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CREATE CHANGE

FINAL Report – Languages Consultations 2022

PHASE 2

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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. The bulk of the Review, which included the existing 3 dimensions of the Australian Curriculum; that is, the 8 discipline-based learning areas, 5 general capabilities and 3 cross-curriculum priorities was completed in 2021. It broadly aimed to improve the Australian Curriculum F-10 by refining, realigning and decluttering the content of the curriculum within its existing structure. As part of the Review of Languages in 2021, the Review focused on 4 languages: Chinese, French, Italian and Japanese. In 2022, the Review was extended to the languages: German, Indonesian, Korean, Modern Greek and Spanish.

As part of the Review, ACARA invited public feedback on its proposed revisions to the Australian Curriculum. 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 for the 5 languages that were the subject of the Review in 2022.

1.2 Consultation features and caveats

The consultations were open between 31 May and 9 August 2022. 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 to be included 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 of the survey. 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 when the bulk of consultations about revisions to the Australian Curriculum took place in 2021. This code frame was also used to analyse and report the feedback provided via open-ended survey questions, open email submissions, and jurisdictional submissions in 2022.

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 57 responses to the online survey. Survey respondents were asked to select which one out of the 5 Languages curriculum they represented in completing the survey. German and Spanish were the most represented subjects (n=16), followed by Indonesian (n=13), Modern Greek (n=8) and Korean (n=4).

Teachers were the most numerous stakeholder type across the 5 surveys. School educational professionals (teachers and school leaders) and schools constituted the vast bulk of respondents across the 5 surveys. Responses across the different jurisdictions varied: responses from South Australia accounted for half of the 16 German survey respondents and all of the 4 Korean survey respondents while responses from Queensland (n=7) made up nearly half of the 16 Spanish survey completions.

Respondents to 4 of the surveys were distributed across the 3 levels of the curriculum: F-6, Y7-10 and F-10. All 4 Korean survey respondents chose the F-10 level as their point of reference when providing their feedback. Of the different language survey respondents, Spanish survey respondents were most likely to select the F-6 level of the curriculum with 8 out of 16 respondents selecting that level of the curriculum to provide feedback on.

Respondents linked to Government schools outweighed respondents linked to schools in other school sectors in the Indonesian, Korean and Spanish surveys. German respondents were equally likely to be linked to a Government and Independent school and Modern Greek respondents were nearly equally so. Respondents linked to Catholic schools only featured in the Spanish and Indonesian surveys (n=2 in each).

Respondents who were linked to schools in metropolitan areas dominated the sample across the 5 surveys. Only one respondent of the 57 respondents to the Languages surveys was linked to a school in a remote area (in the Indonesian survey).

ACARA received 3 email submissions. Of the 3 submissions, one was specifically focussed on the subject of Modern Greek, while 2 were general or covered all 5 subjects.

Seven of the 10 invited jurisdictions and national sector peak bodies submitted feedback on the proposed revisions to the F-10 Australian Curriculum Languages in 2022: Victoria, Queensland, Western Australia, South Australia, Tasmania, the Northern Territory, and the Australian Capital Territory.

1.5 Feedback from surveys by Language

1.5.1   German

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

Summary of key feedback from the 16 respondents is as follows:

- *Introductory elements*: Between 12 and 14 of the 16 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 attributes of the key connections. It was lowest for the statement that the key considerations provide important information for teaching and learning.

- *Curriculum elements*: Between 10 and 13 of the 16 respondents agreed or strongly agreed with the statements related to curriculum elements. The level of agreement was highest for the band level descriptions providing a clear overview of learning at band levels and for the proposition that achievement standards adequately reflect a clear developmental progression. The statements about the content elaborations providing useful illustrations and suggestions and supporting teachers to meaningfully integrate the cross-curriculum priorities and the general capabilities attracted least agreement. Four 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. The latter statement received agreement ratings from 14 of the 16 respondents, and the 5 statements directly related to the TOR received agreement ratings from between 10 and 13 respondents. Consistent with responses related to the Curriculum elements, the statement that the content elaborations had been improved received the least favourable responses. The overall feedback provided by survey respondents suggests that the majority see the objectives of the Review met with 13 respondents agreeing that the 'Curriculum content has been refined, realigned and decluttered' and 11 supporting the view that 'The revised Australian curriculum in the subject is an improvement'.

- The open-ended survey feedback indicated the respondents saw the proposed revisions offered several improvements, including to: clarity and organisation of the overall curriculum; clarity of content descriptions, with clearer links to achievement standards, the sub-strands providing a more logical structure, and the amount of content to be covered making it more manageable for teachers. However, there were some opposing views, with some respondents seeing the need for further refinement to sub-strands, and the addition of further detail, such as with examples.

1.5.2   Indonesian

Summary of key feedback from the 13 respondents is as follows:

- *Introductory elements*: Between 9 and 11 of the 13 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, cross-curriculum priorities and that they identify key opportunities to connect with other learning areas. The level of agreement was lowest for the statement that the aims identify the major learning that students will demonstrate.

- *Curriculum elements*: Between 6 and 9 of the 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 least favourable towards the proposition that the content descriptions make it clear for teachers what should be taught (n=6 agreement vs n=7 disagreement). Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Seven agreed and 5 respondents disagreed with that statement. One respondent opted 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 10 of the 13 respondents agreed that the introductory sections provide important information, the 5 statements directly related to the TOR received lower agreement (between 6 and 8 respondents agreed or strongly agreed). Still, a majority of respondents confirmed that the objectives of the

Review had been achieved with one exception: agreement and disagreement were evenly split when it came to the suggestion that the quality of the content elaborations had been improved.

- 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 achievement standards, and improvements to the overall structure and organisation of content. However, other comments indicated that some respondents saw further need for improvement, with a view that attempts to declutter the curriculum had meant some content had been removed or simplified to the extent that it was less meaningful for teachers. Several respondents commented on the separation of the Foundation Year, which was received positively. However, a small number of respondents saw opportunities for further improvement to the introductory elements, such as further refinement of the sub-strands and the aims.

1.5.3   Korean

Summary of key feedback from the 4 respondents is as follows:

- *Introductory elements*: Between 2 and 3 of the 4 respondents agreed or strongly agreed with the presented statements.

- *Curriculum elements*: Between one and 2 of respondents agreed or strongly agreed with the statements related to curriculum elements. More respondents expressed disagreement (n=3) than agreement (n=1) when asked whether the achievement standards clearly describe the expected quality of learning, that they adequately reflect a clear developmental progression and that they align with essential content students should be taught. When asked if the amount of content can be covered in each band, 3 respondents agreed.

- *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. Three of the 4 respondents agreed with the latter statement and between 1 and 2 with the statements directly related to the TOR. Consistent with the feedback in the Curriculum elements section of the survey the proposition that the quality of achievement standards had been improved received one supporting and 3 opposing responses.

- Respondents communicated through the open-ended survey feedback that they saw the proposed revisions as offering some improvement to clarity of the overall curriculum, as well as the achievement standards. However, it was also seen that the proposed revisions had lost some specificity, which was considered potentially challenging to teachers.

1.5.4   Modern Greek

Summary of key feedback for the 8 respondents is as follows:

- *Introductory elements*: Between 4 and 7 of the 8 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 the aims identifying the major learning that students will demonstrate. It was lowest (n=4/5) for the statements on attributes of key connections and the suggestion that the key considerations section provides important information for planning teaching and learning.

- *Curriculum elements*: Between 3 and 5 of the 8 respondents agreed or strongly agreed with the statements related to curriculum elements. Responses were most favourable in relation to the achievement standards adequately reflecting a clear developmental progression. More respondents disagreed than agreed with statements suggesting that the content descriptions made it clear what should be taught, that the content elaborations providing useful illustrations and suggestions on how to plan and teach the content, and that they supported teachers to meaningfully integrate general capabilities and cross-curriculum priorities. Four respondents expressed agreement (vs 3 who

disagreed) 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 5 of the 8 respondents agreed or strongly agreed that the introductory sections provide important information, the 5 statements directly related to the TOR received lower agreement (between 2 and 4 respondents agreed or strongly agreed). In fact, more respondents expressed disagreement than agreement for 4 of the TOR statements.

