught (46%).

About 1 in 3 respondents strongly disagreed with the propositions that the achievement standards clearly describe the expected quality of learning students should typically demonstrate at the end of the year (33%) and that they adequately reflect a clear developmental progression (31%).

Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Here, more respondents expressed disagreement (54%) than agreement (41%) with 5% of respondents opting for the 'don't know' option (Figure 22).

Figure 22: Amount of content, Italian survey respondents



The 54% of respondents who disagreed or strongly disagreed were asked a follow-up question to clarify what content should be removed or what revisions were needed to make the content more manageable. Of the 21 respondents who were asked this follow-up question, 19 provided a comment. These comments were coded according to the themes and subthemes covered in the code frame (Appendix C). 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.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, some respondents did not address this, but rather saw this as an opportunity to comment on any aspect of the curriculum.

The top 5 themes and their subthemes that emerged from feedback given by those 19 are listed in Table 15 together with their prevalence.

The top 4 main themes were: *clarity*, *content should be removed*, *manageability (amount of content)* and *implementation* (technically out of scope). Equally ranked as the 5th leading theme were *introductory elements* and *content should be added*. The final 2 themes did not gather a lot of responses (n = 5), so are not discussed in this section. The top 4 themes are discussed.

The leading theme in this section was around *clarity*. Within this theme were comments to do with further improvements being needed to improve readability, and to improve alignment between achievement standards and content descriptions.

"I think some of the language is unnecessarily wordy and/or complicated, such as 'interpret and convey meaning' (3-4) could be just 'understand and communicate', or where it says 'selecting and using' (5-6), when surely it's implied that there is usually an element of choice involved when creating their own work. There are some content descriptors and achievement standards that don't seem to align in a very clear or obvious way, unless I am missing something." (Primary teacher, Queensland, Government, Regional).

Another respondent commented that the content descriptions needed additional content and further clarity to assist planning and meaningful learning.

"Teachers clearly indicated that they did not find the proposed content descriptions more clear or helpful in guiding what to teach – in fact, quite the opposite. Comments from teachers included: All examples have been removed, all languages are very general, the original is very clear; The

proposed is up to teachers to interpret, this will make it difficult for teaching and planning; Schools will be on different pages/different in terms of teaching quality and student outcomes; The CDs are not clear because content is missing specific details e.g. family, friends and favourite things have been omitted i.e. does not make clear “WHAT” to teach.” (School, South Australia, Government, Metropolitan).

Another suggestion was to provide more language specific suggestions within the content descriptions.

“We would like to see much more language specific suggestions to support teaching and learning. This could be embedded with the content descriptors.” (Professional association, Western Australia).

Table 15: Content that should be removed or revisions needed to make content more manageable (top 5 themes), Italian survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Clarity	11	28.2%
The overall language of the curriculum is clearer and/or easier to understand	1	2.6%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	6	15.4%
The wording of the content descriptions is clearer and/or easier to understand	1	2.6%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	6	15.4%
The wording of the achievement standards need further clarity	2	5.1%
Content should be removed	10	25.6%
General views that there is content that should be removed	2	5.1%
Various other learning area specific content that should be removed	8	20.5%
Manageability (amount of content)	8	20.5%
Still too much content/further decluttering needed	8	20.5%
Implementation (out of scope)	7	17.9%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	6	15.4%
Introductory elements	5	12.8%
The strand/sub-strands/core concepts need further improvement	5	12.8%
Content should be added	5	12.8%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	1	2.6%
Various other learning area specific content that should be added	5	12.8%

Comments were provided by 19 respondents. Percentages are based on all 39 Italian survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E5 in Appendix E.

The 2nd leading theme was to do with *content should be removed*. This is not unexpected given the question prompt about what content should be removed or what revisions were needed to make the content should be removed, rather than specific examples of what that entailed.

“There needs to be an overall decrease in the amount and level of language content that is expected to be covered.” (Primary teacher, South Australia, Catholic, Metropolitan).

Some specific suggestions included removal of the buddy system; wording around translating and reflecting; using ‘culture’ as standalone at the strand level.

The 3rd leading theme related to perceived *manageability* of the amount of content.

It was noted that the manageability of the amount of content is context specific with the time allocated teaching this subject being different for states/territories, jurisdictions and schools.

“The amount of content that can be covered in each year/band is dependent on the time allocation for each language program.” (Professional association, Tasmania).

For this reason, other suggestions proposed rather than just removing content to make the content more manageable including setting realistic expectations that can be achieved by students at each band level and support for implementation.

“Rather than removing even more content to make it manageable, the revised content needs to include more language specific support to teachers.” (Professional association, South Australia).

The 4th leading theme was around *implementation*. Comments on implementation were technically out of scope of the TOR. These comments included issues around resourcing, school structures, as well as the methods and practices of teaching and assessment. However, to comprehensively code all of the comments provided through the consultation, they were recorded under a theme of *implementation*, which generally captured perceived implementation challenges. Of note for the subject of Italian, issues again came back to the amount of time allocated for languages.

“There could perhaps be a tiered approach for those of us who don't have the full recommended teaching allocation - for example, some parts of the achievement standards are classed as essential, the rest is classed as desirable.” (Primary teacher, Queensland, Government, Regional).

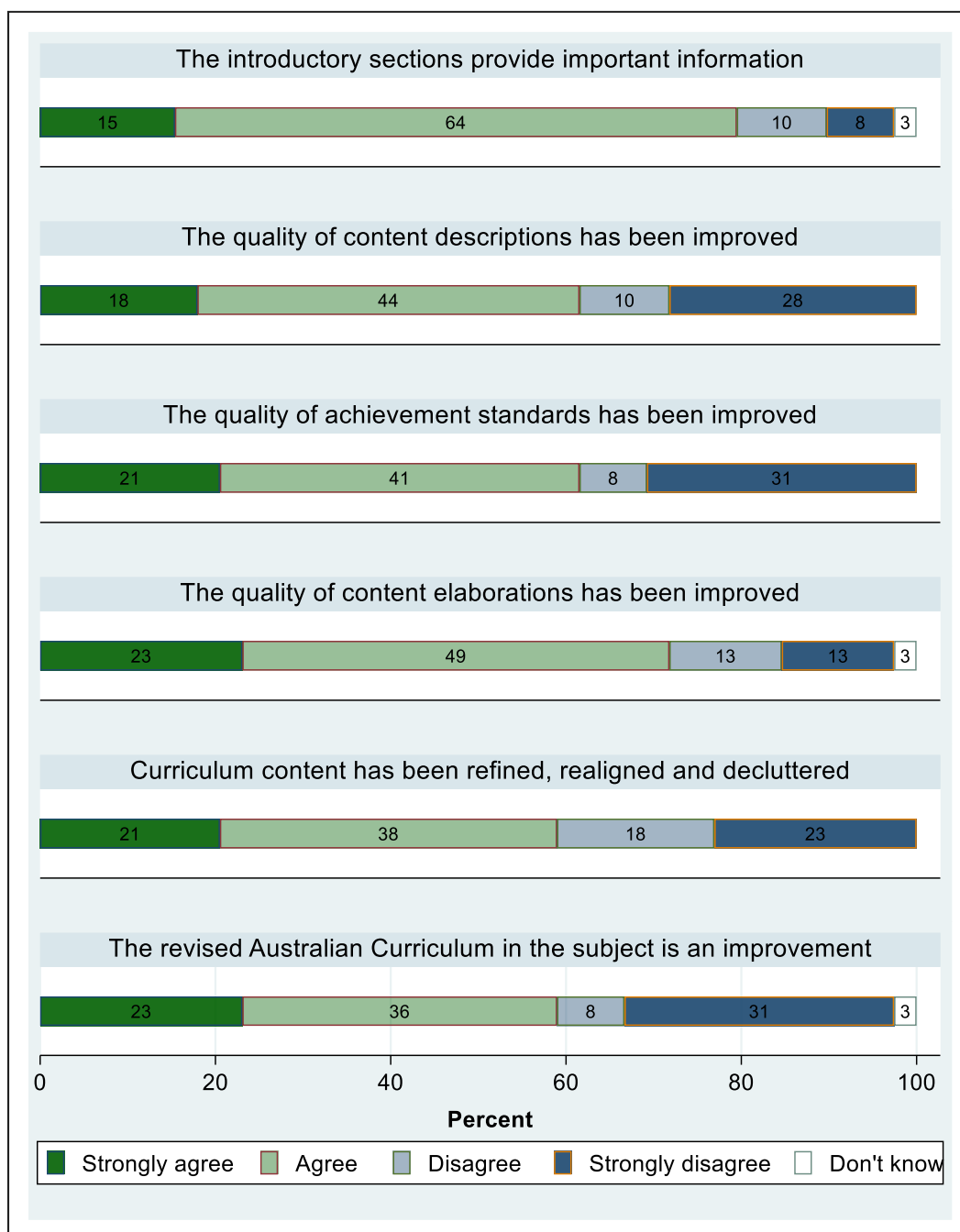
Overall feedback

In the Overall feedback section respondents were asked whether they thought the quality of achievement standards, content descriptions and content elaborations had been improved, whether the curriculum content had been refined, realigned and decluttered and whether the revised Australian curriculum was an improvement on the current version. These questions directly related to the TOR of the Review and what it set out to achieve.

The Overall feedback section also included the statement ‘The introductory sections provide important information’. Results for all these questions are shown in Figure 23. They show that the statements directly related to the terms of reference received lower agreement (between 59% and 72% agreed or strongly agreed) than the statement about the introductory section (79%).

Despite that, a majority of respondents agreed with all TOR statements, particularly with the statement that the content elaborations had been improved (72%).

Figure 23: Overall feedback, Italian survey respondents



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

Aspects that have improved and aspects that need (further) improvement

Respondents could openly comment on aspects of the revised Italian curriculum 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 the survey respondents (61%) commented in one of those boxes (Table 16).

Open-ended responses were coded to the themes and subthemes according to the developed code frame (Appendix C). 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 16: Open-ended comment, Italian survey respondents

Commenting status	n	Percent
Not commented	15	39%
Commented in 'have improved box'	6	15%
Commented in 'further improve' box	2	5%
Commented in both boxes	16	41%
Total	39	100%

The top 5 themes and their subthemes were: *clarity*; *introductory elements*; *content has improved/should remain*; *content should be added* and *content should be removed* (Table 17).

The leading theme in this section was around *clarity*. A number of respondents spoke about the improvements to clarity that had been offered by the proposed revisions. Some respondents spoke specifically to the overall structure, which offered more clarity and conciseness.

"Overall structure and explanation of all sections is clearer, straight to the point and less confusing and vague." (Primary teacher, New South Wales, Government, Metropolitan).

"In general, the new structure is clearer and less cluttered." (Primary teacher, New South Wales, Government, Metropolitan).

Others specifically spoke to the content descriptions as being clearer and better defined, with elaborations providing more opportunities for meaningful learning.

"The content descriptions are more concise and their alignment across languages makes it easier to visualise what the teaching and learning will look like at each level as these mostly do not need to be different across languages. The Achievement Standards appear to be much better aligned to the content. Figure 1: "Relationship between concepts, strands and sub-strands" clearly shows the skills, knowledge, understandings and concepts of the languages curriculum and reminds teachers the interconnectedness of these." (Primary teacher, South Australia, Government).

"Content elaborations are clear and linguistically more appropriate" (School, South Australia, Catholic, Metropolitan).

"Content description is clear and better defined -the Elaboration section clearly states that these are example points/suggestions for teaching and learning -the Target Language examples are very helpful and give immediate direction for planning and programming." (Primary teacher, New South Wales, Government, Metropolitan).

However, within this theme, there were more comments to do with further improvements being needed to improve readability, specificity and to enable meaningful learning, as well as provide more alignment between content descriptions and achievement standards.

"I think some of the language is unnecessarily wordy and/or complicated, such as 'interpret and convey meaning' (3-4) could be just 'understand and communicate', or where it says 'selecting and using' (5-6), when surely it's implied that there is usually an element of choice involved when creating their own work." (Primary teacher, Queensland, Government, Regional).

"There are some content descriptors and achievement standards that don't seem to align in a very clear or obvious way, unless I am missing something." (Primary teacher, Queensland, Government, Regional).

The 2nd leading theme was to do with *introductory elements*. A number of respondents spoke about the improvements to the introductory elements that had been offered by the proposed revisions. Specific mentions were made about the strands and sub-strands.

"The new sub-strands integrate the learning far more logically and with less repetition while staying true to the rigour of the original curriculum." (Primary teacher, South Australia, Government).

“The new names of the strands are less abstract.” (Primary teacher, South Australia).

However, within this theme, there were more comments to do with further improvements being needed to the introductory elements, such as improving clarity around strands and offering more alignment between core concepts and strands and sub-strands.

“Keep the labels for the strands as short as possible rather than phrases.” (Professional association, Western Australia).

“The core concepts need to align more directly to the strands and substrands.” (Professional association, Western Australia).

Table 17: Aspects that have improved/need further improvement (top 5 themes), Italian survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Clarity	18	46.2%
The overall language of the curriculum is clearer and/or easier to understand	2	5.1%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	4	10.3%
The wording of the content descriptions is clearer and/or easier to understand	6	15.4%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	6	15.4%
The wording of the achievement standards is clearer and/or easier to understand	6	15.4%
The wording of the achievement standards need further clarity	8	20.5%
Introductory elements	12	30.8%
The strand/sub-strands/core concepts have improved	4	10.3%
The strand/sub-strands/core concepts need further improvement	4	10.3%
The key connections have improved	4	10.3%
Content has improved/should remain	8	20.5%
General views that content has improved	3	7.7%
Various other learning area specific content that has improved or should remain	6	15.4%
Content should be added	7	17.9%
Various other learning area specific content that should be added	7	17.9%
Content should be removed	5	12.8%
General views that there is content that should be removed	1	2.6%
Content should be removed that is not aligned with who we want our children to become	3	7.7%
Various other learning area specific content that should be removed	3	7.7%

Comments were provided by 24 respondents. Percentages are based on all 39 Italian survey respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E6 in Appendix E.

The 3rd leading theme related to *content that had improved/should remain*. Various perspectives were offered in this section, including having Foundation as a separate band; removing translation as a strand and achieving more alignment with other languages. It was also noted that there was less repetition in content descriptions.

“I am pleased to see that Foundation is now a separate band.” (Primary teacher, Queensland, Government, Regional).

"I am pleased that Translation is no longer one of the strands - I didn't do translation until University and feel it is a skill that requires an understanding of the nuances of both languages that simply hasn't been acquired in Primary school." (Primary teacher, Queensland, Government, Regional).

"Greater consistency between languages. Reduction in repetition and wordy CDs. Clear progression expressed with key verbs in CDs. Clearer to read achievement standards. Language guides will be appreciated. These changes will support teachers to read the curriculum documents and plan progressive learning." (Professional association, South Australia).

The 4th leading theme was *content should be added*. The comments were often around adding more language specific suggestions to content descriptions to support teaching and learning.

"We would like to see much more language specific suggestions to support teaching and learning. This could be embedded with the content descriptors." (Professional association, Western Australia).

"I think some of the language is unnecessarily wordy and/or complicated, such as 'interpret and convey meaning' (3-4) could be just 'understand and communicate', or where it says 'selecting and using' (5-6), when surely it's implied that there is usually an element of choice involved when creating their own work." (Primary teacher, Queensland, Government, Regional).

The 5th leading theme was around *content should be removed*. This again included general comments around removing further content.

"As mentioned above there needs to be an overall decrease in the amount and level of language content that is expected to be covered." (Primary teacher, South Australia, Catholic, Metropolitan).

Some respondents provided further detail and offered suggestions such as removing specific terminology from content descriptions to strengthen the teaching of the subject.

"I find many examples and descriptions, especially in the case of the reflection on cultural elements, limited and stereotypical. Furthermore, there seems to be a push towards explaining differences, which really denotes an "us" and "them" view, very different from what intercultural competence's skills should lend themselves to. My assumption is that this will encourage teachers to present even more stereotypical images and not encourage true intercultural discussions." (Secondary teacher, New South Wales, Independent, Metropolitan).

How is 'reflection' graded? This needs to be totally removed.

Band-level specific comment

Respondents were also prompted to leave feedback that was specific to individual band levels. Of the 39 respondents 2 provided such detailed feedback, some of whom in relation to multiple band levels. Table 18 lists the number of respondents who provided feedback for each band level.

Table 18: Band-level specific open-ended feedback provided by Italian survey respondents

Band level	Number of respondents
Foundation	0
Years 1-2 band	2
Years 3-4 band	1
Years 5-6 band	1
Years 7-8 band	0
Years 9-10 band	0

Differences between stakeholder groups

The number of respondents for the Italian curriculum was too small to investigate differences between stakeholder groups.