- The open-ended survey feedback indicated that a few respondents saw the proposed revisions as offering improvements to clarity, particularly with regards to content descriptions, and to the content. However, it was also seen by some that further detail could be provided, such as examples of skills to be taught, to improve the clarity of the content descriptions. Further, there was a question as to the appropriateness of basing the bands on chronological age, rather than students' acquisition of skills. Further, one respondent saw opportunities for stronger connections with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.

1.5.5 Spanish

Summary of key feedback for the 16 respondents is as follows:

- *Introductory elements*: Between 9 and 15 of the 16 respondents agreed or strongly agreed with the statements related to introductory elements. The level of agreement was highest for the statement that the rationale is clear about the importance of the subject and the statement that the key connections section identifies the most relevant general capabilities. They were lowest for the statement that the key considerations provide important information for teaching and learning

- *Curriculum elements*: Between 9 and 12 of the 16 respondents agreed or strongly agreed with the statements related to curriculum elements. The level of agreement was highest for the statement that the content elaborations provide useful illustrations and suggestions. Respondents were least likely to agree or strongly agree with the statements that suggested that content elaborations supported teachers to meaningfully integrate the general capabilities and cross-curriculum priorities, and that the content descriptions made it clear what should be taught. The latter also attracted the strongest disagreement (n=7). More respondents expressed disagreement (n=8) than agreement n=7) 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 14 of the 16 respondents agreed or strongly agreed that the introductory sections provide important information, the 5 statements directly related to the TOR received lower agreement (between 6 and 10 respondents agreed or strongly agreed). The majority saw the overall objectives of the Review met, with 9 respondents agreeing that the 'Curriculum content has been refined, realigned and decluttered' and 10 supporting the view that 'The revised Australian curriculum in the subject is an improvement'. However, more respondents disagreed than agreed when prompted to indicate whether the quality of content elaborations had been improved and just half of the 16 respondents confirmed that the quality of achievement standards had been improved.

- The open-ended survey feedback indicated that respondents saw the proposed revisions as offering some improvements, including to clarity and conciseness of the content descriptions. However, others did not see this as offering sufficient depth for meaningful teaching, and there was a suggestion to include further content, such as a greater focus on the teaching of Culture. The proposed revisions to the curriculum were met with mixed views as to how effectively this has decluttered the curriculum and made it manageable.

1.5.6 Languages compared

There were some commonalities in the responses to the questions between the different language surveys. The statements regarding the rationale being clear about the importance of the subject, the attributes of the key connections in terms of identifying the most relevant general capabilities, cross-curriculum priorities and key opportunities to connect with other learning areas received the highest level of agreement in the German (14 out of 16 respondents), Indonesian (11 of 13 respondents), Korean (3 of 4 respondents) and Spanish surveys (between 13 and 15 of 16 respondents). The rationale statement also attracted the highest agreement in the Modern Greek survey as did the proposition that the aims identify the major learning that students will demonstrate (7 of 8 respondents).

There was more diversity at the lower end of expressed agreement. For respondents of the Korean survey the four statements about the achievement standards were the least well received (agreed by one out of 4 respondents). For respondents of the Modern Greek survey the two TOR statements that the curriculum content had been refined, realigned and decluttered, and that the revised Australian Curriculum in the subject was an improvement received least agreement (n=2 out of 8 respondents). For respondents of the German survey the 3 statements receiving the least agreement were about the content elaborations (although they were still confirmed by a majority of 10 of the 16 respondents). One of these statements that suggested that the quality of the content elaborations had improved was also least well received in the Spanish (agreed by 6 of 16 respondents) and Indonesian (agreed by 6 of 13 respondents) surveys. That content descriptions make it clear to teachers what should be taught was perceived by less than half the Indonesian respondents. The same applied to the statement that the amount of content could be covered in the Spanish survey.

Overall, German survey respondents appeared to provide the most consistently positive responses to the revised curriculum with between 10 and 14 of the 16 respondents expressing agreement to all statements posed in the survey.

Commonalities across the languages from the open-ended survey feedback indicated that respondents saw improvements to the clarity associated with the proposed revisions, particularly around content descriptions, and to some extent with the achievement standards. There were also comments which expressed improvements to the overall structure and organisation of content. The separation of the Foundation Year tended to be received positively. However, other comments indicated that some saw further need for improvement, with a view that attempts to declutter the curriculum had meant some content had been removed or simplified to the extent that it was less meaningful for teachers. Several respondents saw opportunities for further improvement to the sub-strands. Across the languages, the open-ended survey feedback indicated that there were both positive and negative views on the extent to which the curriculum was effectively decluttered and more manageable for teachers.

The number of respondents to the 5 Languages surveys was low. There were also some differences in the self-reported stakeholder characteristics between the 5 respondent groups in terms of state of residence, school sector and the level of the curriculum that was selected, which jeopardise the validity of making comparisons across the surveys.

1.6 Feedback from email submissions

In total, there were only 3 email submissions related to the learning area of Languages, and caution should be taken with the interpretation of results. The leading themes were around *content should be added; 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 recommendations from one respondent for having a strong conceptual basis underlying the revisions.

1.7 Jurisdictional feedback

The nature and level of detail provided by the 7 participating jurisdictions were diverse, with some providing extensive and highly specific feedback and suggestions, and others providing succinct or general feedback.

Overall, the revised Languages curriculum was regarded as improved by all jurisdictions, with some (e.g., Queensland, Western Australia, and Victoria) providing specific suggestions for further improvement, including to individual content descriptions.

Overall, the revised Languages curriculum was regarded as improved by all jurisdictions. Several jurisdictions commented that the revised Languages learning area has achieved greater consistency and alignment across all Languages subjects. The Introductory elements were regarded as improved, with opportunities for further refinement noted by some jurisdictions. Four jurisdictions agreed that more inclusive language was needed in the revised Languages curriculum.

While Content was seen as improved (e.g. reduced repetition, clearer sequencing, increased clarity), of the jurisdictional feedback which saw the need for further refinement or changes, there was a pattern expressing concern that some important, language-specific detail had been lost as a result of reducing and combining content descriptions. Some (e.g., Queensland, Western Australia, and Victoria) provided specific suggestions for further improvement to content descriptions. Of the 5 jurisdictions who commented on the addition of a Foundation year, all endorsed this change to the Languages curriculum.

Five jurisdictions commented on the need for implementation support. This included requests for guidance with time allocation, assessment, and resources. Two jurisdictions noted that they would have liked access to the language specific guides.

With regard to Aboriginal and Torres Strait Islander histories and cultures content, some caution was expressed about how authentically this content can be incorporated by practitioners. Three jurisdictions (i.e., Queensland, Victoria and Western Australia) noted that more clarity was needed in some content descriptions that incorporated Aboriginal and Torres Strait Islander histories and cultures content and concepts.

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. The report abstained from identifying an 'authoritative voice' among the various individual and group respondents. Survey and email feedback were further affected by low response, which further limit the extent to which patterns across the 3 channels could be identified.

There was an acknowledgement that the revisions had improved the Australian Curriculum: Languages, which was reflected in the survey and jurisdictional responses to the key statements that reflected the TOR of the Review - 'Curriculum content has been refined, realigned and decluttered' and 'The revised Australian curriculum in the subject is an improvement'. A majority of respondents in the German, Indonesian and Spanish surveys expressed agreements to the latter statements, as well as 2 in 4 Korean survey respondents. Survey respondents of the Modern Greek survey were more critical with only 2 in 8 respondents expressing agreement to these statements.

Much of the stakeholder feedback indicated improved clarity and usefulness of the introductory sections of the Languages curriculum. While there were different levels of agreement across the 5 Languages surveys, within each of those 5 subject surveys, respondents tended to express the highest levels of agreement to statements related to introductory elements. In particular, respondents tended to express that the rationale for each of the subjects was clear about the importance of the subject, that the introductory sections were important, that the key connections identified opportunities to connect with other elements of the curriculum and that the aims identify the major learnings that students should demonstrate. Perceptions on the strand and sub-strand structure also tended to be positive in the surveys, although the open-ended comments from the surveys indicated that respondents saw opportunities for further improvements. These positive views were corroborated by jurisdictional feedback although three jurisdictions also expressed further suggestions for improving introductory elements.