Summary - survey results

Survey participation for the Italian curriculum was low with 39 completions. Respondents who identified as teachers (56%), those who were linked to schools in metropolitan areas (49%⁹), and those who were linked to Government schools (46%¹⁰) were the largest respondent groups that influence the overall survey results for Italian. Overall responses were also more influenced by those who participated for the F-6 curriculum (39%), than those who participated for the Y7-10 curriculum (28%), or the combined F-10 curriculum (33%).

The level of agreement tended to be highest for some elements in the introductory sections of the curriculum – these sit at the upper end in Figure 24, which shows the level of respondent agreement for all 23 statements in descending order. In the lower half of the graph are the statements involving achievement standards and content descriptions from the Curriculum elements section of the survey. This includes 2 statements about a clear understanding that achievement standards and content descriptions give on what should be taught. Less than half of the respondents indicated that this was the case. Only the responses to the question whether the amount of content could be managed each band received a lower level of agreement.

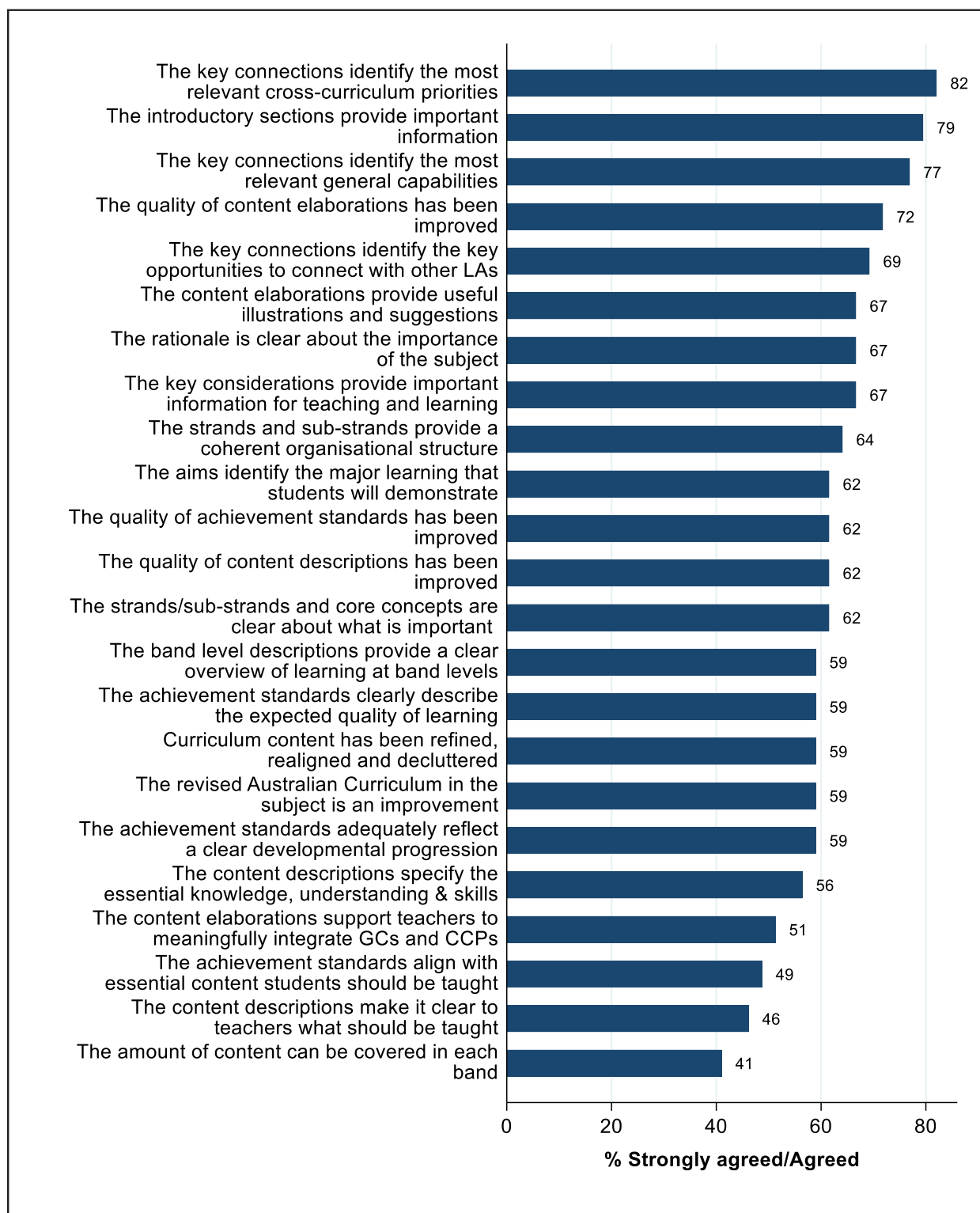
More than half of the respondents agreed or strongly agreed with the 5 TOR statements indicating that they thought the Review had achieved its objectives.

Respondents communicated through the open-ended survey feedback that they saw the proposed revisions as offering some improvement to clarity of the overall curriculum and organisation of materials, as well as improved clarity of the content descriptions and refinements to strands and sub-strands. The separation of Foundation was received positively. Even with these improvements, respondents saw opportunities for further improvement, including more language specificity in content descriptions and some refinements to terminology to enable more meaningful teaching.

⁹ Percentage based on all respondents while the numerator only applied to teachers, school leaders, students, parents and schools.

¹⁰ As above.

Figure 24: Introductory elements, curriculum elements and overall feedback, level of agreement, Italian survey respondents



5.4 Japanese

This section presents results for Japanese and starts by drawing a profile of participants who provided feedback on the Japanese curriculum.

5.4.1 Survey respondent profile

About 3 in 5 of the 79 respondents who completed the questionnaire for Japanese were teachers (60%) (Table 19). The next largest respondent groups were professional associations (14%) and schools (11%). Combined, these 3 respondent groups constituted 85% of all survey respondents.

Table 19: Type of survey respondent, Japanese survey respondents

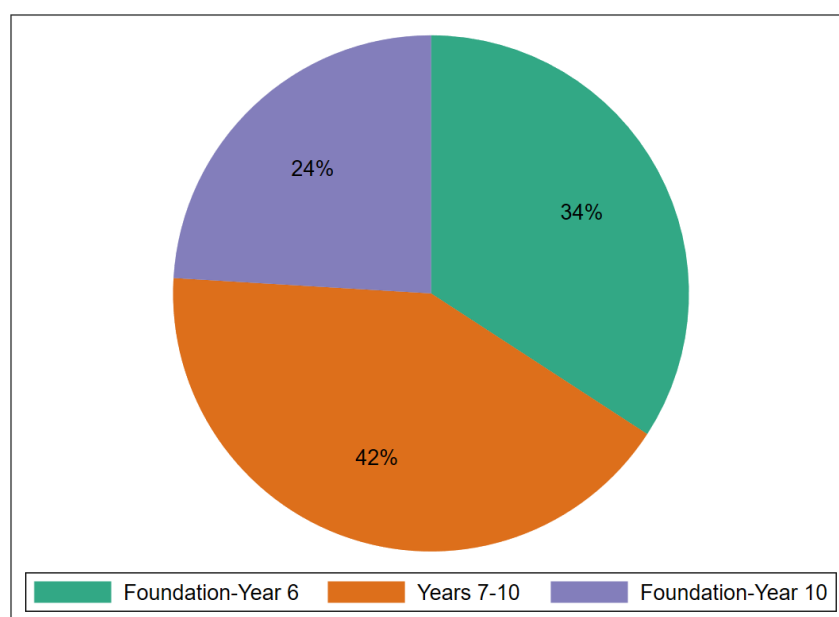
Type of respondent	n	Percent
Individual respondent		
Teacher	47	59.5%
Academic	1	1.3%
Student	3	3.8%
Other - Individual	2	2.5%
Group respondent[^]		
School	9	11.4%
Professional association	11	13.9%
Education authority	2	2.5%
Other - Group	2	2.5%
Total	79	100.0%

[^] A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix D.

Forty two percent of respondents participated in relation to the Y7-10 curriculum, 34% in relation to the F-6 curriculum, and 24% in relation to the F-10 curriculum (Figure 25).

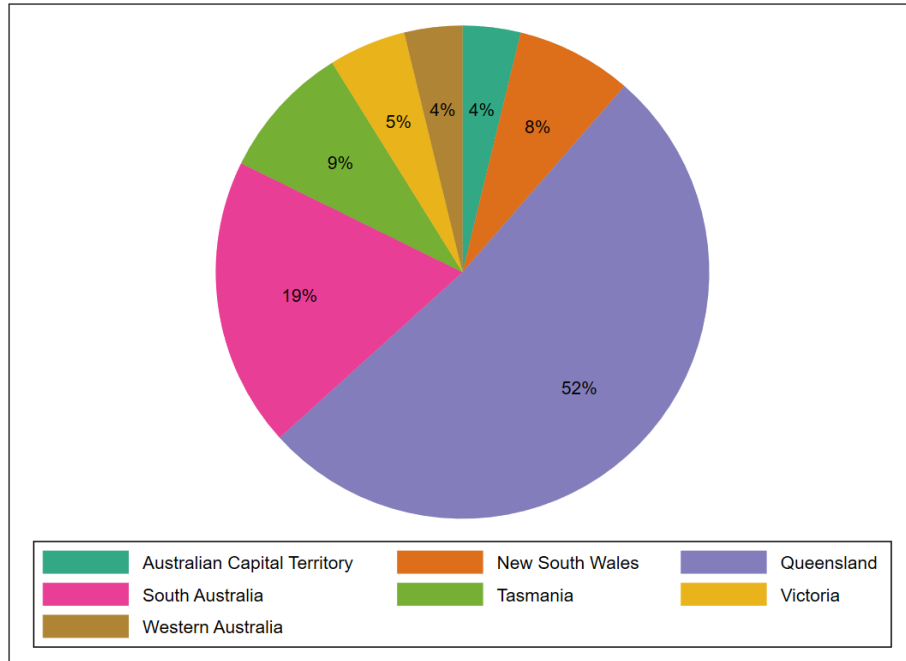
Of the 52 secondary level and F-10 respondents, 27 responded based on the Year 7-10 language sequence, 9 based on Year 7-10 bands from the F-10 sequence and 16 based on both.

Figure 25: Level of curriculum selected, Japanese survey respondents



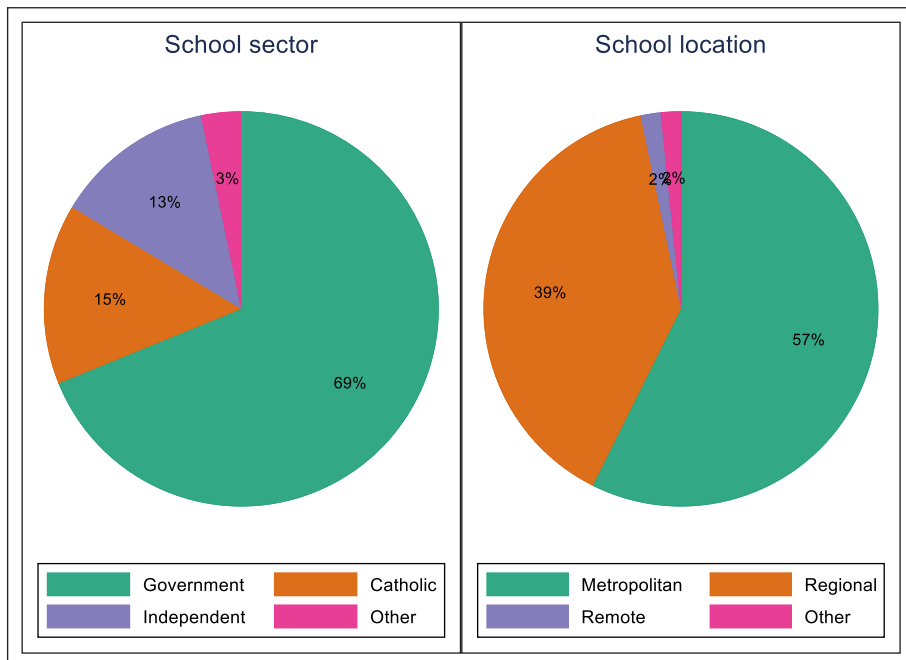
State representation among survey respondents was strongest for Queensland (52%) and South Australia (19%) (Figure 26), also relative to the shares of the national population they house (20.2% for Queensland and 6.9% for South Australia¹¹).

Figure 26: State of residence, Japanese survey respondents



Respondents who identified as a teacher, school or student were asked in which sector their school was and in which remoteness region it was located.

Figure 27: School sector and location, Japanese survey respondents[^]



[^] Teachers, students and schools.

'Other' responses in the pie charts relate to staff who worked across schools in multiple schools or students who were studying at TAFE or university.

¹¹ Source: Australian Bureau of Statistics, National, state and territory population December 2020.

Most of these respondents indicated a Government school (69%), 15% indicated a Catholic school and 13% an Independent school (left panel in Figure 27). This somewhat reflects the student enrolment distributions in 2020: Government – 66%, Catholic – 19% and Independent – 15%¹².

About 57% of those respondents indicated that the school was located in a metropolitan area, 39% that it was in a regional area and 2% that it was in a remote area (right panel in Figure 27). These percentages compare with the following student enrolment distributions in 2020: 72% of students were enrolled in major cities (equivalent to metropolitan areas), 26% in regional areas and 2% in remote areas in 2020¹³.

Stakeholder summary and implications for overall results

Of the 79 completed surveys 60% were submitted by teachers and 42% by respondents who completed the survey for the Year 7 to 10 curriculum. Of the 61 teacher, student and school respondents 35 were linked to schools in metropolitan areas, and 42 to Government schools. Further, more than half of all survey respondents were based in Queensland, overrepresenting the state's population by 2.5 times. The overall survey results are most influenced by these larger respondent groups.

Table 20: Most prevalent respondent characteristics, Japanese survey respondents

Respondent dimension	Category	n	Percent of all survey completions
Level of curriculum	Y7-10	33	42%
Type of respondents	Teacher	47	60%
State/territory	Queensland	41	52%
School sector [^]	Government	42	53%
School location [^]	Metropolitan	35	44%

[^]This information was only captured from participating teachers, school leaders, schools, parents and students while the percentage in the last column is based on all respondents.

5.4.2 Survey results

Given the universe of relevant teacher, school leader, parent and other stakeholder populations in Australia, the number of survey respondents for Japanese was small. The small number of respondents means that 8 respondents agreeing or not makes a difference of 10 percentage points. Reported proportions are therefore volatile to small differences in responses. This adds another dimension to the general limitations of the consultation design (see Section 3.4.6), such as limitations related to the potential influence of multiple participations on results (see Section 3.4.5) and should be considered when interpreting the results.

Overall results

The General feedback part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections: Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results focuses on feedback captured in these 3 sections and follows their structure.

The survey also captured feedback that was band-level specific. This feedback has been considered by ACARA in refining the Japanese curriculum, however, it is not reported here beyond the number of respondents who provided such detailed feedback.

Introductory elements

Respondents were presented with 8 statements in the Introductory elements section of the questionnaire and asked to give an agreement rating for each. These statements related to the rationale, the aims, the

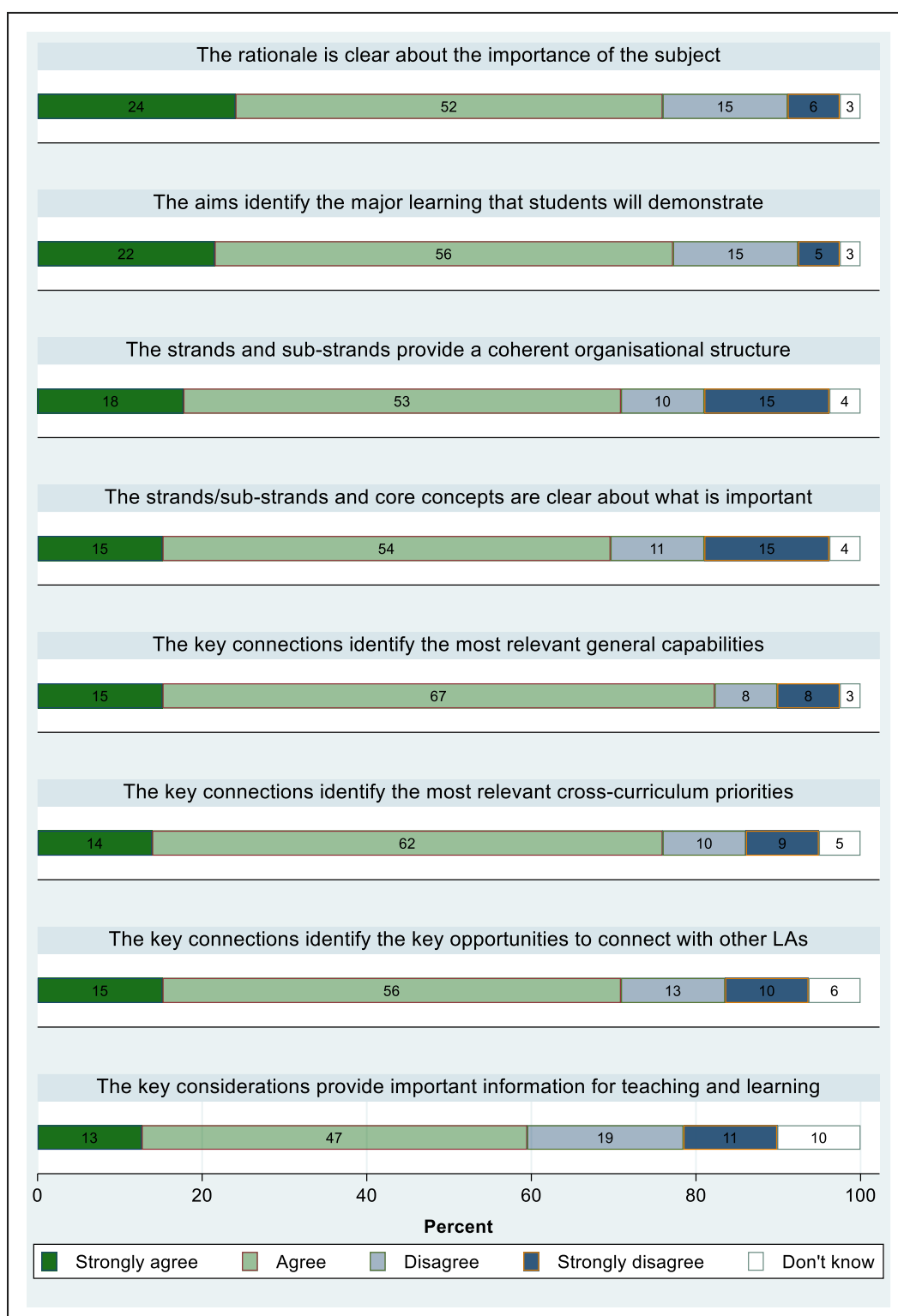
¹² ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

¹³ ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

organisational structure, key connections and key considerations in the introductory sections of the Japanese curriculum. The results are reported in Figure 28.

Overall, between 59% and 82% of respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest for the statement that the key connections section identifies the most relevant general capabilities (82%). They were lowest for the statement that the key considerations section provides important information for planning teaching and learning (59%).

Figure 28: Introductory elements, Japanese survey respondents

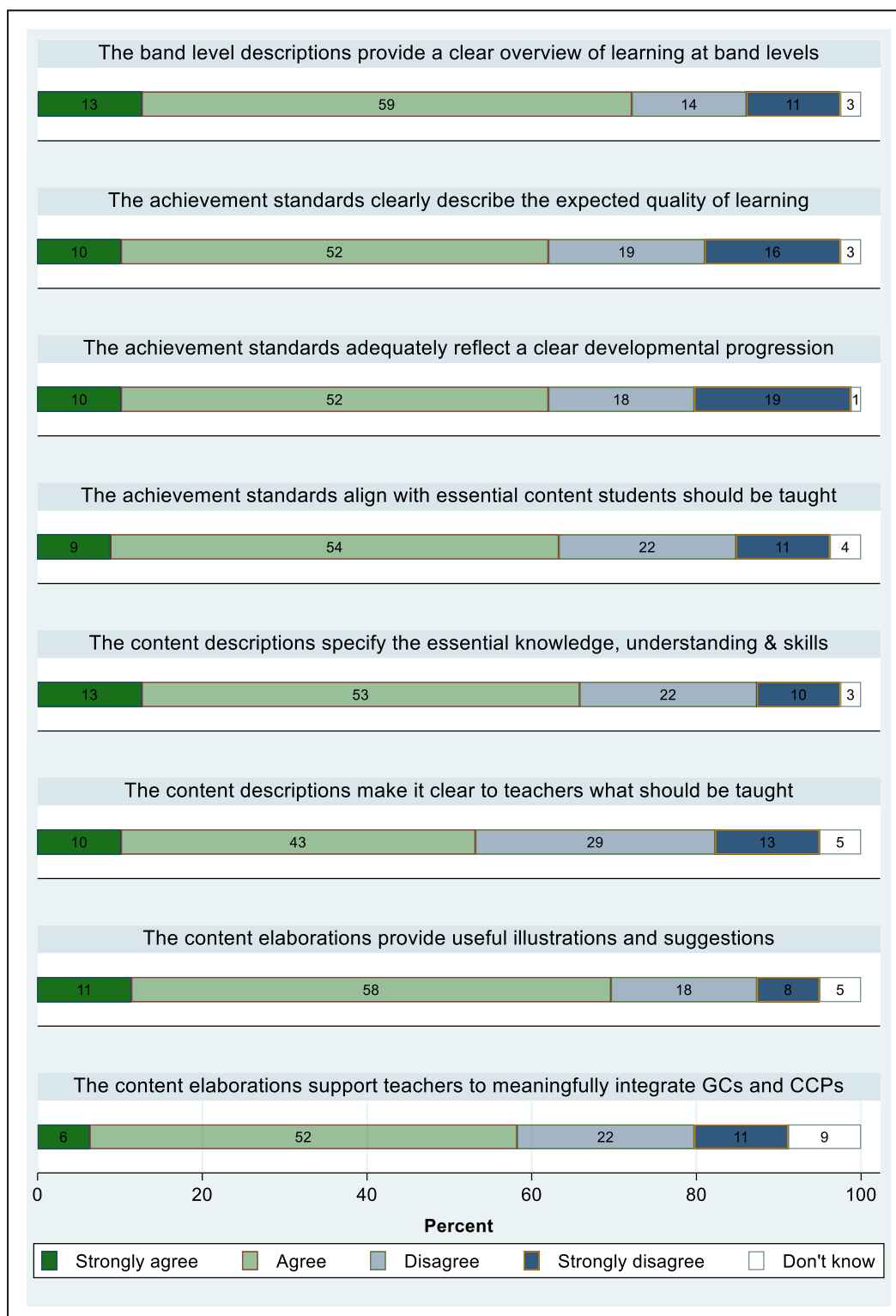


Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Curriculum elements

The next section in the questionnaire captured perceptions on 4 curriculum elements: band level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 29. Between 53% and 72% of respondents agreed or strongly agreed, and between 25% and 42% disagreed or strongly disagreed with the presented statements.

Figure 29: Curriculum elements, Japanese survey respondents

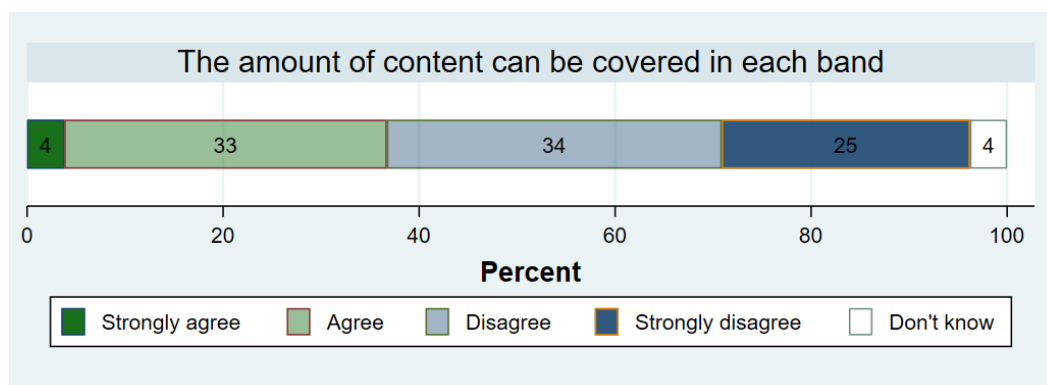


Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Responses were most favourable in relation to the band level descriptions providing a clear overview of the learning that students should experience (72% agreement) and the content elaborations providing useful illustrations and suggestions on how to plan and teach the content (70% agreement). Respondents were least likely to agree or strongly agree with the statement that suggested that the content descriptions made it clear what should be taught (53%).

Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Here, notably more respondents expressed disagreement (59%) than agreement (37%) with 25% strongly agreeing with the statement (Figure 30).

Figure 30: Amount of content, Japanese survey respondents



The 59% of respondents who disagreed or strongly disagreed were asked a follow-up question to clarify what content should be removed or what revisions were needed to make the content more manageable. Of the 47 respondents who were asked this follow-up question, 36 provided a comment.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, some respondents did not address this, but rather saw this as an opportunity to comment on any aspect of the curriculum. These comments were coded according to the themes and subthemes covered in the code frame (Appendix C). 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 top 5 themes and their subthemes that emerged from feedback given by those 36 are listed in Table 21 together with their prevalence, which is expressed as a percentage of all Japanese survey respondents. The top 5 main themes were: *content should be removed*; *clarity*; *manageability (amount of content)*; *inclusive content* and *implementation (out of scope)*.

The leading theme in this section was around *content should be removed*. Whilst there were some general comments calling for more to be removed without providing specific suggestions, other respondents did offer specific examples. The nature of these was varied from reducing the number of content descriptions, reducing content elaborations to removing specific components of content descriptions.

"Reduce the number of content descriptors and provide a scope of sequencer to teachers so they can visualize how much should be covered in a weekly timetable." (School, Australian Capital Territory, Independent, Metropolitan).

"Script is too difficult for Year 3. Many of the students find it too difficult and lose the love of the language." (Primary teacher, Western Australia, Catholic, Metropolitan).

"Cut down content elaborations especially for primary band levels. Too ambitious in my opinion." (School, South Australia, Government, Metropolitan).

"Remove 'a skit performed in Japanese then unpacked afterwards in English'. This takes away the entire point of the performance. Seems like dumbing down of student learning". (Professional association, Tasmania).

*“In the Year 7/8 communicating meaning (AC9LJ8EC03) delete negotiate and organise activities.”
(Professional association, Tasmania).*

Table 21: Content that should be removed or revisions needed to make content more manageable (top 5 themes), Japanese survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be removed	15	19.0%
General views that there is content that should be removed	2	2.5%
Content should be removed that is not aligned with who we want our children to become	1	1.3%
Various other learning area specific content that should be removed	13	16.5%
Clarity	11	13.9%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	7	8.9%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	8.9%
The wording of the achievement standards need further clarity	1	1.3%
Manageability (amount of content)	11	13.9%
Decluttering of content evident, the amount of content is more manageable	1	1.3%
Still too much content/further decluttering needed	10	12.7%
Inclusive content	9	11.4%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	1	1.3%
There are concerns around the age-appropriateness of content	8	10.1%
Implementation (out of scope)	7	8.9%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	1	1.3%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	7	8.9%

Comments were provided by 36 respondents. Percentages are based on all 79 Japanese survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E7 in Appendix E.

The 2nd leading theme was to do with *clarity*. Within this theme, were comments to do with further improvements being needed to improve readability, specificity and to enable meaningful learning.

“The wording in all areas is far too technical and obtuse. It does not actually make it clear what needs to be taught.” (Secondary teacher, Queensland, Government, Metropolitan).

Again, as per the other subjects of languages, there were suggestions to provide more language specificity within content descriptions.

“We would like to see much more language specific suggestions to support teaching and learning. This could be embedded with the content descriptors.” (Professional association, Western Australia).

In addition to suggestions around overall language, there was specific mention to revising the wording around “mediating in and between meaning” in the content descriptions.

“The document is so full of jargon the meaning is not communicated effectively. It is a shame that the specific language suggestions have been removed as they at least provided some guidance as to what was expected. ‘Mediating in and between meaning’ is unclear and has no meaning. What was

wrong with ‘translating’ when studying a language?” (Secondary teacher, Queensland, Independent, Regional).

The 3rd leading theme related to perceived *manageability* of the amount of content. More of the comments within this theme were to do with perceiving that there was still too much content to be manageable.

“The amount of contents are overwhelming in lower bands. In my school case, F-Yr5 have one 30-minute lesson per week. The amount of content taught is not balanced by the amount of time taught.” (F-12 teacher, Queensland, Government, Metropolitan).

“The level of language that is expected to be attained at each level is also ridiculous especially when students enter the class at different levels with no prior language knowledge.” (Secondary teacher, Queensland, Government, Metropolitan).

The 4th leading theme was *inclusive content*. In particular, there were some concerns around the age-appropriateness of content.

“Script is too difficult for Year 3. Many of the students find it too difficult and lose the love of the language.” (Primary teacher, Western Australia, Catholic, Metropolitan).

“I still feel that at the Year 7 and 8 level there the expectation of a nuanced and insightful understanding of the connections between language, culture, and society are unrealistic.” (Secondary teacher, South Australia, Catholic, Metropolitan).

“Grammar suggestions are not realistic for Year 7, 8 and 9.....Overall, too many high level grammar structures suggested. Very unrealistic.” (School, New South Wales, Government, Metropolitan).

The 5th leading theme was around implementation. Comments around challenges with implementation, due to a lack of resources or the structure of schools, as well as comments around pedagogy, were technically out of scope of the Review. However, to comprehensively code all of the comments provided through the consultation, they were recorded under a theme of implementation, which generally captured perceived implementation challenges. Of note for the subject of Japanese, was related to the time allocation for languages.

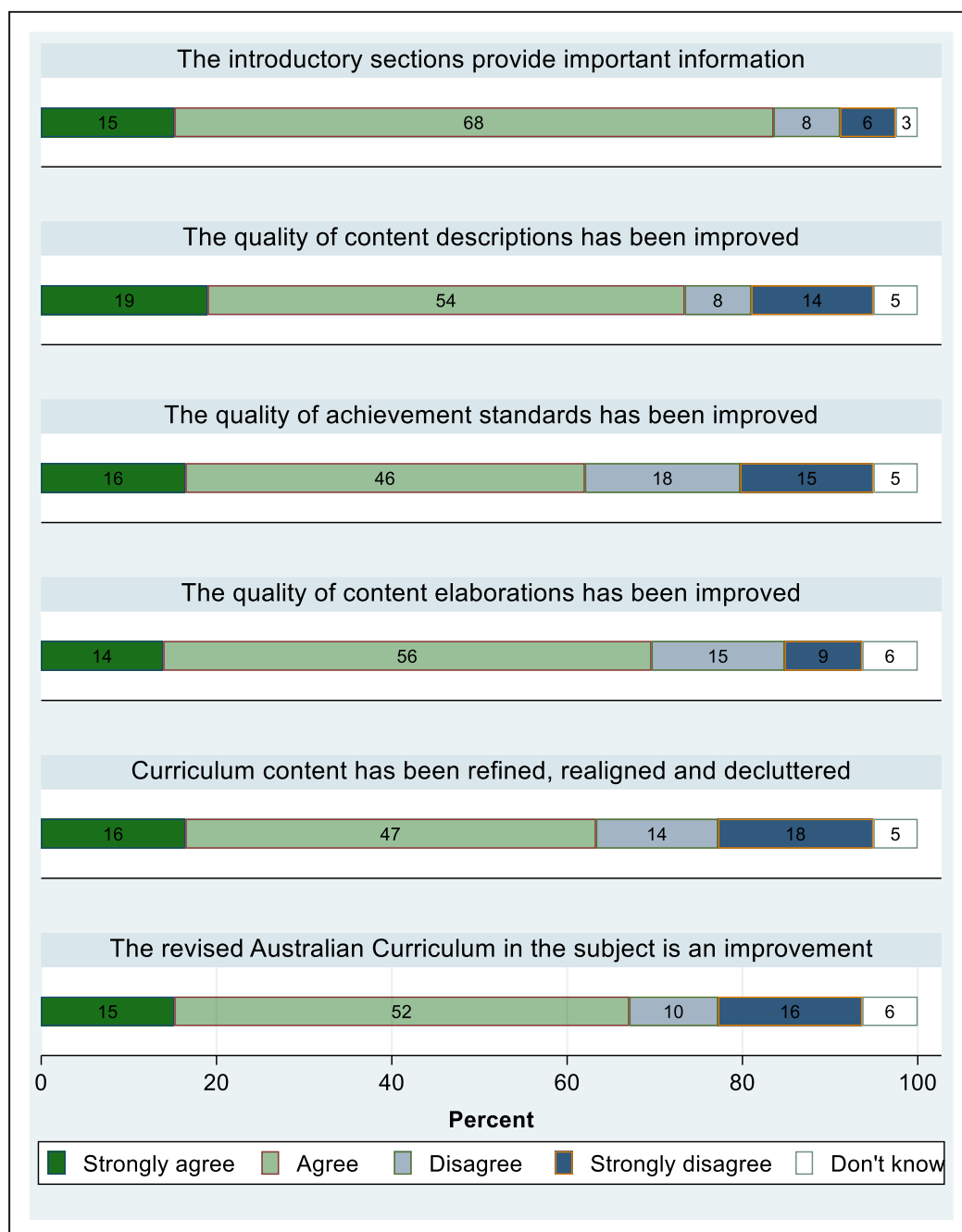
“Please research how many minutes per week majority of schools have. For example, Year 7, we had only 2 classes of 45 minutes per week and only one semester per year. How much can we teach and in Year 8, often many of the students have to revise everything they have learnt in Year 7. Current Curriculum is impossible to achieve for many schools. See the reality first. Not the ideal curriculum first.” (Secondary teacher, Queensland, Government, Regional).