Jurisdictional feedback was also overwhelmingly positive when it came to assessing the quality of achievement standards, content descriptions and content elaborations of the revised curriculum although there were exceptions. Queensland's response to the overall survey statements indicated disagreement that

the quality of content elaborations had improved overall. However, Queensland did endorse the inclusion of specific language examples in the content elaborations, and also noted that the revised elaborations were better aligned with the Content descriptions. Western Australia disagreed that the quality of the achievement standards had improved. With the exception of German, the equivalent statements presented in the language surveys received a more critical reception by respondents, particularly those probing for the quality improvements in the achievement standards and content elaborations. Survey respondents in the languages surveys also tended to be sceptical of the statement 'The content descriptions make it clear to teachers what should be taught. Of all 57 languages respondents, 44% disagreed or strongly disagreed with the statement.

Jurisdictions feedback also included requests for guidance with time allocation, assessment, and resources. Support for content for the Foundation year, separate from the Years 1-2 band was expressed by some jurisdictions and in open-ended survey feedback. Some open-ended survey and jurisdiction feedback expressed a view that attempts to declutter the curriculum had meant some content had been removed or simplified to the extent that it was less meaningful for teachers.

There were various suggestions in the open-ended feedback received through the 3 consultation channels that related to content descriptions, achievement standards and other elements of the curriculum, much of it specific to individual languages.

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). The bulk of the Review, which included the existing 3 dimensions of the Australian Curriculum; that is, the 8 discipline-based learning areas, 5 general capabilities and 3 cross-curriculum priorities was completed in 2021. It broadly aimed to improve the Australian Curriculum F-10 by refining, realigning and decluttering the content of the curriculum within its existing structure. As part of the Review of Languages in 2021, the Review focused on 4 languages: Chinese, French, Italian and Japanese. In 2022, the Review was extended to the languages: German, Indonesian, Korean, Modern Greek and Spanish.

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 5 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.

- New Foundation year content has been developed to better support learning in the early years.

- The number of sub-strands has been reduced (down from 8 to 5) and 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.

- Content descriptions and achievement standards are better aligned.

- Content elaborations now show suggestions for authentic and meaningful alignment with general capabilities and cross-curriculum priorities.

- The volume of achievement standards has been reduced.

- The content elaborations have been reduced and refined to reduce repetition and overlap and improve their sequencing.

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 5 languages – German, Indonesian, Korean, Modern Greek and Spanish. 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 31 May and 9 August 2022. 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.

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.

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.

The low numbers of survey completions across the 5 Languages surveys did not allow for potential similarities and differences between stakeholder groups to be pursued. The low numbers also compromised the reporting of stakeholder characteristics as a result of data aggregation or suppression to minimise risks to the confidentiality of participating survey respondents.

2.3.2   Structure of report

The following section (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. 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.

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

In 2021, 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 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, in theory, 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 practice, demographic breakdowns are not included, and percentages are not reported due to the low numbers of survey respondents across the 5 Languages surveys.

The email submissions did not adhere to the structure and prompts of the survey. They constituted unprompted, mostly open-ended feedback that came with additional materials attached. All submissions contained some information about the stakeholder, such as profession or organisation name. However, 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. 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. As respondent numbers were low for all 5 Languages surveys, some demographic detail was aggregated and/or not reported to protect the anonymity of respondents.

Overall results for the 23 questions are presented as stacked bar charts that show the frequency breakdown across the 3 categories (Agreement=strongly agree + agree, Disagreement=disagree + strongly disagree, and Don't know). Across the 3 categories, responses add up to the total of respondents.

The prevalence of themes expressed by stakeholders in open-ended comments is reported as number of respondents.

Differences between stakeholder groups were not explored due to the low respondent numbers.

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 and subthemes. This is based on coding of comments to the themes and subthemes of the code book. The reporting 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 more of the respondents.

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. Six of the 7 participating jurisdictions (Victoria, Queensland, Western Australia, Northern Territory, Tasmania and Australian Capital Territory) provided responses to these questions. Thus, analysis of data from jurisdictional submissions summarises general trends and themes from the qualitative feedback, synthesising this with feedback from the 6 jurisdictions who responded to the 6 survey statements.

3.4.5   Multiple participations

The consultations were open to the public without imposing protocols that confirmed the identity of participants or that participants submitted their feedback only once. It is 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. 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. The online survey was completed 16 times for German and Spanish each, 13 times for Indonesian, 8 times for Modern Greek and 4 times for Korean. Three email submissions were received for the learning area Languages with one specifically focused on one subject and the remaining 2 broadly commenting on the Languages curriculum or on all subjects. Seven jurisdictional stakeholders participated in the consultations about the Australian Curriculum Languages in 2022. All jurisdictions commented broadly on the Languages curriculum and some provided additional feedback for some or all of the 5 languages.

Table 1: Number of participations (for the online survey), Languages consultations

	Online survey
German	16
Indonesian	13
Korean	4
Modern Greek	8
Spanish	16
Languages overall/ overarching	NA
Total	**57^**

^ Respondents could complete the online questionnaires for multiple subjects so that the total indicates the number of completions rather than the number of different respondents.

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 5 subjects.

5.1 German

This section starts by drawing a profile of the 16 participants who provided feedback on the German curriculum before presenting their feedback.

5.1.1 Survey respondent profile

Of the 16 respondents who completed the German questionnaire, 10 identified as teachers, 3 as representing schools, 2 as representing professional associations and one as a school leader (Table 2).

Table 2: Type of respondent, German survey respondents

Type of respondent	n
Individual respondent	
Teacher	10
School leader	1
*Group respondent^*	
School	3
Professional association	2
Total	**16**

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

Of the 10 participating teachers, 3 were primary teachers, 6 secondary teachers and one was a F-12 teacher. Respondents selected one of the 3 levels of the curriculum at the beginning of the survey to indicate for which level of the curriculum they provided feedback on. Seven of the 16 respondents indicated the secondary level, 5 the primary level and 4 the F-10 level of the German curriculum (Figure 1).

Of the 11 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 2 based on both.

Figure 1: Level of curriculum selected, German survey respondents
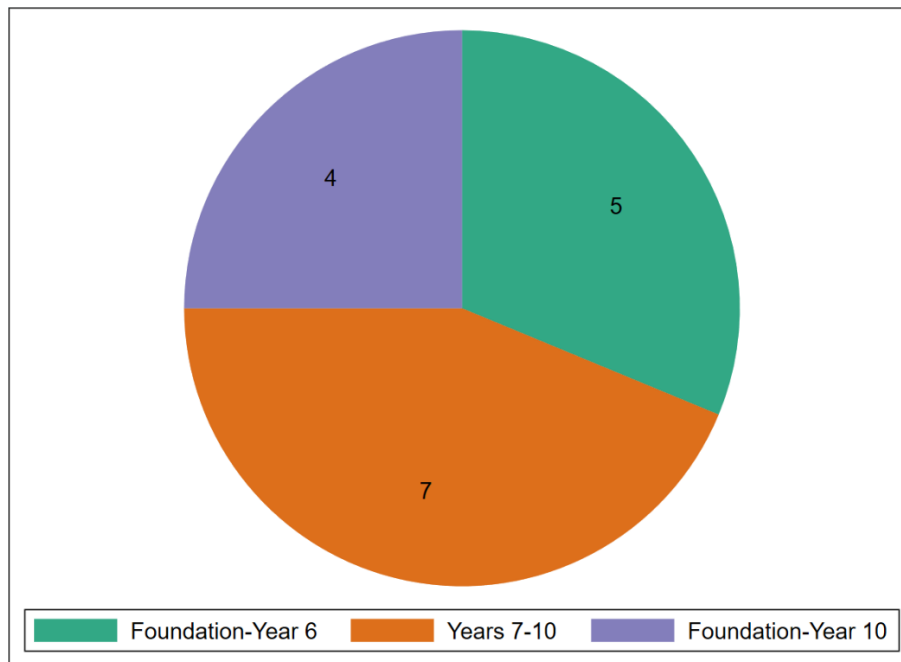
State representation among survey respondents was strongest for South Australia (n=7), followed by Queensland (n=5). One respondent represented New South Wales, Victoria and Tasmania respectively (Figure 2).