Overall feedback

In the Overall feedback section respondents were asked whether they thought the quality of achievement standards, content descriptions and content elaborations had been improved, whether the curriculum content had been refined, realigned and decluttered and whether the revised Australian Curriculum was an improvement on the current version. These questions directly related to the TOR of the Review and what it set out to achieve.

The Overall feedback section also included the statement ‘The introductory sections provide important information’. Results for all these questions are shown in Figure 31. They show that the statements directly related to the terms of reference received lower agreement (between 62% and 73% agreed or strongly agreed) than the statement about the introductory section (84%).

Figure 31: Overall feedback, Japanese survey respondents



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

Despite that, a majority of respondents agreed with all TOR statements, in particular with the statement that the content descriptions had been improved (73%). There was least agreement for the propositions that the quality of the achievement standards had been improved (62%) and that the curriculum content had been refined, realigned and decluttered (63%).

Aspects that have improved and aspects that need (further) improvement

Respondents could openly comment on aspects of the revised Japanese curriculum that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. About 3 in 5 of the survey respondents (59%) commented in one of those boxes (Table 22).

Table 22: Open-ended comment, Japanese survey respondents

Commenting status	n	Percent
Not commented	32	41%
Commented in 'have improved box'	7	9%
Commented in 'further improve' box	10	13%
Commented in both boxes	30	38%
Total	79	100%

Open-ended responses were coded to the themes and subthemes according to the developed code frame (Appendix C). 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.

The top 5 main themes were: *clarity*; *manageability (amount of content)*; *introductory elements*; *content has improved/should remain* and *implementation (out of scope)* (Table 23).

The leading theme in this section was around *clarity*. Respondents spoke about the improvements to clarity that had been offered by the proposed revisions. There were various references to improvements with the content descriptions having become more succinct and clearer, while the simplification of the achievement standards was also seen as an improvement.

"Some of the CDs are more succinct and clearer. Some of the elaborations are more practical and achievable - they make sense and are not as repetitive. Removing language examples from the achievement standard is great - less prescriptive." (Primary teacher, South Australia, Government, Metropolitan).

"We like the fact that the achievement standards and content descriptions have been simplified." (School, South Australia, Independent, Metropolitan).

"The content descriptions feel a lot more achievable and realistic." (Professional association, Tasmania).

However, within this theme, there were more comments to do with a perceived need to undertake further improvements for better readability, specificity and to enable meaningful learning.

"The core concepts need to align more directly to the strands and substrands." (Professional association, Western Australia).

"There was some concern that the proposed changes are less clear and therefore 'if teachers don't understand them, they won't apply them'; meaning that the changes will not necessarily lead to improved language teaching and learning." (School, South Australia, Government, Metropolitan).

"The content description (languages used are too general and vague)" (School, New South Wales, Government, Metropolitan).

The 2nd leading theme was to do with *manageability (amount of content)*. Some of these comments reflected that the proposed revisions had successfully reduced the amount of content and had improved manageability.

"It is a much better version and so much easier for teachers to navigate and teach in the timeframe. It was so huge before, teachers were overwhelmed and could not cover all the content, making them only cover certain aspects of the curriculum." (Secondary teacher, South Australia, Catholic, Metropolitan).

"Overall, the changes are quite positive. However, it is still an unrealistic expectation." (School, New South Wales, Government, Metropolitan).

Table 23: Aspects that have improved/need further improvement (top 5 themes), Japanese survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Clarity	27	34.2%
The overall language of the curriculum is clearer and/or easier to understand	2	2.5%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	5	6.3%
The wording of the content descriptions is clearer and/or easier to understand	11	13.9%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	8.9%
The wording of the achievement standards is clearer and/or easier to understand	6	7.6%
The wording of the achievement standards need further clarity	11	13.9%
Manageability (amount of content)	20	25.3%
Decluttering of content evident, the amount of content is more manageable	10	12.7%
Still too much content/further decluttering needed	13	16.5%
Introductory elements	17	21.5%
The rationale/aims need further improvement	3	3.8%
The strand/sub-strands/core concepts have improved	5	6.3%
The strand/sub-strands/core concepts need further improvement	5	6.3%
The key connections have improved	6	7.6%
The key connections need further improvement	2	2.5%
Content has improved/should remain	10	12.7%
General views that content has improved	5	6.3%
Various other learning area specific content that has improved or should remain	5	6.3%
Various other learning area specific content that should be removed	2	2.5%
Implementation (out of scope)	10	12.7%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	2	2.5%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	2	2.5%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	9	11.4%

Comments were provided by 47 respondents. Percentages are based on all 79 Japanese survey respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E8 in Appendix E.

The 3rd leading theme was to do with *introductory elements*. Respondents spoke about the improvements to the introductory elements that had been offered by the proposed revisions. In particular, respondents saw the key connections as an improved section.

“The key connections section is a good improvement.” (Professional association, Victoria).

Also notable in the comments were commendations for the reductions of sub-strands, with specific mention of the new strand for Foundation Year.

“Reductions of sub strands is great.” (Professional association, Tasmania).

“Was a great idea reducing the sub-strands and I like mediating.” (Secondary teacher, South Australia, Catholic, Metropolitan).

"I like the re-naming of the strands and that there is now a separate one for Foundation." (Primary teacher, South Australia, Government, Metropolitan).

However, within this theme, there were more comments to do with further improvements being needed to the introductory elements, particularly the strands and sub-strands. There was specific mention to issues around the term, "mediating".

"Proposed design of strands and sub-strands. The proposed design was not regarded by our staff as providing a more effective framework for considering what to teach within a multilingual and intercultural orientation to language teaching and learning. Indeed, the proposed set of sub-strands in particular was seen as taking teachers in a significantly different direction to that proposed in the Shape Paper, and this was not regarded as beneficial for languages education and learners of languages into the future." (School, South Australia, Government, Metropolitan).

"The proposed sub-strands are not at all clear – particularly mediating, and that the supposed 'weaving in' of the other sub-strands (translating, reflecting, language variation and change) has not been effective, and diminishes these dimensions of language learning. This is not welcome when teachers are just getting familiar with how to strengthen these aspects in their practice. Teachers felt concerned that the field is just beginning to realise these innovations and the proposed curriculum takes the field back to an old paradigm." (School, South Australia, Government, Metropolitan).

The 4th leading theme was *content has improved/should remain*. A number of respondents specifically mentioned separating the Foundation Year as an improvement to the overall structure.

"One good thing is that Foundation year has been separated from Year 1 and 2." (Primary teacher, Queensland, Catholic, Metropolitan).

"Separating Foundation is great - they are very different from Year 1/2s." (Primary teacher, South Australia, Government, Metropolitan).

Other mentions included improvements to achievement standards, which were perceived as less complicated in the proposed revisions.

"I like how the stuff about reflecting and identity has been scaled down, there was too much of that and not enough language learning! The achievement standards are so much clearer and without all the waffle that made them over complicated and wordy. This is going to be much easier to teach and assess against." (Secondary teacher, South Australia, Catholic, Metropolitan).

"It is a fantastic change/revision. Removing specifics from the achievement standards will help enormously." (Education authority, South Australia).

Elaborations were also seen as improved by some, with the addition of relevant content.

"Elaborations are more varied, lots of practical, meaningful, age appropriate and realistic options" (Professional association, Queensland).

The 5th leading theme was around *implementation*. As has been discussed previously, comments around challenges with implementation, due to a lack of resources or the structure of schools, as well as comments around methods and practices of teaching and assessment, were technically out of scope of the Review. However, for comprehensiveness, comments of this nature were coded to a theme of *implementation*. Of note for the subject of Japanese, like other languages, was related to the issues around the limited time allocation provided to the teaching of the subject.

"It really depends on school context - year 5 entry, time allocations etc. We would like to see a mandatory minimum time allowance (teachers have anywhere from 45-90mins a week.)." (Primary teacher, Queensland, Government, Regional).

Another subset of responses felt that achievement standards need further improvement.

"Some consideration of time restrictions should inform the Achievement Standard." (Academic, Queensland).

“The time allocation needs to be accounted for. Some students start at Prep and others Year 4. We need to go back to the Year 4 entry, Year 7 Entry etc. The curriculum is discriminating against schools and students who do not have the opportunity to learn from Prep and is setting students and teachers up for failure.” (Primary teacher, Queensland, Government, Metropolitan)

“Realising that a lot of students commence their learning of languages (and in this case Japanese) from Year 5 in primary school the given achievement standards do not match expected competency at this level.” (Primary teacher, Queensland, Government, Regional)

“Grammar suggestions are not realistic for Year 7, 8 and 9. どう思いますか is in Year 9 and 10 as well なければなりません is included in Year 10 but they are Year 11 and 12 curriculum structures. Overall, too many high level grammar structures suggested. Very UNREALISTIC.” (School, New South Wales, Government, Metropolitan).

“The level of language that is expected to be attained at each level is also ridiculous especially when students enter the class at different levels with no prior language knowledge.” (Secondary teacher, Queensland, Government, Metropolitan).

Another subset of responses suggested that the content descriptions could use further revision to be clearer and easier to understand.

“The content description (languages used are too general and vague)” (School, New South Wales, Government, Metropolitan).

“Some of the content descriptors need to be clearer. A beginning teacher, with little or no experience teaching Japanese will still question exactly WHAT is required. There needs to be a glossary to explain terms such as formulaic, textual conventions etc.” (Primary teacher, South Australia, Government, Metropolitan).

“There needs to be a glossary to explain terms such as formulaic, textual conventions etc.” (Primary teacher, South Australia, Government, Metropolitan).

Additionally, other individual responses suggested including some guides or information for implementation in composite classrooms or ideas in classrooms with a lot of Japanese background students.

Band-level specific comment

Respondents were also prompted to leave feedback that was specific to individual band levels. Of the 79 respondents 12 provided such detailed feedback, some of whom in relation to multiple band levels. Table 24 lists the number of respondents who provided feedback for each band level.

Table 24: Band-level specific open-ended feedback provided by Japanese survey respondents

Band level	Number of respondents
Foundation	4
Year band 1-2	1
Year band 3-4	2
Year band 5-6	2
Year band 7-8	4
Year band 9-10	2

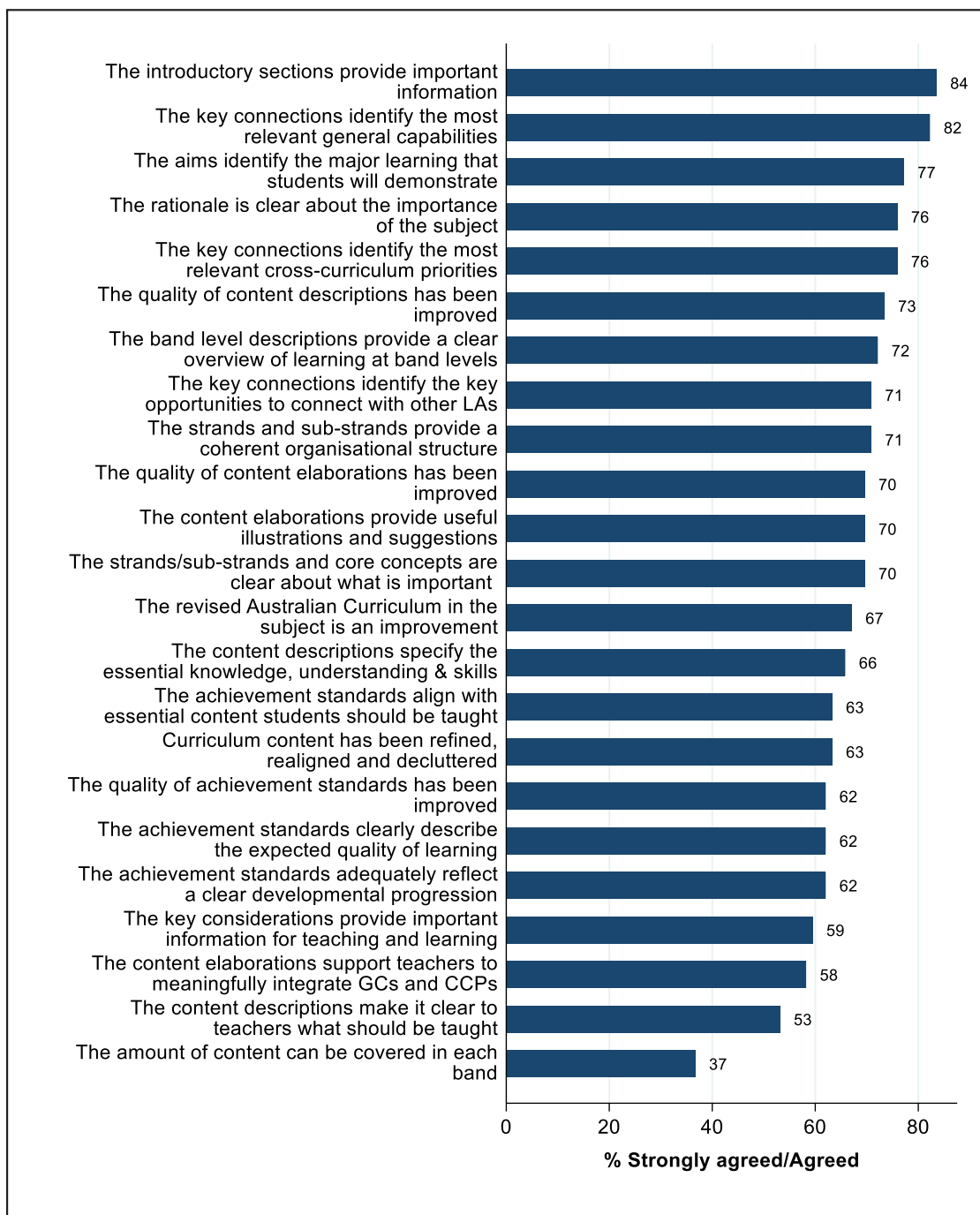
Differences between stakeholder groups

The number of respondents for the Japanese curriculum was too small to investigate differences between stakeholder groups.

Summary - survey results

The Japanese survey was completed 79 times. Respondents who identified as teachers (60%), those who were based in Queensland (52%), those who were linked to Government schools (53%¹⁴) and those who were linked to schools in metropolitan areas (44%¹⁵) were the largest respondent groups that influence the overall survey results for Japanese. Overall responses were also more influenced by those who participated for the Years 7 to Year 10 curriculum (42%), than those who participated for the Foundation to Year 6 curriculum (34%), or the combined Foundation to Year 10 curriculum (24%).

Figure 32: Introductory elements, curriculum elements and overall feedback, level of agreement, Japanese survey respondents



¹⁴ Percentage based on all respondents while the numerator only applied to teachers, school leaders, students, parents and schools.

¹⁵ As above.

The level of agreement tended to be highest for some elements in the introductory sections of the curriculum (aims, rationale and key connections) – these sit at the upper end in Figure 32, which shows the level of respondent agreement for all 23 statements in descending order.

Of note is the relatively large agreement for the statement that the quality of the content descriptions had improved (73%), while agreement on different aspects of the content descriptions was markedly lower. For example, just over half of the respondents (53%) expressed agreement that the content descriptions make it clear to teachers what should be taught. Survey respondents gave by far their lowest support for the statement that the amount of content can be covered in each band (37% agreement).

The open-ended survey feedback indicated that respondents saw the proposed revisions as offering some improvements, such as the new structure with the reduction of sub-strands and the separation of Foundation. While many saw improvements to clarity and conciseness of the content descriptions, others did not see this as offering sufficient depth for meaningful teaching. The proposed revisions to the achievement standards were received positively, with the proposed simplification commended. However, there were also calls for further revisions, with specific mention to the terminology around ‘mediating’ of the sub-strands.

5.5 Learning Area Languages – survey summary

Overall, the Languages survey was completed 209 times. These survey completions were distributed across the 4 subjects that were in scope of the Review at this point in time. The Japanese-specific questionnaire was most often completed (n=79) and the Italian questionnaire least often (n=39).

There were some differences in the stakeholder characteristics between survey respondents who participated for the different languages. While Queensland respondents over-represented their state (based on its population share) across all 4 language surveys this was particularly the case among the Japanese survey respondents. Similarly, teachers constituted the largest type of respondent across all 4 language surveys, however, this was most the case in the Japanese survey. Compared to the other 3 language surveys the F-6 level was less selected by French survey respondents (Table 25). The prevalence of Queensland respondents was also lower in the French survey. There were also variations in the extent to which respondents were linked to Government schools.

Table 25: Most prevalent respondent characteristics by subject, Languages survey respondents

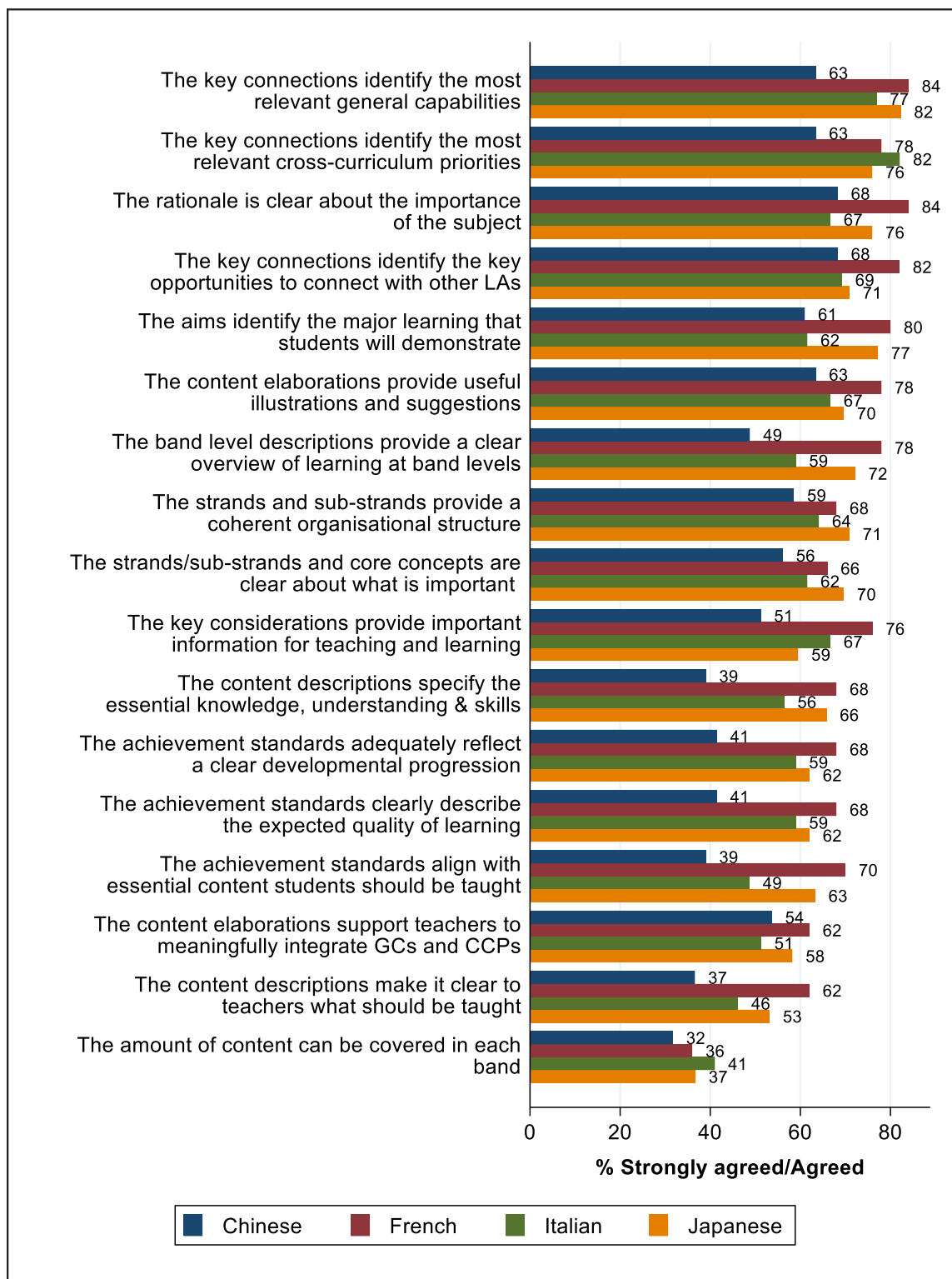
	Chinese (n=41)	French (n=50)	Italian (n=39)	Japanese (n=79)	All languages (n=209)
Level of curriculum					
F-6	37%	20%	38%	34%	32%
Y7-10	32%	48%	28%	42%	39%
F-10	32%	32%	33%	24%	29%
Respondent type					
Teacher	49%	46%	56%	59%	54%
State of residence					
Queensland	37%	26%	31%	52%	39%
School sector[^]					
Government	27%	38%	46%	53%	43%
Location[^]					
Metropolitan	51%	50%	49%	44%	48%

[^]This information was only captured from participating teachers, school leaders, schools, parents and students while the percentage in the last column is based on all respondents.

Differences in the number of respondents and their characteristics could indicate that the subject-specific consultations were of varying interests to different groups of stakeholders. They also serve to caution when interpreting differences in the results between the different languages.

With few exceptions (3 to be precise) French survey respondents expressed the highest level of agreement to all survey statements that describe an attribute of an introductory or curriculum element (Figure 33). Further to that, Japanese survey respondents tended to express the second highest level of agreement to these statements and Chinese survey respondents the lowest level of agreement.

Figure 33: Introductory and curriculum elements by subjects, Languages survey respondents

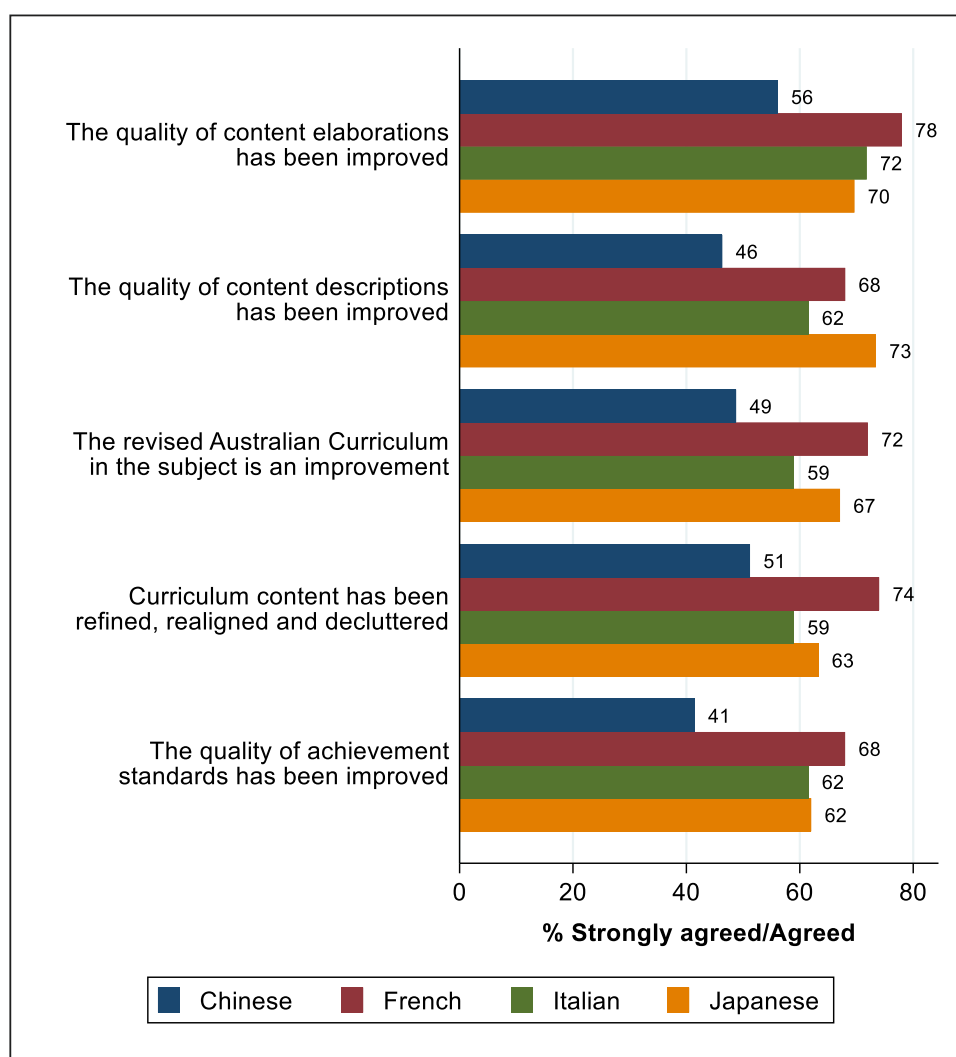


Statements are sorted in descending order based on the level of agreement at the Languages learning area level.

Despite these differences between the languages, there are also very similar patterns of agreement shown by respondents of all 4 surveys: perceptions about aspects of introductory elements (in particular rationale, aims, key connections) were more positively seen than those on aspects of curriculum elements (in particular achievement standards and content descriptions). Respondents in all 4 surveys were least likely to agree or strongly agree that the content descriptions make it clear to teachers what should be taught and that the content was manageable in each band.

The pattern of differences in perceptions about introductory and curriculum elements between the different language surveys also occurred for responses to the 5 TOR statements: Chinese survey respondents were least likely to concur that the objectives of the review had been met, while French survey respondents, in all but one case, were most likely to do so (Figure 34).

Figure 34: TOR statements by subjects, Languages survey respondents



Open-ended feedback across all 4 languages acknowledged improvements to the curriculum including the structural organisation and the separation of Foundation and provided suggestions for further improvements.

Participation in the language surveys was open to the public and was largely anonymous so that individuals and groups with various understandings of the curriculum, the proposed revisions and the TOR of the Review could partake. All 4 language surveys were completed by a relatively small number of respondents. This should caution from interpreting the results as representative of relevant stakeholder groups. Further to that, the captured respondent perceptions reported here were presented as they were conveyed by respondents. They were neither qualified against the proposed revisions of the curriculum nor assessed for their expert value.

6. Email Submissions

Of the email submissions, there were a total of 20 specifically related to the learning area of Languages¹⁶. As the number of total email submissions reported upon in this section was relatively small, the findings should be read with a note of caution. Of the 20 submissions, 2 were specifically focussed on the subject of Japanese, while the remainder were general or covered all subjects.

Of the 20 email submissions, there were 14 that included 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.

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 in this learning area, about half represented some form of association or body, whilst a few were either teachers, academics or experts, or unknown (Table 26).

Table 26: Type of stakeholder, Languages email submissions

Type of Stakeholder	Number of email submissions	Percentage
Teachers or schools	3	15.0%
Association or body	10	50.0%
Academics or experts	4	20.0%
Unclear	3	15.0%
Total	20	100%

6.2 Feedback from Email Submissions

The code frame (see Appendix C), 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 27 summarises the main themes that emerged from the feedback from the 20 email submissions, alongside the number and percentage of email respondents discussing this theme. It is possible that a single response had 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 (listed in Table 28). As can be seen from, more of the respondents commented on *clarity*, *introductory elements* and *content that should be added*.

¹⁶ 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 submissions and while their content does not fit into any of the consultation reports, they have all been considered by ACARA in further refining the Australian Curriculum.

Table 27: Summary of major themes, Languages email submissions

Major Theme	Number of email submissions	Percentage of total submissions
Introductory elements	13	65.0%
Content has improved & should remain	4	20.0%
Content should be added	13	65.0%
Content should be removed	8	40.0%
Evidenced-based content	4	20.0%
Inclusive Content	10	50.0%
Manageability of Content	7	35.0%
Sequencing of Content	5	25.0%
Achievement Standards	0	0.0%
Clarity	14	70.0%
Implementation (out of scope)	12	60.0%
Other	1	5.0%

Table 28 presents the top 5 main themes that emerged from the feedback and the associated subthemes, including the number and percentage of respondents providing feedback that was captured by these subthemes. It should be reiterated that the sample size for email submissions for this learning area was relatively small, so results should be read with caution. The top 5 main themes were: *clarity*; *introductory elements*; *content should be added*; *implementation (which was technically out of scope)* and *inclusive content*.

For the two leading themes of *clarity* and *introductory elements*, critical feedback outweighed the positive feedback. Further refinements and revisions were suggested to improve clarity, level of guidance and specificity of the content descriptions, achievement standards and some introductory elements.

"It is a highly generalised framework, generalising across languages and educational contexts in different countries. This degree of generalisation does not do justice to the immense variability of learners and contexts of learning and does not give teachers of languages sufficient guidance" (Australian Network of Government Languages Schools)

"That language specific content descriptions be developed that recognise the specificity and distinctiveness of each language...the introduction and rationale sections for each language be strengthened, to better capture the nature of the curriculum in each specific language" (Multicultural Education and Languages Committee)

Review the strands and sub-strands for clarity. The Mediating meaning in and between languages sub-strand is not understood and has negative connotations. (Queensland Department of Education)

The key nuances that emerged from the comments, particularly around the content, included praise of work previously done in line with what respondents termed, the *Shape Paper*.

"The work currently underway in the field by teachers of languages should continue to be supported in the direction set out in the original Shape paper, that was and continues to be strongly endorsed by language educators" (School of Languages SA)

"The starting point for any curriculum development should be a consideration of what it is that is important students learn. This was captured in the Shape Paper, which provided a rich conceptualisation of what it means to learn a language in contemporary times" (Multicultural Education and Languages Committee)

Table 28: Summary of subthemes (top 5 themes), Languages email submissions

Major Theme and Subtheme	Number of email submissions	Percentage
Clarity	14	70.0%
The overall language of the curriculum is clearer and/or easier to understand	3	15.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	7	35.0%
The wording of the content descriptions is clearer and/or easier to understand	2	10.0%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	35.0%
The wording of the achievement standards is clearer and/or easier to understand	3	15.0%
The wording of the achievement standards need further clarity	10	50.0%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	1	5.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	3	15.0%
Introductory elements	13	65.0%
The rationale/aims need further improvement	9	45.0%
The strand/sub-strands/core concepts have improved	2	10.0%
The strand/sub-strands/core concepts need further improvement	9	45.0%
The key connections have improved	1	5.0%
The key connections need further improvement	3	15.0%
Content should be added	13	65.0%
General views that additional or new content should be added	6	30.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	1	5.0%
Various other LA specific content that should be added	11	55.0%
Implementation (out of scope)	12	60.0%
Pedagogy	8	40.0%
Assessment	8	40.0%
Implementation support (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	6	30.0%
Inclusive Content	10	50.0%
The curriculum content is inclusive of diverse learners' interests and capabilities.	1	5.0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	7	35.0%
There are concerns around the age-appropriateness of content	4	20.0%

Within the theme of *content that should be added*, which was equally ranked as the 2nd leading theme, were various suggestions as to what to include, with some commenting specifically on further additions to the contents of proposed 'Language Guide'.

"The guides present language learning in a traditional approach, that is, based on language as word; structural, grammatical; code rather than language as social practice involving people and their meaning making. Furthermore, it undermines department's key messages on departmental policies regarding the teaching of languages in Queensland (that is a language in use approach). Queensland's policy is based on the Shape of the Australian Curriculum: Languages." (QLD Department of Education)

Concerns were also raised around *implementation* challenges, with these comments representing the 4th leading theme. Also referring to the 'Language Guide', respondents raised concerns about its inclusion and using 2 documents (the curriculum and the guide), which was seen as onerous.

"Raised concerns that a separate Guide may appear to reduce the curriculum content and 'complexity' at first glance but that actually in practice this will make it more difficult for teachers as they will have to work with multiple documents/framings and bring the various components together in isolation. That is, a Guide may solve one problem and create another" (School of Languages SA)

6.3 Summary

In total, there were only 20 email submissions related to the learning area of Languages, and caution should be taken with the interpretation of results, particularly the quantitative findings. The leading two themes were around *clarity* and the *introductory elements*, with respondents perceiving a need for some further refinement and revision to improve overall clarity and specificity. Some nuances emerged from the feedback of the email submissions, such as the role and contents of the Language guide, that additional learning area specific content should be added, as well as praise of work for what was previously done in line with what respondents referred to as, the *Shape paper*.

7. Jurisdictional feedback

7.1 Stakeholder profile

Submissions were invited from each state and territory as well as 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.

The Northern Territory provided feedback on the revised Australian Curriculum, however, not on the learning area of Languages. It noted that feedback will be provided once the accompanying guidelines are endorsed and available to jurisdictions to support a submission.

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. Further, some jurisdictions provided extremely lengthy and detailed positive and negative feedback on all learning areas and subjects, some provided specific feedback mainly or solely on those learning areas and subject which were perceived as needing further refinement, while others provided only broad feedback on some learning areas and subjects.

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

Of the 8 jurisdictions who submitted feedback on the revised Languages curriculum, Tasmania provided some broad feedback. ISA provided general feedback on the learning area and some feedback in relation to selected languages subjects. South Australia provided general feedback on the learning area and more detailed feedback for Italian and Japanese. Victoria provided feedback regarding the learning area and some specific feedback in relation to languages subjects. Queensland provided extensive and detailed subject-specific feedback for the learning area and subjects, while Western Australia provided some detailed subject specific and learning area feedback. New South Wales offered a little feedback on the learning area.