Figure 2: State of residence, German survey respondents
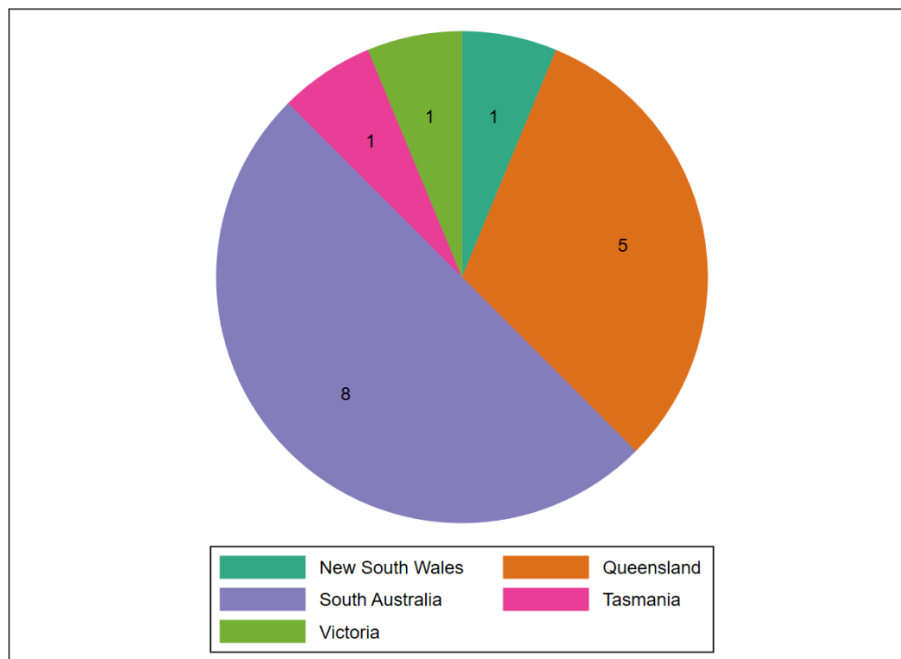
Respondents who identified as a teacher, school leader and school were asked in which sector their school was and in which remoteness region it was located. Among the 14 respondents who fell into one of these categories there was an even spread between Government and Independent schools, both represented by 7 respondents. No respondent was linked to a Catholic school (left panel in Figure 3).

All but one of those respondents indicated that the school was located in a metropolitan area, and one respondent 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, German survey respondents^*
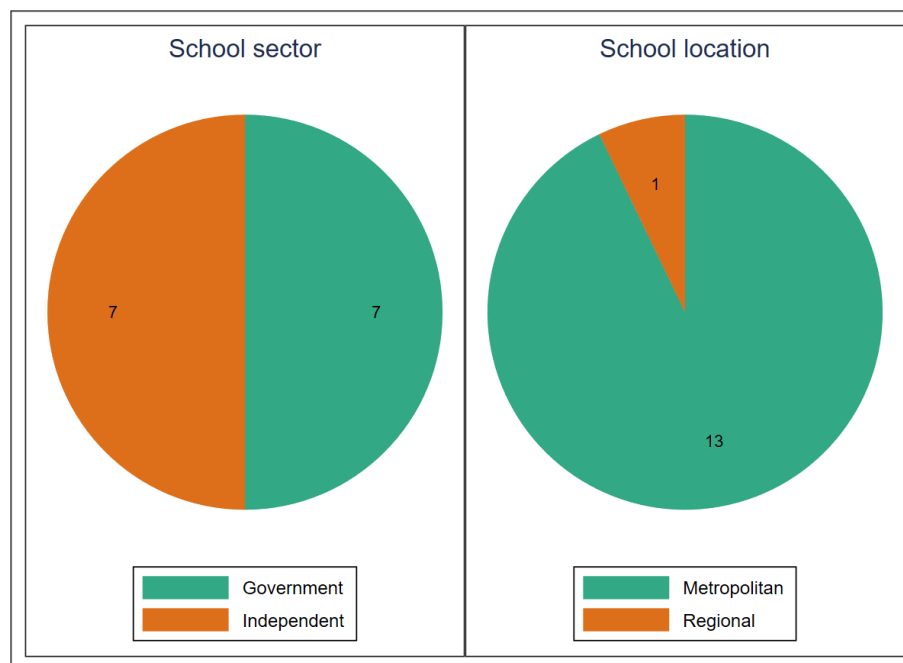
^ Teachers, school leaders and schools.

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 German was very small. The small number of respondents means that one respondent's agreement (or not) makes a difference of 6 percentage points. As proportions are highly volatile to small underlying changes in responses, they are not reported in the results section of the survey. Further to that, to make the reporting efficient, "Strongly agree" and "Agree" responses have been aggregated as have "Strongly disagree" and "Disagree" responses. The graphs in the following sections present stacked bar charts of frequencies that add up to the number of German survey respondents (n=16).

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 German 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 German curriculum. The results are reported in Figure 4.

Overall, between 12 and 14 of the 16 respondents agreed or strongly agreed with the presented statements, with the statement 'The key considerations provide important information for teaching and learning' attracting the fewest agreement responses.

Figure 4: Introductory elements, German survey respondents

The rationale is clear about the importance of the subject

| 14 | 2 |

The aims identify the major learning that students will demonstrate

| 13 | 3 |

The strands and sub-strands provide a coherent organisational structure

| 13 | 3 |

The strands/sub-strands are clear about what is important

| 13 | 3 |

The key connections identify the most relevant general capabilities

| 14 | 2 |

The key connections identify the most relevant cross-curriculum priorities

| 14 | 2 |

The key connections identify the key opportunities to connect with other LAs

| 14 | 2 |

The key considerations provide important information for teaching and learning

| 12 | 3 | 1 |

Number of responses

■ Agreement ■ Disagreement □ Don't know

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 10 and 13 of the 16 respondents agreed or strongly agreed, and between 3 and 5 disagreed or strongly disagreed with the presented statements.

Figure 5: Curriculum elements, German survey respondents

The band level descriptions provide a clear overview of learning at band levels
| 13 | 3 |

The achievement standards clearly describe the expected quality of learning
| 11 | 5 |

The achievement standards adequately reflect a clear developmental progression
| 13 | 3 |

The achievement standards align with essential content students should be taught
| 12 | 3 | 1 |

The content descriptions specify the essential knowledge, understanding & skills
| 12 | 4 |

The content descriptions make it clear to teachers what should be taught
| 11 | 5 |

The content elaborations provide useful illustrations and suggestions
| 10 | 5 | 1 |

The content elaborations support teachers to meaningfully integrate GCs and CCPs
| 10 | 4 | 2 |

Number of responses

■ Agreement ■ Disagreement □ Don't know

The level of agreement was strongest (n=13) for the statements that suggested that band level descriptions provide a clear overview of learning at band levels and that the achievement standards adequately reflect a clear developmental progression. Disagreement was strongest (n=5) for suggestions that achievement standards clearly describe the expected quality of learning, that the content descriptions make it clear to teachers what should be taught and that the content elaborations provide useful illustrations and suggestions.

Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Eleven respondents agreed or strongly agreed with that contention, and 4 disagreed of strongly disagreed (Figure 6).

Figure 6: Amount of content, German survey respondents
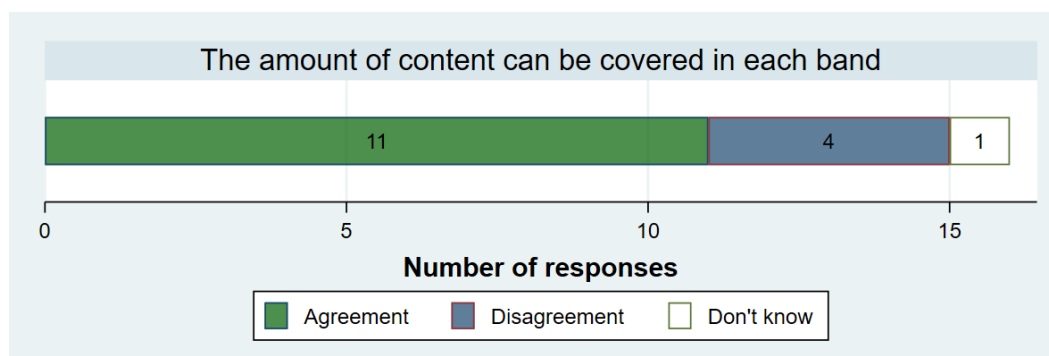
The 4 respondents who disagreed or strongly disagreed were asked a follow-up question to clarify what content should be removed or what revisions were needed to make the content more manageable. Of the 4 respondents who were asked this follow-up question, 2 provided a comment. These comments were coded according to the themes and subthemes covered in the code frame (Appendix C) that was co-designed with ACARA.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, neither respondent addressed this, but rather commented on other aspects of the curriculum (see Table 3). The comments provided aligned with the two themes from the code book: *clarity* and *content should be added.*

Table 3: Content that should be removed or revisions needed to make content more manageable (distribution of themes), German survey respondents

Theme/Subtheme	Number of respondents
Clarity	**1**
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	1
Content should be added	**1**
Various other learning area specific content that should be added	1

Comments were provided by 2 respondents.