7.2 Jurisdictional responses to Overall feedback survey statements

























As part of seeking their feedback, the invited jurisdictions were encouraged to respond to the 6 survey statements from the Overall feedback section of the survey. Five of the 9 participating jurisdictions (Tasmania, Queensland, Western Australia, Northern Territory and Independent Schools Australia) provided responses to these questions.

Table 29 presents these results individually for the 5 jurisdictions that responded to the 6 survey statements.

The table indicates that the revised Languages curriculum was generally supported by those jurisdictions that responded to the statements, with Western Australia notably dissenting.





While Victoria, New South Wales, South Australia, and the National Catholic Education Commission (NCEC) did not respond to the Overall feedback statements, analysis of the qualitative data indicates that Victoria, the NCEC and South Australia regarded the achievement standards as improved, although the NCEC expressed caution that there is a risk of losing the individual nature of each language with too much decluttering. In terms of content descriptions, the NCEC, Victoria, and South Australia regarded these as broadly improved, although South Australia indicated that more language specific references would highlight the diverse nature of each language.

Table 29: Overall feedback by jurisdictional stakeholder

	ISA	TAS	WA	QLD
The introductory sections provide important information				
The quality of achievement standards has been improved				
The quality of content descriptions has been improved				
The quality of content elaborations has been improved				
Curriculum content has been refined, realigned and decluttered				
Curriculum content has been refined, realigned^				
Curriculum content has been and decluttered^				
The revised Australian Curriculum in the LA is an improvement on the current version				

^ Queensland separated the original statement into 2 and rated them separately.

Victoria, New South Wales, National Catholic Education Commissions and South Australia did not provide ratings to the Overall feedback survey questions. Tasmania did not provide a rating for the achievement standard question. The Australian Capital Territory and Northern Territory did not provide a submission for Languages.

 Strongly agree	 Agree	 Disagree	 Strongly disagree
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7.3 Major themes and subthemes

The themes that were most prominent in participating jurisdictions' feedback across the learning area and subjects were, in order, *clarity*, *introductory elements*, *content has improved or should remain*, *content should be added*, and *manageability*.

Because only a few jurisdictions provided feedback around specific subjects, this section explores the major themes and subthemes in relation to the Languages learning area rather than specific subjects. However, some quotes from jurisdictional feedback pertaining to specific subjects are included in relation to the major themes and subthemes.

In relation to *clarity*, feedback was mixed with jurisdictions indicating that clarity had improved in some respects while also suggesting further improvements.

"Much easier to understand – far less wordy." (Tasmania)

"Some of the language used in the Achievement Standards needs consistency and clarity to fully understand what is meant. For example, the "sound system" is mentioned in the Years 9-10 Achievement Standards - we don't know what is meant by that." (ISA)

"The renaming of the strands is supported as it makes their purpose clearer." (ISA)

[In Italian] "The language is more concise." (NCEC)

"Some proposed substrands are clearer and more detailed, while other[s] are very wordy, repetitious and confusing ... The proposed band level descriptions are less wordy than the current ... [but are] too general/conceptual ..." (Western Australia)

"While the year/band level descriptions provide a clear overview of the learning that students should experience, the removal of Level of support reduces clarity and guidance for new and non-specialist teachers ... On balance, the content descriptions are clearer than the existing curriculum about what

should be taught, and refinement and alignment are evident. However, some content descriptions in the Understanding language and culture strand are complex and lack clarity.” (Queensland)

“It is not always clear whether students should be using English or the target language. It should be made clear that student responses in English may be needed for some tasks, but that the language for the classroom is the target language.” (Victoria)

In relation to *introductory elements*, there was a sense among commenting jurisdictions that this element has generally improved but further improvements were also suggested:

“The elements mentioned in the rationale are insufficiently developed and insufficiently visible in the revised curriculum content ... The ‘Intercultural Understanding’ capability is mentioned in the aims, but insufficiently developed in the revised curriculum.” (South Australia)

“Generally, the introductory section provides relevant and useful information about the Languages learning area. It is recommended that the phrase ‘a language in addition to English’ in the Introduction be revised to remove assumptions that every student arrives at the curriculum with English as their first language. There are opportunities to strengthen the value of Language learning within the rationale.” (Queensland)

“The proposed rationale encapsulates the essence of the Languages learning area ... The proposed aims are clear and identify the major learning; however, they are broad and gaps and ambiguities are noted ...” (Western Australia)

There was a similar pattern within this theme in relation to key connections:

*“It was felt that it is essential to highlight the crucial role that the study of languages plays in the development in the intercultural capability. This aspect is clearly foregrounded in the rationale of the current version of the Australian Curriculum: Languages ... [in the Aims] It is suggested that “... understand themselves as communicators” be changed to “...understand themselves as communicators **within and across cultures**”.” (NCEC)*

“There is support for the inclusion of key connections between the Languages and The Arts, Humanities and Social Sciences, Science and English. The key connections provide a framework for teachers to make authentic and relevant connections between learning areas.” (Queensland)

“The key connections make clear the connection between the Languages subjects and the general capabilities and the cross-curriculum priorities [but] The following points need to be addressed ...” (Western Australia)

“This new section received widespread support but with some comments that should be considered.” (ISA)

“However, given that the Languages curriculum has been explicitly identified as an optimal place to develop students’ capacity in the CCP ‘Asia and Australia’s Engagement with Asia’, then the opportunities to do this may need to be made more explicit in each of the language areas.” (Victoria)

“Appreciate the inclusion of Intercultural Understanding in all 4 revised Languages achievement standards. However, intercultural and interpersonal capabilities are insufficiently described within the content descriptions to match the achievement standards.” (South Australia)

In terms of content, several jurisdictions indicated that content in the revised curriculum has improved:

“Language-specific examples in the achievement standards have been removed to provide more flexibility. Some of these have reappeared in the elaborations, which we feel is appropriate.” (Victoria)

“Overall, the content descriptions’ clarity and quality has improved. This has largely been achieved through merging related content descriptions using clearer, more precise language. This merging improved alignment to the achievement standards without increasing the amount of content.” (QLD)

“Generic content descriptions provide common understanding of the expectations at each band level, across languages.” (ISA)

“Much greater and more effective integration of knowledge and skills. Renewed emphasis on learning to use the language.” (Tasmania)

Also in terms of content, there was a sense that aspects of content need to be added or reinstated:

“Some very important aspects of language learning do not appear in the Achievement Standards. We currently ask students to work in 4 skill areas: Listening, Speaking, Reading and Writing, and we assess in these skills. Listening (which is of course fundamental) does not appear in any explicit way in the Achievement Standards.” (ISA)

“It is recommended that higher-order thinking processes be included across all year levels by reviewing the use of knowledge utilisation compared to retrieval and recall ... The content descriptions could be strengthened by identifying the context of situation (known/unknown, formal/informal), audience (familiar/unfamiliar), purposes, types of texts and modes.” (Queensland)

[In Chinese] “There is too much focus on Pinyin, not enough on Characters.” (Western Australia)

“The removal of language specific examples from the achievement standards is a problem ...” (Western Australia)

Another aspect of content that was perceived to have improved is in relation to First Nations perspectives, for which there was broad support but also some concerns around the practical implications.

“Most content elaborations to First Nations languages need to be carefully considered for both age and cultural appropriateness, ensuring that they are an authentic fit.” (South Australia)

“There are concerns regarding the proposed connections with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. The suggested comparison of the target language with that of ‘First Nations Australian languages and their distinct cultural expression’ is particularly problematic as it introduces a third language/dialect into Language classrooms. It is recommended that this section be revised to incorporate the cross-curriculum priorities into student learning experiences when it is genuinely appropriate to do so. The suggested connection to this cross-curriculum priority detracts from the aims of the learning area and places additional pressures on teachers.” (Queensland)

“Opportunities for teaching and learning activities related to Aboriginal and Torres Strait Islander histories and cultures are more consistently articulated throughout the proposed curriculum. However, while the exploration of identity and its relationship to language and culture is a key element of this learning area – and the elaborations provide the language for students to describe and reflect on how this concept can be explored with reference to First Nations Peoples – this theme is not made explicit in the content descriptions.” (Victoria)

“There are concerns regarding the proposed connections with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.” (Queensland)

In terms of *manageability*, most jurisdictions felt this has been improved in some manner, but some noted that content still seems to be considerable. This was sometimes attributed to practical matters related to implementation, which were out of scope of the Review:

“There has been a significant reduction and refinement of content in the proposed curriculum.” (Victoria)

“The number of sub-strands in each strand has been reduced. ‘Communicating meaning in Chinese’, for example, contains 3 sub-strands where previously there were 5; ‘Understanding language and culture’ contains 2 sub-strands where previously there were 3. The same changes apply to French, Italian and Japanese. This reduction has been achieved by combining and renaming existing sub-strands, and we view this change as a welcome step towards a more streamlined curriculum.” (VIC)

“The reduction of Content Descriptions allows teachers greater time to explore and deliver rich, rigorous lessons and units.” (ISA)

“The significant refinement of the Languages achievement standards has most commonly been received as a welcome improvement ... [however] The amount of content has not been significantly decluttered. While the merging of content descriptions is supported, the removal of 2 sub-strands and refinement of achievement standards has not resulted in an authentic content reduction.” (Queensland)

“... at times, the amount of content seems unrealistic. It was felt that this is predominantly due to an inadequate amount of time allocated to languages in the timetable ... On the whole, the respondents agree that the amount of content can be covered in each year/band. Teachers are generally pleased with the perceived reduction of content to be taught. However, a significant number disagree with this, making it a contentious issue.” (NCEC)

Another pattern in feedback was that a separate Foundation year is welcomed, although Victoria noted that support will be needed and disagreed with Tasmania and Queensland that a play-based approach is evident:

“Much improved approach through a separate Foundation year with a focus on learning language through play which aligns with Tasmanian approaches to teaching and learning in the early years of schooling.” (Tasmania)

“The separation of Foundation from Years 1-2 is welcomed making it easier for teachers to understand what is to be taught at this year level.” (South Australia)

“The separation of Foundation year learning is welcomed.” (ISA)

“Teachers may also need support with the transition from the Foundation year-level structure to the Years 1–2 band, which is less play-based and introduces significant additional cognitive demands.” (Victoria)

Another pattern in feedback was evident in relation to the inclusivity of content, which was sometimes connected to commentary around the theories and philosophies that underpin the Languages curriculum:

“Wondering whether ACARA considered a more contemporary approach, with a focus on multilingualism and the diverse needs of the communities as well as the support for ‘mother tongue’ language learning.” (ISA)

“A more inclusive approach to language throughout that acknowledges the multiple languages and cultures that the students bring should be considered. Such as, own languages and cultures, and, own languages and behaviours.” (South Australia)

“However, in the sub-strand ‘Understanding systems of language’, where students are asked to make direct comparisons between languages, there are opportunities to compare the English language with other languages spoken in students’ communities. In some content descriptions, the reference to making comparisons with English only should be broadened to include other languages.” (Victoria)

“NSW recommends consideration be given to how the Achievement Standards can be more inclusive of diverse learners. For example, the emphasis on communicating meaning in the Languages Curriculum is supported. However, the Achievement Standards need to be inclusive of the full range of learners, including those whose primary mode of communication is non-verbal.” (New South Wales)

Several jurisdictions commented on the Languages guide, offering mixed views:

“While it simplifies aspects of the curriculum ... the purpose of the Languages guided ... does not provide important information for the planning, teaching and assessment of the curriculum.” (Western Australia)

“The Language Guide is a welcome additional resource to the Languages Curriculum.” (South Australia)

“The key considerations section is a welcome addition to the document, as is the language guide. It would have been useful to have this resource while reviewing the proposed curriculum.” (NCEC)

7.4 Summary

There was general agreement that content has been refined decluttered and reduced, although several jurisdictions suggested further refinements are needed. This was sometimes connected to issues around implementation. Several jurisdictions noted the challenges of managing the content in schools with timetabling constraints. One suggestion was that ACARA revisit and republish the guidelines (table) given to writers, illustrating the suggested percentage of time to allocate to each learning area.

Most jurisdictions regarded the introductory elements as improved, but a range of suggested further improvements were also provided. Views were mixed on how well connections are made to general capabilities, cross-curriculum priorities, and other learning areas – some connections were regarded as more evident than others. Connected to this were mixed perspectives about underpinning theories and philosophies of and approaches to language learning evident in the curriculum elements.

Generally, content descriptions were seen as more concise and aligned to achievement standards. A separate Foundation year was generally welcomed, as was the inclusion of ‘play’, but the need for implementation support was noted by some.

The Northern Territory provided no feedback, noting that it intended to do so once the accompanying guidelines are endorsed and available. Several jurisdictions welcomed a language guide but would have liked it to be available before providing feedback.

While Aboriginal and Torres Strait Islander histories and cultures content was endorsed, some caution was expressed about how meaningfully and sensitively this content is incorporated.

Appendix A – Questionnaire

Consultation survey questions For the learning areas and subjects

Introduction

The learning area survey gives you the opportunity to provide feedback on the proposed changes to any of the following learning areas and subjects.

- Mathematics
- English
- Science
- Humanities and Social Sciences (HASS)
 - HASS Foundation – Year 6
 - History Years 7–10
 - Geography Years 7–10
 - Civics and Citizenship Years 7–10
 - Economics and Business Years 7–10
- Health and Physical Education
- Languages
 - Digital Languages
 - Design and Languages
- The Arts
 - The Arts Foundation – Year 6
 - Dance Years 7-10
 - Drama Years 7-10
 - Media Arts Years 7-10
 - Music Years 7-10
 - Visual Arts Years 7-10
- Languages
 - French
 - Japanese
 - Chinese
 - Italian

The survey has 3 sections.

1. Background information:

The survey begins by gathering some demographic information and asking you to nominate the levels, and the specific subjects (where relevant) that you wish to comment on.

2. General questions

This is the main part of the survey. In this section you will be asked to respond to a number of statements about the different elements of the consultation curriculum:

- *Introductory elements* - the rationale, aims, organisation of the learning area, key connections and key considerations
- *Curriculum elements* - the level descriptions, achievement standards, content descriptions and content elaborations.

There is also a section called *Overall feedback*, where you will be asked to respond to some overall statements related to the terms of reference for the Review. You will also be invited to add any general comments about what has improved and what needs further refinement.

3. Year/band level specific feedback

This section is optional and you can comment on as many levels as you wish. You will be able to add any comments about what has improved and what needs further refinement for the particular levels you select.

Section 1: Background information questions

Please select which levels you are giving feedback on (Note: options will vary depending on what learning area and subject survey you complete).

- ☐ Foundation - Year 6 curriculum
- ☐ Years 7 - 10 curriculum
- ☐ Foundation - Year 10 curriculum

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: General feedback

Indicate your level of agreement with the following statements.

Introductory elements

Rationale

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The rationale is clear about the importance of the learning area/subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aims

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The aims identify the major learning that students will demonstrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organisational structure

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The strands/sub-strands provide a coherent organisational structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The strands/sub-strands and core concepts are clear about what is important in the learning area/subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key connections

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The key connections section identifies the most relevant general capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the most relevant cross-curriculum priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the key opportunities to connect with other learning areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key considerations

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The key considerations section provides important information for planning teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum elements*Year/band level descriptions*

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The year/band level descriptions provide a clear overview of the learning that students should experience at the year/band level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Achievement standards

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The achievement standards clearly describe the expected quality of learning students should typically demonstrate by the end of the year/band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The achievement standards adequately reflect a clear developmental progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning described in the achievement standards aligns with the essential content students should be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content descriptions

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content descriptions specify the essential knowledge, understanding and skills that should be learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content descriptions make it clear to teachers what should be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of content can be covered in each year/band. <i>Note: If you answer disagree or strongly disagree to this statement you will be given this follow up question (see below).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What content should be removed or what revisions are needed to make the content more manageable in the learning area/subject curriculum?					

Content elaborations

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content elaborations provide useful illustrations and suggestions on how to plan and teach the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall feedback

	Strongly agree	Agree	Disagree	Strongly disagree	<i>Don't know</i>
The introductory sections provide important information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content descriptions has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of achievement standards has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content elaborations has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum content has been refined, realigned and decluttered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The revised Australian Curriculum in the learning area/subject is an improvement on the current version.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional comments:

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

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

Section 3: Band/level specific feedback (optional)

Would you like to give feedback on a specific year or band level?

- ☐ Yes
- ☐ No

If you answer No, you will be asked to SUBMIT the survey.

If you answer Yes, you will be asked which year or band levels you would like to provide feedback on. Then you will be invited to provide specific feedback in comments boxes for the following 2 questions.

Please add your comments about aspects of the revised learning area/subject for band/level curriculum that **have improved**. If you comment on specific content descriptions or elaborations please reference the code number.

Please add your comments about aspects of the revised learning area/subject for band/level curriculum that **need further improvement**. If you comment on specific content descriptions or elaborations please reference the code number.

Appendix B – Changes to survey statements in reporting

Question labels that were changed in the reporting are listed below.

Wording in questionnaire	Wording in report
The strands/sub-strands and core concepts are clear about what is important in the subject	The strands/sub-strands and core concepts are clear about what is important
The key connections section identifies the key opportunities to connect with other learning areas	The key connections identify the key opportunities to connect with other LAs
The key considerations section provides important information for planning teaching and learning	The key considerations provide important information for teaching and learning
The band level descriptions provide a clear overview of the learning that students should experience at the band level	The band level descriptions provide a clear overview of learning at band levels
The achievement standards clearly describe the expected quality of learning students should typically demonstrate by the end of the year	The achievement standards clearly describe the expected quality of learning
The learning described in the achievement standards aligns with the essential content students should be taught	The achievement standards align with essential content students should be taught
The content descriptions specify the essential knowledge, understanding and skills that should be learned	The content descriptions specify the essential knowledge, understanding & skills
The content elaborations provide useful illustrations and suggestions on how to plan and teach the content	The content elaborations provide useful illustrations and suggestions
The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities	The content elaborations support teachers to meaningfully integrate GCs and CCPs

Appendix C – 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 to all learning areas are described in this section. The structure of main themes and subthemes is below. A *Various other learning area specific...* category is assigned to 3 of the main themes. This category typically captures a wide variety of opinions and suggestions that respondents expressed in each learning area under the main theme and outside the subthemes of the respective main theme. The category should be interpreted as an 'other' category under the respective main theme. It does not represent a homogenous subtheme that can stand meaningfully by itself.

Theme/Subtheme

Introductory elements: This theme encapsulates views regarding the introductory elements of the curriculum. These subthemes are as follows:

The rationale/aims have improved
The rationale/aims need further improvement
The strand/sub-strands/core concepts have improved
The strand/sub-strands/core concepts need further improvement
The key connections have improved
The key connections need further improvement

Content has improved/should remain: This theme reflects views about the improvements to the curriculum, based on the proposed revisions, along with comments about content that should remain as part of the revisions. These subthemes are as follows:

General views that content has improved
Content has better alignment with rationale/aim of learning area
Content has better alignment with who we want our children to become
The level of emphasis on Indigenous cultures and perspectives is appropriate
Various other LA specific content that has improved or should remain

Content should be added: This theme captures comments which express a desire for further content to be added. The subthemes are as follows:

General views that additional or new content should be added
Additional or new content should be added for better alignment with rationale/aim of learning area
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)
There should be more emphasis on Indigenous cultures and perspectives
Various other LA specific content that should be added

Content should be removed: This theme captures comments which reflect views about content that should be removed from the curriculum. The subthemes are as follows:

General views that there is content that should be removed
Content should be removed it is not aligned with rationale/aim of the learning area
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)
There is too much emphasis on Indigenous cultures and perspectives

Various other LA specific content that should be removed	
Evidenced-based content: This theme captures comments about the extent to which the curriculum is seen as being based on evidence/science. The subthemes are as follows:	
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	
Inclusive content: This theme captures comments about the extent to which the content is considered appropriate and inclusive for students. The subthemes are as follows:	
The curriculum content is inclusive of diverse learners' interests and capabilities	
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	
There are concerns around the age-appropriateness of content	
Manageability (amount of content): This theme reflects comments about the extent to which the curriculum is seen as being manageable or cluttered with content. The subthemes are as follows:	
Decluttering of content evident, the amount of content is more manageable	
Still too much content/further decluttering needed	
Sequencing of content: This theme reflects views about the suitability of the developmental progression of content. The subthemes are as follows:	
The sequencing of content has improved	
The sequencing of content needs further improvement	
Achievement standards: This theme reflects views about the suitability of the achievement standards. The subthemes are as follows:	
Achievement standards align with content descriptions	
Achievement standards need better alignment with content descriptions	
Clarity: This overarching theme encompasses the readability and ease of understanding the documentation. The subthemes are as follows:	
The overall language of the curriculum is clearer and/or easier to understand	
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	
The wording of the content descriptions is clearer and/or easier to understand	
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	
The wording of the achievement standards is clearer and/or easier to understand	
The wording of the achievement standards need further clarity	
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	
Implementation (out of scope): This theme captures comments that raise issues around implementation. Whilst these comments are technically out of scope of the terms of reference of the Review, they were considered predominant enough in the responses to be coded. The subthemes are as follows:	
Pedagogy - this overarching theme encompasses feedback about how children should be taught	
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	
Support for implementation	
Other: Any comments that could not be captured in the themes above, were coded here.	
Sub-themes indicating improvement	Sub-themes indicating further refinements

Appendix D – Groups participating in the survey

Chinese

Group name provided in on-line survey

Applied Linguistics Association of Australia

Catholic Education South Australia

Modern Language Teacher's Association of Queensland (MLTAQ), Sunshine Coast Branch

Modern Language Teacher's Association of Victoria (MLTAV)

Modern Languages Teachers' Association WA

Multicultural Education and Languages Committee

French

Group name provided in on-line survey

Catholic Education Cairns

Catholic Education South Australia

Independent Schools Queensland

MLTAV - Modern Language Teachers' Association of Victoria

Modern Languages Teachers' Association of WA

Multicultural Education and Languages Committee

South Australian French Teachers' Association (SAFTA)

Italian

Group name provided in on-line survey

Australian Network of Government Languages Schools (ANGLS)

Indonesian Teachers' Association of South Australia (INTAN)

Modern Language Teachers' Association of Tasmania (MLTAT), Southern branch

Modern Language Teachers' Association of Victoria (MLTAV)

Modern Languages Teachers' Association of WA

Multicultural Education and Languages Committee

Japanese

Group name provided in on-line survey

Australian Network of Government Languages Schools (ANGLS)

Catholic Education Cairns

Catholic Education South Australia

Japanese Teachers' Network of Tasmania (JATNET)

LANGUAGES ROADSHOW

Modern Language Teachers' Association of Victoria (MLTAV)

Modern Language Teachers Association of Queensland, Central Queensland Network

Modern Languages Teachers' Association of WA

Multicultural Education and Languages Committee

Appendix E – Themes from open-ended survey feedback

Table E1: Content that should be removed or revisions needed to make content more manageable, Chinese survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	5	12.2%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	0	0.0%
The strand/sub-strands/core concepts have improved	0	0.0%
The strand/sub-strands/core concepts need further improvement	5	12.2%
The key connections have improved	0	0.0%
The key connections need further improvement	0	0.0%
Content has improved/should remain	0	0.0%
General views that content has improved	0	0.0%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	0	0.0%
Various other learning area specific content that has improved or should remain	0	0.0%
Content should be added	3	7.3%
General views that additional or new content should be added	0	0.0%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	2	4.9%
Various other learning area specific content that should be added	2	4.9%
Content should be removed	10	24.4%
General views that there is content that should be removed	3	7.3%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become	0	0.0%
Various other learning area specific content that should be removed	7	17.1%
Evidence-based content	0	0.0%
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	0	0.0%
Inclusive content	2	4.9%
The curriculum content is inclusive of diverse learners' interests and capabilities.	1	2.4%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	1	2.4%
There are concerns around the age-appropriateness of content	0	0.0%
Manageability (amount of content)	2	4.9%
Decluttering of content evident, the amount of content is more manageable	0	0.0%
Still too much content/further decluttering needed	2	4.9%

Sequencing of content	2	4.9%
The sequencing of content has improved	0	0.0%
The sequencing of content needs further improvement	2	4.9%
Achievement standards	2	4.9%
Achievement standards align with content descriptors	1	2.4%
Achievement standards need better alignment with content descriptors	1	2.4%
Clarity	5	12.2%
The overall language of the curriculum is clearer and/or easier to understand	0	0.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	3	7.3%
The wording of the content descriptions is clearer and/or easier to understand	0	0.0%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	5	12.2%
The wording of the achievement standards is clearer and/or easier to understand	0	0.0%
The wording of the achievement standards need further clarity	0	0.0%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation (out of scope)	3	7.3%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	1	2.4%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	0	0.0%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	2	4.9%
Other	0	0.0%

Comments were provided by 15 respondents. Percentages are based on all 41 Chinese survey respondents.

Table E2: Aspects that have improved/need further improvement, Chinese survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	12	29.3%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	0	0.0%
The strand/sub-strands/core concepts have improved	6	14.6%
The strand/sub-strands/core concepts need further improvement	4	9.8%
The key connections have improved	3	7.3%
The key connections need further improvement	0	0.0%
Content has improved/should remain	13	31.7%
General views that content has improved	5	12.2%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	0	0.0%
Various other learning area specific content that has improved or should remain	8	19.5%
Content should be added	15	36.6%
General views that additional or new content should be added	0	0.0%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	2	4.9%
Various other learning area specific content that should be added	14	34.1%
Content should be removed	6	14.6%
General views that there is content that should be removed	0	0.0%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become	0	0.0%
Various other learning area specific content that should be removed	6	14.6%
Evidence-based content	0	0.0%
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	0	0.0%
Inclusive content	7	17.1%
The curriculum content is inclusive of diverse learners' interests and capabilities.	1	2.4%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	6	14.6%
There are concerns around the age-appropriateness of content	0	0.0%
Manageability (amount of content)	3	7.3%
Decluttering of content evident, the amount of content is more manageable	1	2.4%
Still too much content/further decluttering needed	2	4.9%
Sequencing of content	3	7.3%
The sequencing of content has improved	1	2.4%
The sequencing of content needs further improvement	2	4.9%

Achievement standards	3	7.3%
Achievement standards align with content descriptors	2	4.9%
Achievement standards need better alignment with content descriptors	1	2.4%
Clarity	12	29.3%
The overall language of the curriculum is clearer and/or easier to understand	1	2.4%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	3	7.3%
The wording of the content descriptions is clearer and/or easier to understand	4	9.8%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	17.1%
The wording of the achievement standards is clearer and/or easier to understand	0	0.0%
The wording of the achievement standards need further clarity	6	14.6%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation (out of scope)	7	17.1%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	3	7.3%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	5	12.2%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	1	2.4%
Other	17	41.5%

Comments were provided by 31 respondents. Percentages are based on all 41 Chinese survey respondents.

Table E3: Content that should be removed or revisions needed to make content more manageable, French survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	4	8.0%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	0	0.0%
The strand/sub-strands/core concepts have improved	0	0.0%
The strand/sub-strands/core concepts need further improvement	4	8.0%
The key connections have improved	0	0.0%
The key connections need further improvement	0	0.0%
Content has improved/should remain	0	0.0%
General views that content has improved	0	0.0%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	0	0.0%
Various other learning area specific content that has improved or should remain	0	0.0%
Content should be added	4	8.0%
General views that additional or new content should be added	0	0.0%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	0	0.0%
Various other learning area specific content that should be added	4	8.0%
Content should be removed	12	24.0%
General views that there is content that should be removed	3	6.0%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become	0	0.0%
Various other learning area specific content that should be removed	9	18.0%
Evidence-based content	0	0.0%
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	0	0.0%
Inclusive content	3	6.0%
The curriculum content is inclusive of diverse learners' interests and capabilities.	0	0.0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	1	2.0%
There are concerns around the age-appropriateness of content	2	4.0%
Manageability (amount of content)	6	12.0%
Decluttering of content evident, the amount of content is more manageable	1	2.0%
Still too much content/further decluttering needed	5	10.0%
Sequencing of content	0	0.0%
The sequencing of content has improved	0	0.0%

The sequencing of content needs further improvement	0	0.0%
Achievement standards	2	4.0%
Achievement standards align with content descriptors	0	0.0%
Achievement standards need better alignment with content descriptors	2	4.0%
Clarity	9	18.0%
The overall language of the curriculum is clearer and/or easier to understand	0	0.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	5	10.0%
The wording of the content descriptions is clearer and/or easier to understand	0	0.0%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	8	16.0%
The wording of the achievement standards is clearer and/or easier to understand	0	0.0%
The wording of the achievement standards need further clarity	0	0.0%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation (out of scope)	6	12.0%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	0	0.0%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	1	2.0%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	5	10.0%
Other	1	2.0%

Comments were provided by 18 respondents. Percentages are based on all 50 French survey respondents.

Table E4: Aspects that have improved/need further improvement, French survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	11	22.0%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	2	4.0%
The strand/sub-strands/core concepts have improved	3	6.0%
The strand/sub-strands/core concepts need further improvement	3	6.0%
The key connections have improved	4	8.0%
The key connections need further improvement	0	0.0%
Content has improved/should remain	9	18.0%
General views that content has improved	5	10.0%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	0	0.0%
Various other learning area specific content that has improved or should remain	4	8.0%
Content should be added	13	26.0%
General views that additional or new content should be added	0	0.0%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	1	2.0%
Various other learning area specific content that should be added	12	24.0%
Content should be removed	3	6.0%
General views that there is content that should be removed	0	0.0%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become	0	0.0%
Various other learning area specific content that should be removed	3	6.0%
Evidence-based content	0	0.0%
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	0	0.0%
Inclusive content	4	8.0%
The curriculum content is inclusive of diverse learners' interests and capabilities.	0	0.0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	1	2.0%
There are concerns around the age-appropriateness of content	4	8.0%
Manageability (amount of content)	10	20.0%
Decluttering of content evident, the amount of content is more manageable	4	8.0%
Still too much content/further decluttering needed	8	16.0%
Sequencing of content	1	2.0%
The sequencing of content has improved	1	2.0%
The sequencing of content needs further improvement	0	0.0%

Achievement standards	1	2.0%
Achievement standards align with content descriptors	0	0.0%
Achievement standards need better alignment with content descriptors	1	2.0%
Clarity	23	46.0%
The overall language of the curriculum is clearer and/or easier to understand	3	6.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	3	6.0%
The wording of the content descriptions is clearer and/or easier to understand	6	12.0%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	14.0%
The wording of the achievement standards is clearer and/or easier to understand	4	8.0%
The wording of the achievement standards need further clarity	11	22.0%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation (out of scope)	6	12.0%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	0	0.0%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	3	6.0%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	4	8.0%
Other	20	40.0%

Comments were provided by 37 respondents. Percentages are based on all 50 French survey respondents.

Table E5: Content that should be removed or revisions needed to make content more manageable, Italian survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	5	12.8%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	0	0.0%
The strand/sub-strands/core concepts have improved	0	0.0%
The strand/sub-strands/core concepts need further improvement	5	12.8%
The key connections have improved	0	0.0%
The key connections need further improvement	0	0.0%
Content has improved/should remain	0	0.0%
General views that content has improved	0	0.0%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	0	0.0%
Various other learning area specific content that has improved or should remain	0	0.0%
Content should be added	5	12.8%
General views that additional or new content should be added	0	0.0%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	1	2.6%
Various other learning area specific content that should be added	5	12.8%
Content should be removed	10	25.6%
General views that there is content that should be removed	2	5.1%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become	0	0.0%
Various other learning area specific content that should be removed	8	20.5%
Evidence-based content	0	0.0%
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	0	0.0%
Inclusive content	4	10.3%
The curriculum content is inclusive of diverse learners' interests and capabilities.	0	0.0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	0	0.0%
There are concerns around the age-appropriateness of content	4	10.3%
Manageability (amount of content)	8	20.5%
Decluttering of content evident, the amount of content is more manageable	0	0.0%
Still too much content/further decluttering needed	8	20.5%
Sequencing of content	0	0.0%
The sequencing of content has improved	0	0.0%

The sequencing of content needs further improvement	0	0.0%
Achievement standards	1	2.6%
Achievement standards align with content descriptors	0	0.0%
Achievement standards need better alignment with content descriptors	1	2.6%
Clarity	11	28.2%
The overall language of the curriculum is clearer and/or easier to understand	1	2.6%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	6	15.4%
The wording of the content descriptions is clearer and/or easier to understand	1	2.6%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	6	15.4%
The wording of the achievement standards is clearer and/or easier to understand	0	0.0%
The wording of the achievement standards need further clarity	2	5.1%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation (out of scope)	7	17.9%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	0	0.0%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	0	0.0%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	6	15.4%
Other	1	2.6%

Comments were provided by 19 respondents. Percentages are based on all 39 Italian survey respondents.