Of the two comments provided, the first related directly to the *clarity* of the content descriptions, with suggestions for further examples or details for clarification.

> *"The content descriptions are too general to be usefully understood. They need examples such as those in the elaborations to make explicit to which level of complexity the language should be taught. If not examples, then specific descriptors of what is meant."*

The second comment related to the perceived need for additional *content to be added.* This respondent specifically recommended the inclusion of an entry level program in Year 5, as part of an introduction to the Languages (at least for Queensland schools).

> *"As most primary schools in Queensland start teaching Languages in year five there should be an entry level year 5 program."*

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.

Figure 7: Overall feedback, German survey respondents
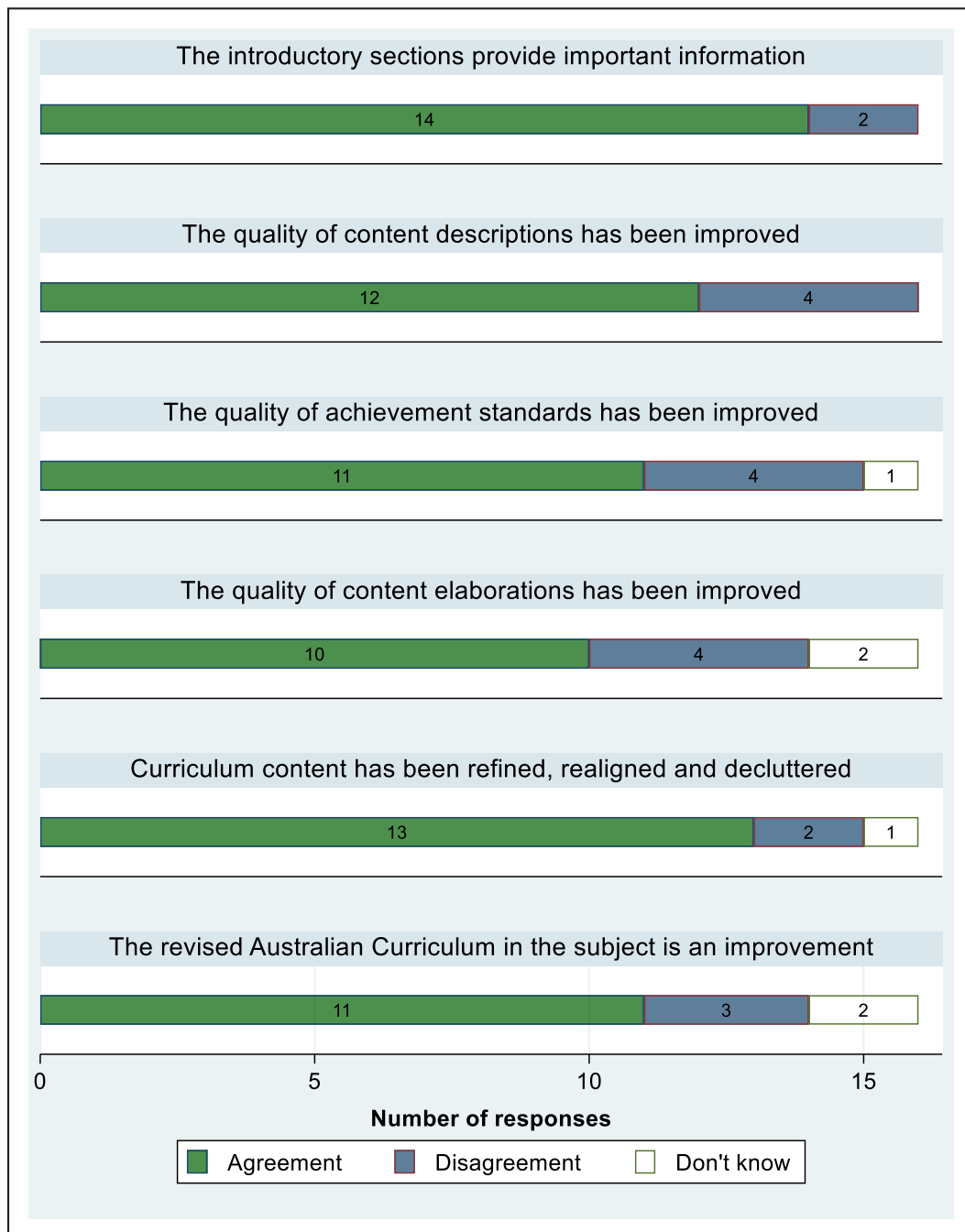
They show that the statement on the introductory sections that was not directly related to the TOR received the highest level of agreement (n=14) and the lowest level of disagreement (n=2). The 5 TOR statements

attracted agreement from between 10 and 13 respondents with the highest level of approval directed at the statement 'Curriculum content has been refined, realigned and decluttered' and the lowest towards 'The quality of content elaborations has been improved'.

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

Respondents were also invited to add their general comments on aspects of the revised German curriculum that had improved and on aspects that needed further refinement. Responses were captured in 2 text boxes that were respectively labelled. Ten respondents commented in at least 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, German survey respondents

Commenting status	n
Not commented	6
Commented in 'have improved box'	2
Commented in 'further improve' box	1
Commented in both boxes	7
Total	**16**

The top 3 themes of the responses to the open-ended questions are listed in Table 5, together with their subthemes[1]. These themes were: *clarity, introductory elements,* and *manageability.*

The leading theme was around *clarity.* As can be seen from the summary table, within this theme, more of the comments were around perceived improvements to the language, structure and clarity of the overall curriculum with the proposed revisions. This included comments which spoke directly to the separation of the Foundation Year, which was viewed positively for the organisation of material, and clearer links to the general capabilities and the cross-curriculum priorities. There were also various comments that specifically pointed towards perceived improvements in clarity of the content descriptions, including the links to other year levels and to the achievement standards.

> *"Primary teachers were very happy with the changes and separating Foundation, and the content seems far more manageable in the lower levels. Great to have clear clarifications of how languages contribute to general capabilities and cross-curriculum priorities. Content descriptions relate to each other across year levels. Overall, a clearer, simpler curriculum. Well done!"*

> *"Separating the Foundation year and creating clear, achievable expectations will be of great assistance to teachers. The mandate of refining and decluttering has been achieved."*

> *"The structure is excellent, which links between CDs and achievement standards now very clear."*

However, there were also comments that called for further revisions to improve clarity. Some spoke directly towards the perceived loss of nuance and specificity in the attempts to make the curriculum more refined. This emerged in comments, such as the below, which specifically referred to the content descriptions.

> *"Certainly the revised version is briefer in order to make it 'more accessible' for teachers (i.e. less for them to read), especially for those working in isolation in a day school. However it has now become broader and more generic/abstract than the older version. Each language specific CD appears to be suitable for any and all languages, it is not language specific and therefore much less meaningful to*

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[1] The table includes 6 themes and 2 themes are equally ranked 5th.

teachers – who teach a specific language – not a generic one. The revised curriculum does not include language specific examples of modelled language."

The 2nd 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 were an improvement on the current curriculum. It was perceived that they were more logical and easier to interpret.

"The strands and most of the sub-strands are written in plain, understandable language and make much more sense."

"The strands are two (sic) easy to understand 'headings' that sum up the essence of language learning. the sub-strands are written in plain, everyday language and make so much more sense."

However, again there were opposing views, with 2 respondents critiquing the sub-strands and calling for further refinements for these to be meaningful.

"Creating text CDs – This sub-strand is lacking an opportunity for imagination and should be about imaginative language use i.e. it should be made more evident in the CD that 'creating' refers to how language is used – not to how students interact in class e.g. create a poster!"

"One sub-strand that is not as clear as the others is 'mediating meaning in and between languages'."