Table E6: Aspects that have improved/need further improvement, Italian survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	12	30.8%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	0	0.0%
The strand/sub-strands/core concepts have improved	4	10.3%
The strand/sub-strands/core concepts need further improvement	4	10.3%
The key connections have improved	4	10.3%
The key connections need further improvement	0	0.0%
Content has improved/should remain	8	20.5%
General views that content has improved	3	7.7%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	0	0.0%
Various other learning area specific content that has improved or should remain	6	15.4%
Content should be added	7	17.9%
General views that additional or new content should be added	0	0.0%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	0	0.0%
Various other learning area specific content that should be added	7	17.9%
Content should be removed	5	12.8%
General views that there is content that should be removed	1	2.6%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become	3	7.7%
Various other learning area specific content that should be removed	3	7.7%
Evidence-based content	1	2.6%
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	1	2.6%
Inclusive content	2	5.1%
The curriculum content is inclusive of diverse learners' interests and capabilities.	1	2.6%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	1	2.6%
There are concerns around the age-appropriateness of content	1	2.6%
Manageability (amount of content)	4	10.3%
Decluttering of content evident, the amount of content is more manageable	1	2.6%
Still too much content/further decluttering needed	3	7.7%
Sequencing of content	1	2.6%
The sequencing of content has improved	1	2.6%
The sequencing of content needs further improvement	0	0.0%

Achievement standards	2	5.1%
Achievement standards align with content descriptors	1	2.6%
Achievement standards need better alignment with content descriptors	1	2.6%
Clarity	18	46.2%
The overall language of the curriculum is clearer and/or easier to understand	2	5.1%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	4	10.3%
The wording of the content descriptions is clearer and/or easier to understand	6	15.4%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	6	15.4%
The wording of the achievement standards is clearer and/or easier to understand	6	15.4%
The wording of the achievement standards need further clarity	8	20.5%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation (out of scope)	4	10.3%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	0	0.0%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	2	5.1%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	2	5.1%
Other	17	43.6%

Comments were provided by 24 respondents. Percentages are based on all 39 Italian survey respondents.

Table E7: Content that should be removed or revisions needed to make content more manageable, Japanese survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	6	7.6%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	0	0.0%
The strand/sub-strands/core concepts have improved	0	0.0%
The strand/sub-strands/core concepts need further improvement	6	7.6%
The key connections have improved	0	0.0%
The key connections need further improvement	0	0.0%
Content has improved/should remain	0	0.0%
General views that content has improved	0	0.0%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	0	0.0%
Various other learning area specific content that has improved or should remain	0	0.0%
Content should be added	6	7.6%
General views that additional or new content should be added	0	0.0%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	0	0.0%
Various other learning area specific content that should be added	6	7.6%
Content should be removed	15	19.0%
General views that there is content that should be removed	2	2.5%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become	1	1.3%
Various other learning area specific content that should be removed	13	16.5%
Evidence-based content	0	0.0%
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	0	0.0%
Inclusive content	9	11.4%
The curriculum content is inclusive of diverse learners' interests and capabilities.	0	0.0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	1	1.3%
There are concerns around the age-appropriateness of content	8	10.1%
Manageability (amount of content)	11	13.9%
Decluttering of content evident, the amount of content is more manageable	1	1.3%
Still too much content/further decluttering needed	10	12.7%
Sequencing of content	1	1.3%
The sequencing of content has improved	0	0.0%

The sequencing of content needs further improvement	1	1.3%
Achievement standards	1	1.3%
Achievement standards align with content descriptors	0	0.0%
Achievement standards need better alignment with content descriptors	1	1.3%
Clarity	11	13.9%
The overall language of the curriculum is clearer and/or easier to understand	0	0.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	7	8.9%
The wording of the content descriptions is clearer and/or easier to understand	0	0.0%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	8.9%
The wording of the achievement standards is clearer and/or easier to understand	0	0.0%
The wording of the achievement standards need further clarity	1	1.3%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation (out of scope)	7	8.9%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	1	1.3%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	0	0.0%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	7	8.9%
Other	17	21.5%

Comments were provided by 36 respondents. Percentages are based on all 79 Japanese survey respondents.

Table E8: Aspects that have improved/need further improvement, Japanese survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	17	21.5%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	3	3.8%
The strand/sub-strands/core concepts have improved	5	6.3%
The strand/sub-strands/core concepts need further improvement	5	6.3%
The key connections have improved	6	7.6%
The key connections need further improvement	2	2.5%
Content has improved/should remain	10	12.7%
General views that content has improved	5	6.3%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	0	0.0%
Various other learning area specific content that has improved or should remain	5	6.3%
Content should be added	9	11.4%
General views that additional or new content should be added	2	2.5%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	1	1.3%
Various other learning area specific content that should be added	8	10.1%
Content should be removed	5	6.3%
General views that there is content that should be removed	2	2.5%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become	1	1.3%
Various other learning area specific content that should be removed	2	2.5%
Evidence-based content	1	1.3%
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	1	1.3%
Inclusive content	8	10.1%
The curriculum content is inclusive of diverse learners' interests and capabilities.	0	0.0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	6	7.6%
There are concerns around the age-appropriateness of content	2	2.5%
Manageability (amount of content)	20	25.3%
Decluttering of content evident, the amount of content is more manageable	10	12.7%
Still too much content/further decluttering needed	13	16.5%
Sequencing of content	5	6.3%
The sequencing of content has improved	1	1.3%
The sequencing of content needs further improvement	4	5.1%

Achievement standards	3	3.8%
Achievement standards align with content descriptors	3	3.8%
Achievement standards need better alignment with content descriptors	0	0.0%
Clarity	27	34.2%
The overall language of the curriculum is clearer and/or easier to understand	2	2.5%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	5	6.3%
The wording of the content descriptions is clearer and/or easier to understand	11	13.9%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	8.9%
The wording of the achievement standards is clearer and/or easier to understand	6	7.6%
The wording of the achievement standards need further clarity	11	13.9%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation (out of scope)	10	12.7%
Pedagogy – this overarching theme encompasses feedback about how children should be taught	2	2.5%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	2	2.5%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	9	11.4%
Other	34	43.0%

Comments were provided by 47 respondents. Percentages are based on all 79 Japanese survey respondents.

Appendix F – List of organisations who submitted feedback via email¹⁷

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 (AACS)
Australian Business & Community Network
Australian Centre for Career Education
Australian Christian Lobby
Australian Competition & Consumer Commission
Australian Competition and Consumer Commission (ACCC)

¹⁷ This list includes all organisations which self-identified in the email submissions across all learning areas, general capabilities and cross-curriculum priorities.

Organisation Name
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
BHP Billiton
Bloom-ED

Organisation Name
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
Faculty of Education, Monash University
Faculty of Education, University of Tasmania
Family Planning Alliance Australia

Organisation Name
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)
Include Her 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
Mathematics Advisory Board
Mathematics team in the Department of Education of Tasmania
Maths Association of Victoria (MAV)
Maum Meditation Centre Incorporated

Organisation Name
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)
Queensland Society for Information Technology in Education Inc. (QSITE)
Ramsay Centre for Western Civilisation
Reconciliation Australia
Royal Geographical Society of Queensland (RGSQ)
Royal Historical Society of Victoria (RHSV)

Organisation Name
Royal Society of St George
Rule of Law Education
School of Education and Professional Studies, Griffith University
School of Education and Tertiary Access at University of the Sunshine Coast
School of Languages SA
Science & Technology Australia
Science of Language and Reading Lab ((SOLAR Lab)
Science Teachers' Association of Queensland (STAQ)
Social and Citizenship Education Association of Australia (SCEAA)
Social and Citizenship Educators Association of Queensland (SCEAQ)
South Australian English Teachers Association
Speech Pathology Australia
St Clare's College
Steiner Education Australia
Student representative group - Adelaide High School
Suicide Prevention Australia
Tasmanian Art Teachers Association (TATA)
Tasmanian Association for the Gifted
Tasmanian Society for Information Technology in Education (TASITE)
Teach Us Consent
Teacher Earth Science Education Programme (TESEP)
Tertiary History Educators Australia (THEA)
The Arts Education Academic Group at the University of Melbourne
The Arts Education Academic Group at the University of Melbourne, Graduate School of Education
The Australian Association for Adolescent Health
The Centre for Inclusive Education (C4IE)
The eSafety Commissioner
The Hutchins School Tasmania
The Institute of Technology Education (iTE)
The Mareeba State School
The Mathematical Association of Western Australia
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

Organisation Name
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)

Appendix G – Overview of individual jurisdictional feedback

Tasmania

Positive feedback

- Tasmania's position on the changes to Languages is overwhelmingly positive.
- The inclusion of a separate Foundation year is welcomed, and the overall language is seen as clearer.
- Appropriate account is taken of the importance of intercultural understanding.

Queensland

Positive feedback

- Overall, the Languages curriculum content has been refined and realigned, making it clearer and more accessible.
- The introductory section provides relevant and useful information about the learning area.
 - The Rationale is a positive statement.
 - The Aims are appropriate and clearer.
 - Renamed strands are coherent and this flows through to sub-strands.
 - Strands, sub-strands and core concepts identify what is important in the learning area.
- Overall, the content descriptions' clarity and quality has improved, and identify essential content.
- Achievement standards and Content descriptions are better aligned.
- Achievement standards have been refined and are less ambiguous.
- Refinements in content elaborations have improved alignment to the content descriptions.
- Key connections provide authentic links to the GCs and a number of other learning areas.
- Key connections support planning and practice.
- Including 'play' in Foundation is commended.

Aspects that need further revision

- Further decluttering is needed for authentic content reduction and achievability within allocated time.
- Further refinement to Achievement standards is needed for still better alignment, developmental progression, and clarity of assessment requirements. Inconsistent use of cognitive verbs is one issue. Specific examples are provided.
- Content descriptions and elaborations could still be further aligned. Providing specific examples in the elaborations would support this. Specific examples are given.
- Some content descriptions need more clarity; specific examples are given.
- Some elaborations are not age-appropriate; examples are given.
- Sub-strands could be further refined; examples are given.
- Core concepts provide an additional layer and should be removed.
- There are concerns regarding the authenticity of proposed connections with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. Specific examples are given. Asia and Australia's Engagement with Asia could also be foregrounded in the Asian languages.
- The Level of support should be reintroduced into the year/band level descriptions.

- Some terminology is confusing; examples are given.

Victoria

Positive feedback

- Content has been significantly reduced. Specific examples from different subjects are provided.
- Organisational structure shows interconnectedness of all curriculum elements.
- The language used to describe strands, sub-strands, content descriptions and achievement standards is more consistent across all languages.
- Strands and sub-strands are better explained in the introduction, show better progression across bands, and have been streamlined. Specific examples are given.
- Language in Content descriptions is more concise.
- Content descriptions are improved.
- Most verbs used in Content descriptions show logical progression.
- Achievement standards are clear and helpful as well as concise and aligned with Content descriptions.
- Opportunities for teaching and learning activities related to Aboriginal and Torres Strait Islander histories and cultures are more consistently articulated.
- The introductory sections foreground the needs of a diverse range of learner backgrounds, and different sequences are provided to achieve this aim.

Aspects that need further revision

- Some terminology needs additional clarification. Specific examples are given from across the different subjects.
- Some sub-strands need additional clarification.
- Explicit references to the cross-curriculum priorities are not immediately apparent based only on Content descriptions.
- Elaborations provide language for students to describe and reflect on how Aboriginal and Torres Strait Islander histories and cultures, but this is not made explicit in the content descriptions.
- The Sustainability CCP could be better foregrounded in the Elaborations.
- It is noted that a separate Foundation year is a significant change teachers will need support.
- There are further opportunities to for students to compare English with other community languages.
- It is not always clear whether students should be using English or the target language.
- In Chinese and Japanese, there are more opportunities for students to consider their views about Asia more broadly (not just China).

New South Wales

Positive feedback

- The emphasis on communicating meaning in the Languages Curriculum is supported as inclusive of diverse learners.

Aspects that need further revision

- In the Languages Curriculum, 'identifying' a system of language may be too challenging in Foundation and should be changed to 'recognise'.

South Australia

Positive feedback

- Progression within F-6 and within 7-10 (Entry) is clear and well aligned.
- The separation of Foundation from Years 1-2 is welcomed.
- The reduction in repetition is strongly evident.
- Overall reduction in content is welcomed.
- Generic content descriptions provide common understanding of the expectations at each band level, across languages.
- The Language Guide is welcomed.
- The use of English statement provides clarity.
- Achievement standards are clearer and more clearly aligned to relevant parts of the curriculum.

Aspects that need further revision

- Sub-strands removed from the revised curriculum (Translating, Creating, Reflecting) should be reinstated. Those which have been retained do not adequately capture the processes in language learning and use. Examples are given.
- A more inclusive approach to language throughout that acknowledges the multiple languages and cultures that the students bring should be considered. Specific examples are provided, particularly in relation to the Key connections.
- The 4 main concepts for organising the curriculum content are not sufficiently reflected within the content.
- The elements mentioned in the rationale are insufficiently developed and insufficiently visible in the revised curriculum content.
- Content descriptions are too generic and more language specific references are needed.
- Content descriptions need to include concepts and processes.
- Content elaborations should include language specific examples and are sometimes not aligned to Content descriptions. Specific examples are provided in relation to each subject.
- Intercultural and interpersonal capabilities are insufficiently described within the content descriptions to match the achievement standards.
- References to First Nations cultures need careful consideration to ensure that they are culturally appropriate and avoid stereotyping.

Western Australia

Positive feedback

- Rationale reflects the essence of Languages and articulates the value of learning a language.
- The emphasis on bilingualism/plurilingualism is welcomed.
- Aims are clear and identify major learning
- Some sub-strands are clearer.

- Core concepts reflect what is important in the learning area.
- Key connections make clear links with GCs, CCPs, and other learning areas.
- Alignment of skills to strands and sub-strands is clear in the Content descriptions.

Aspects that need further revision

- Suggestion additions to the Rationale are provided.
- Aims contain gaps and ambiguities. Examples are given.
- Some sub-strands are wordy, repetitious, and confusing. Examples are given.
- Concerns raised around the changed emphasis on the Creating strand.
- Some current sub-strands and sub-strands should be reinstated.
- Purpose of core concepts is not clear, add a confusing layer, and are not embedded in the curriculum.
- Key connections should better foreground Ethical understanding and connections with Indigenous languages.
- Key considerations are not helpful for planning and practice.
- Alignment of skills to strands and sub-strands is not clear in the Content elaborations.

Independent Schools Australia

Positive feedback

- Overall, ISA is positive about the revised curriculum. Note that only 4 languages have been reviewed (Japanese, French, Chinese and another that is not identified).
- Progression from 7 – 10 is clearer.
- Achievement standards are clearer and less cluttered.
- The reduction from 5 to 3 sub-strands is welcomed.
- A separate Foundation year is welcomed.
- A reduction in Content descriptions is noted.

Aspects that need further revision

- There is still a heavy focus on teaching 'A Language' rather than the skills needed to learn another language more broadly.
- A sense that a more 'contemporary approach' is needed, with a focus on multilingualism and support for 'mother tongue' languages.
- Some languages appear elevated relative to others, raising issues around consistency in standards.
- A phase rather than age-based approach may be more contemporary.
- Some aspects of Achievement standards are impractical to assess. Examples are given.
- Listening is missing from Achievement standards.
- Achievement standards emphasise cultural knowledge and language features, but students should be assessed on their language use.
- Some Achievement standards are not age appropriate; examples are given.
- Consistent language is needed across the document; there is a sense of many voices. Examples are given across the curriculum elements.

- The 'Communicative' approach appears to be foregrounded at the expense of other approaches such as AIM. This has implications for assessment.
- Some cognitive verbs are queried in relation to assessment e.g., interpret rather than explain.
- In relation to French, the curriculum is still full of 'output' rather than a progression in language skills.

National Catholic Education Commission

Positive feedback

- Rationale foregrounds the role of Languages in developing Intercultural capability and the intent is clear.
- Aims are generally clear.
- Organisational structure is mostly supported.
- Generally, the curriculum has been 'refined, decluttered, and reduced'.
- Renaming Strands is supported and reduction in sub-strands is generally supported.
- Key connections section is generally supported and identifies the most relevant general capabilities and cross-curriculum priorities.
- Key considerations are welcomed.
- Language guide is welcomed.
- Removal of language-specific examples from the achievement standards has been well received.
- Consistency across languages through a generic achievement standard has been generally well received.
- Achievement standards adequately reflect a clear developmental progression.
- Content descriptions have been reduced and clearly specify the essential knowledge, understanding and skills that should be learned.
- On the whole, the amount of content can be covered in each year/band.
- The content elaborations are clearer, useful, and reflect level of development. The inclusion of more language-specific examples is supported and welcomed.

Aspects that need further revision

- Rationale needs to include more about the reflective aspects of studying languages; some concepts need more unpacking.
- Some aspects of the Aims could be clearer; examples are given.
- Suggestions to further improve the Organisational structure are provided.
- Concerns are raised about the removal of some sub-strands. Reasons are provided.
- Key connections could better foreground the role of Ethical understanding and could provide clearer opportunities to connect with some other Learning areas.
- Generic nature of band level descriptions assumes all languages can cover the same amount of content in the same timeframe, which is not practical. Examples are provided.
- Challenges are noted with applying consistency across languages without losing the specificity of individual languages and cultures.
- Achievement standards need to clearly show different levels of progression for students learning alphabetic-based versus character-based languages.

- Amount of content still seems unmanageable at times, mainly due to timetabling allowances. ACARA should revisit and republish the guidelines (table) given to writers, illustrating the suggested percentage of time to allocate to each learning area.

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