The 3rd leading theme was around *manageability.* Several of these comments, which pointed towards improvements in the curriculum towards reducing, refining and decluttering the curriculum, were expressed by the respondents who had also commented on improvements to the overall language, structure and organisation of the curriculum.

"The curriculum is now user friendly and puts communication at its core. It is a more realistic representation on what can be achieved in the time available to teachers in the time available to them….. The past curriculum was overwhelming and unrealistic and difficult to understand in places."

Table 5: Aspects that have improved/need further improvement (top 3 themes), German survey respondents

Theme/Subtheme	Number of respondents
Clarity	**9**
The overall language of the curriculum is clearer and/or easier to understand	6
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	2
The wording of the content descriptions is clearer and/or easier to understand	2
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	2
The wording of the achievement standards is clearer and/or easier to understand	1
The wording of the achievement standards need further clarity	2
Introductory elements	**6**
The rationale/aims need further improvement	1
The strand/sub-strands have improved	3
The strand/sub-strands need further improvement	5
Manageability (amount of content)	**5**
Decluttering of content evident, the amount of content is more manageable	4
Still too much content/further decluttering needed	1

Comments were provided by 10 respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E1 in Appendix E.

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Band-level specific comment

Respondents were also prompted to make comment about specific band levels. Of the 16 respondents, 5 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 German survey respondents

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

Differences between stakeholder groups

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

5.1.3   Summary of German survey

Survey participation for the German curriculum was low with 16 completions. Half of the respondents were located in South Australia and another 5 in Queensland. Teachers constituted the largest type of stakeholder with 10. Among participating teachers, school leaders and schools (14 of the 16 respondents fell under those groups), equal proportions were linked to Government and Independent schools (both n=7) and all but one of these respondents were linked to schools in metropolitan areas. None of the respondents were linked to Catholic schools or remote areas. Five respondents gave feedback for the F-6 curriculum, 7 for Years 7-10 and 4 for the and F-10 curriculum.

The level of agreement was highest (n=14) for statements about the introductory elements of the curriculum relating to the rationale, the aims and the key connections and lowest (n=10) for statements that sought agreement ratings for features of the content elaborations. This emerged clearly when the 23 survey statements are ranked by the level of agreement they attracted as shown in Figure 8.

Based on levels of agreement/disagreement expressed in the survey data (and not including the respondents who selected 'don't know'), the least favourable areas of the revised German curriculum were in the areas of:

- the achievement standards clearly describing the expected quality of learning (n=11 agreement vs n=5 disagreement);
- the content descriptions being clear about what should be taught (n=11 agreement vs n=5 disagreement);
- the content elaborations providing useful illustrations and suggestions (n=10 agreement vs n=5 disagreement) and supporting teachers to meaningfully integrate the general capabilities and cross-curriculum priorities (n=10 agreement vs n=4 disagreement); and
- the perceived amount of curriculum content (n=11 agreement vs n=4 disagreement).

The overall feedback provided by survey respondents suggests that the majority see the objectives of the Review met with 13 respondents agreeing that the 'Curriculum content has been refined, realigned and decluttered' and 11 supporting the view that 'The revised Australian curriculum in the subject is an improvement'.

The open-ended survey feedback indicated the respondents saw the proposed revisions offered several improvements, including improved clarity and organisation of the overall curriculum. Further, some commentary specifically referred to perceived improvements in the clarity of content descriptions, with clearer links to achievement standards. Some respondents also perceived improvements to the sub-strands, offering an improved structure. There were some opposing views, with some respondents seeing the need for further refinement, particularly to the sub-strands or adding detail with examples or nuance. However, there were comments around improved manageability of the curriculum, particularly the amount of content needed to be covered and the organisation of content.

Figure 8: All statements, German survey respondents

Number of responses expressing agreement
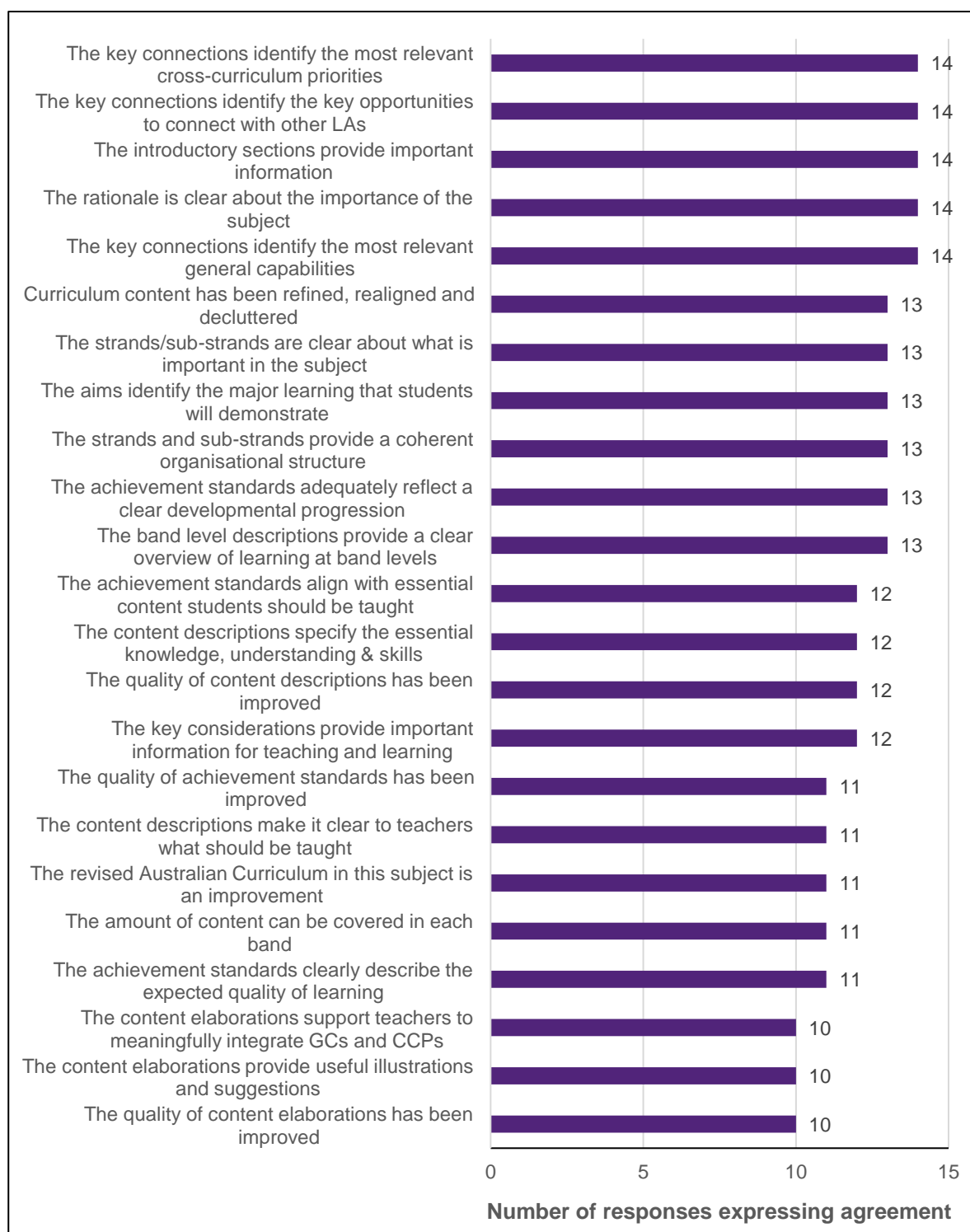
5.2   Indonesian

This section presents results for Indonesian and starts by drawing a profile of the 13 participants who provided feedback on the Indonesian curriculum.

5.2.1   Survey respondent profile

About 2 in 3 of the 13 respondents of the Indonesian questionnaire were teachers (n=8), 3 participants identified as school leaders and the 2 groups respondents as identified as schools (Table 7).

Table 7: Type of survey respondent, Indonesian survey respondents

Type of respondent	n
Individual respondent	
Teacher	8
School leader	3
*Group respondent^*	
School	2
Total	**13**

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

Three respondents participated in relation to the Years 7 to Year 10 curriculum, 5 in relation to the Foundation to Year 6 and another 5 in relation to the Foundation to Year 10 curriculum (Figure 9).

Of the 8 secondary and F-10 level respondents, 3 responded based on the Year 7-10 language sequence, one responded based on Year 7-10 bands from the F-10 sequence and 4 responded based on both.

Figure 9: Level of curriculum selected, Indonesian survey respondents
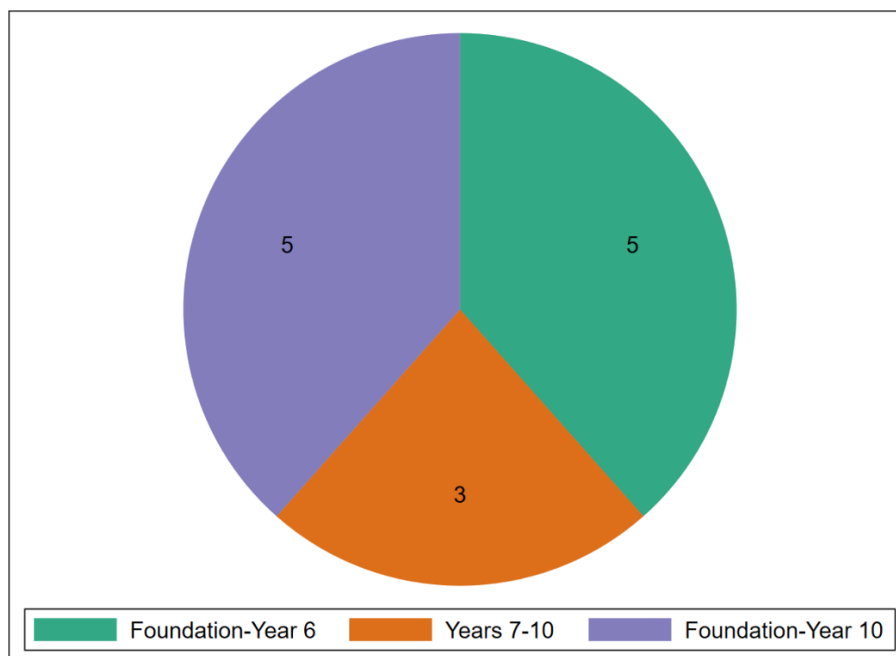
Collectively, the respondents were based in 8 jurisdictions with 4 coming from South Australia, followed by 2 respondents who were based in each of Victoria, Western Australia and the Northern Territory. Tasmania was the only jurisdiction not represented among the respondents (Figure 10).

Figure 10: State of residence, Indonesian survey respondents
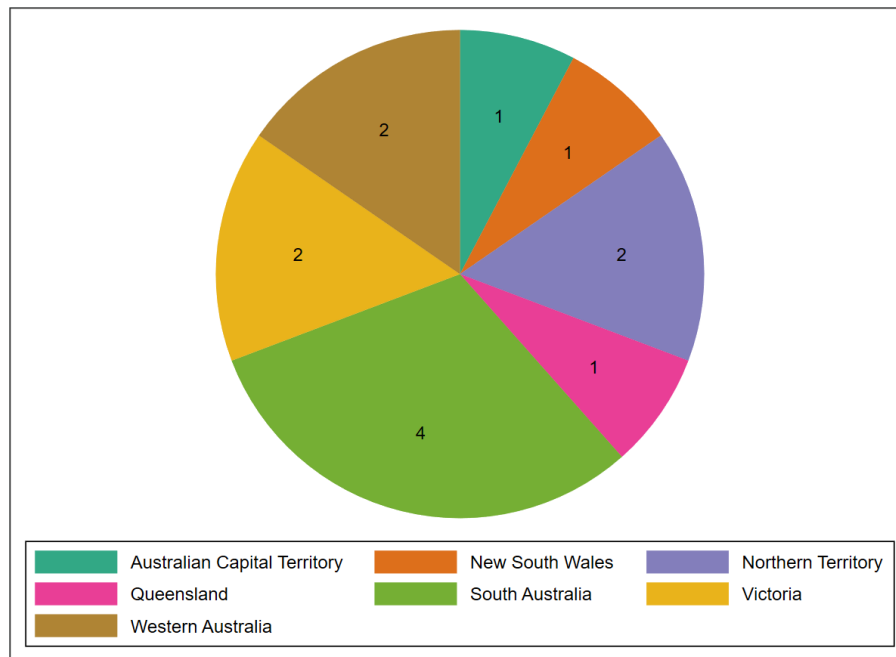
Respondents who identified as a teacher, school leader and school (all respondents in the case of the Indonesian survey) were asked about the sector of their school and in which remoteness region it was located. About 2 in 3 of these respondents indicated a Government school (n=8), 3 respondents indicated an Independent school and 2 indicated a Catholic school (left panel in Figure 11).

Also, about 2 in 3 of those respondents indicated that the school was located in a metropolitan area (n=8), 2 respondents indicated that it was in a regional area and one respondent indicated that it was in a remote area. Two selected 'Other', which could have been chosen where respondents worked in multiple schools with different remoteness status (right panel in Figure 11).

*Figure 11: School sector and location, Indonesian survey respondents^*
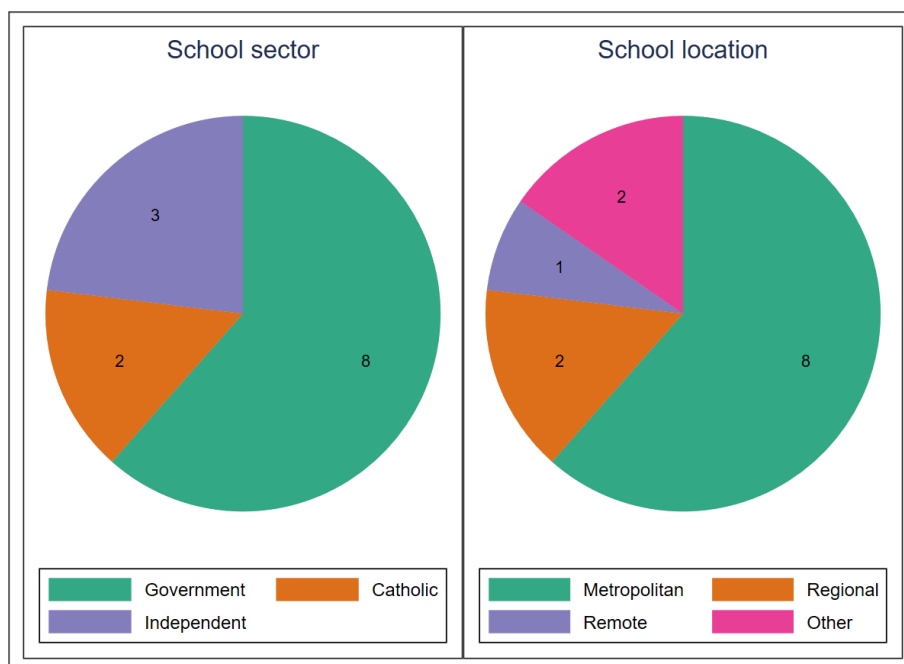
^ Teachers, school leaders and schools.
'Other' responses in the pie charts relate to staff who worked across schools or parents who had children in multiple schools.

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 Indonesian was very small. The small number of respondents means that one respondent's agreement (or not) makes a difference of nearly 8 percentage points. As proportions are highly volatile to small underlying changes in responses they are not reported in this section. Further to that, "Strongly agree" and "Agree" responses were aggregated as were "Strongly disagree" and "Disagree" responses to make the reporting more efficient. The graphs in the following sections present stacked bar charts of frequencies that add up to the number of Indonesian survey respondents (n=13).

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 Indonesian 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 Indonesian curriculum. The results are reported in Figure 12.

Overall, between 9 and 11 of the 13 respondents agreed or strongly agreed with the presented statements. The level of agreement was highest for the suggestions that the rationale was clear about the importance of the subject and the three statements about the key connections section (n=11).

It was lowest for the statement that the aims identified the major learning that students would demonstrate (n=9), which also attracted the largest number of disagreement (n=4).

Figure 12: Introductory elements, Indonesian survey respondents

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 6 and 9 of the 13 respondents agreed or strongly agreed, and between 4 and 7 disagreed or strongly disagreed with the presented statements.

Figure 13: Curriculum elements, Indonesian survey respondents
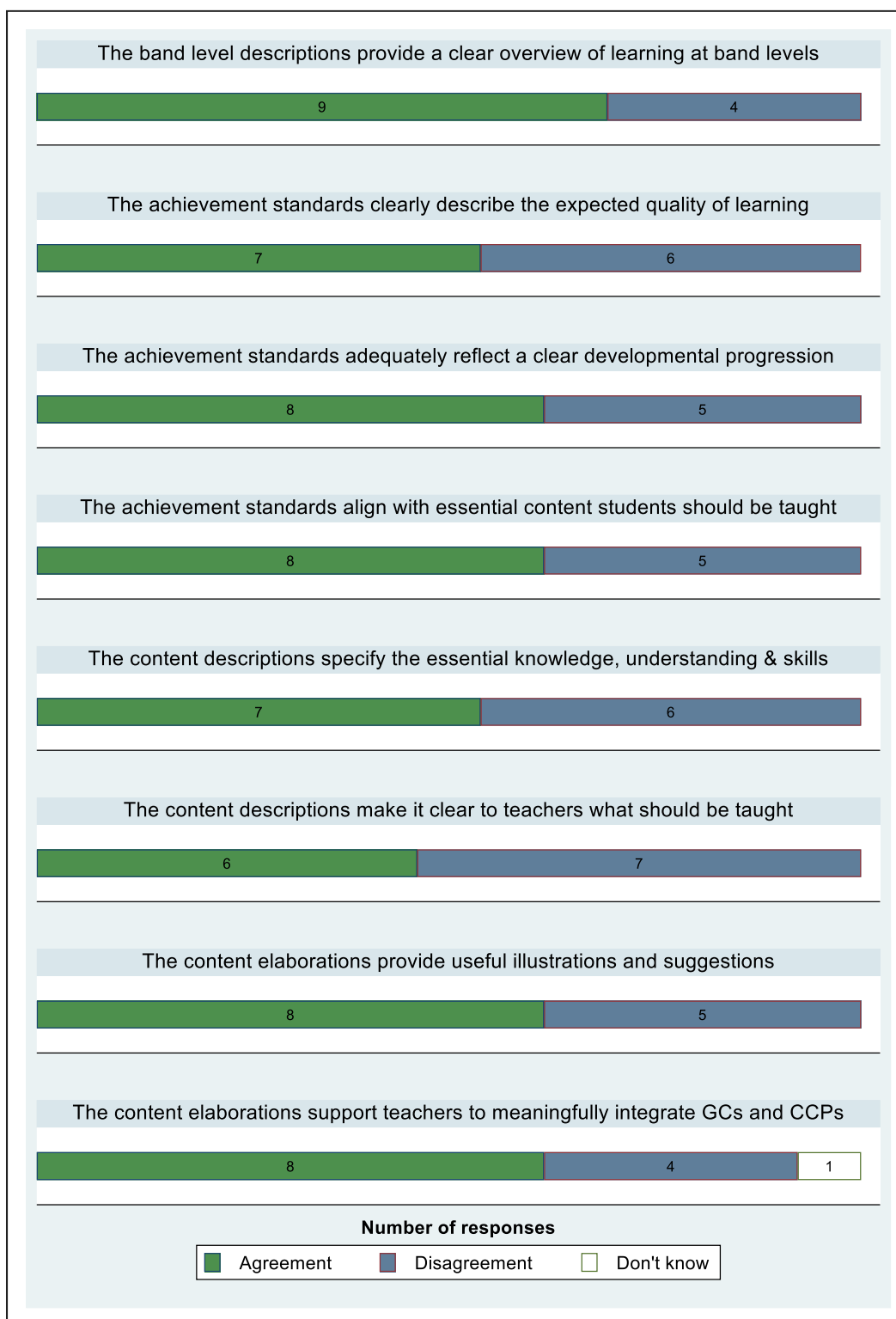
Responses were most favourable in relation to the band level descriptions providing a clear overview of learning at band levels (n=9 agreement) and least favourable for the proposition that the content descriptions make it clear to teachers what should be taught (n=6 agreement vs n=7 disagreement).

Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Seven respondents responded in the affirmative on this occasion and 5 respondents disagreed or strongly disagreed with that statement (Figure 14).

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Figure 14: Amount of content, Indonesian survey respondents

The comments provided aligned with one of the three themes from the code book: *clarity; introductory elements* and *content should be added* (see Table 8).
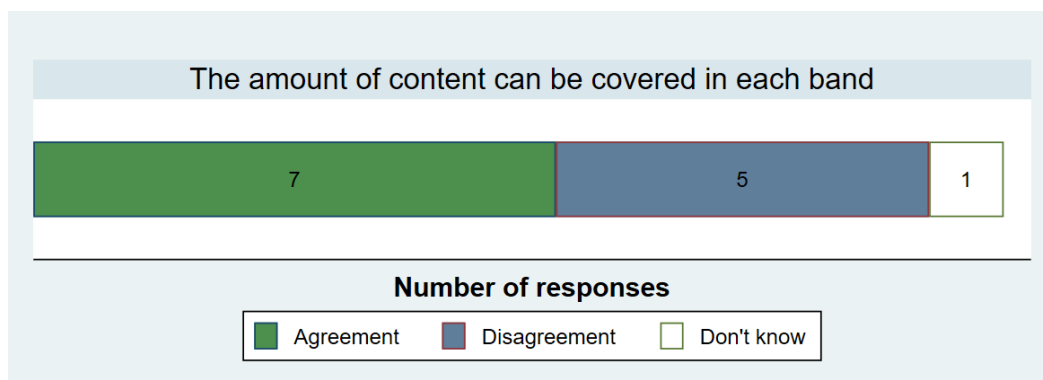
The 5 respondents who disagreed or strongly disagreed were asked a follow-up question to clarify what content should be removed or what revisions were needed to make the content more manageable. All 5 provided a comment.

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 comments provided aligned with one of the three themes from the code book: *clarity; introductory elements* and *content should be added* (see Table 8).

The 1st theme from these responses was around *clarity.* Of those 5 respondents who provided comments, 2 expressed that the overall language or organisation could use further improvement. For instance, one respondent specially requested for more examples to improve the curriculum, while another suggested that further revision was needed to simplify the curriculum and improve clarity.

> *"Giving more examples as well as evidence - in the Indonesian SL curriculum, there is not enough example nor evidence of the implementation of the curriculum."*

> *"The detail and content outlined in the document is overwhelmingly prescriptive - too detailed and elaborate to digest."*

One respondent specifically referred to the content descriptions as needing more attention.

Under the theme of *introductory elements,* one respondent spoke to the removal of content from the sub-strands. This respondent suggested that the removal of some content was a loss and suggested retaining the examples from the sub-strands as an additional resource for teachers.

> *"Much of the content of the different sub-strands has been removed - this suggested grading/use of examples could perhaps be made available to teachers as a further resource to support course planning."*

Another respondent spoke about the content that could be reintroduced, in relation to the 3rd theme of *content should be added,* to better align with the learning aims. While it was noted that there had been attempts to declutter the curriculum, some important content, particularly content that would engage learners, had been lost.

> *"It is not a matter of 'manageability' of content in a curriculum but rather meaningfulness - to teachers. The issue is whether it makes sense to them both in terms of depicting the scope and nature of learning, as well as the pitch or level of sophistication. The revised curriculum has actually become less meaningful to teachers - it may appear more 'manageable' or reduced in terms of 'what*

to teach' however it does little to take the field forward and make clear to teachers the kind of content that will engage learners in a vibrant language program that actually speaks to what is important to them."

Table 8: Content that should be removed or revisions needed to make content more manageable (distribution of themes), Indonesian survey respondents

Theme/Subtheme	Number of respondents
Clarity	**3**
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	2
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	1
Introductory elements	**1**
The strand/sub-strands need further improvement	1
Content should be added	**1**
Additional or new content should be added for better alignment with rationale/aim of learning area	1

Comments were provided by 5 respondents.

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 15. They show that the statements directly related to the TOR received lower agreement (from between 6 to 8 respondents) than the statement about the introductory section (n=10). Still, a majority of respondents confirmed that the objectives of the Review had been achieved with one exception: an equal number of respondents (n=6) agreed and disagreed on whether the quality of content elaborations had improved.

Figure 15: Overall feedback, Indonesian survey respondents
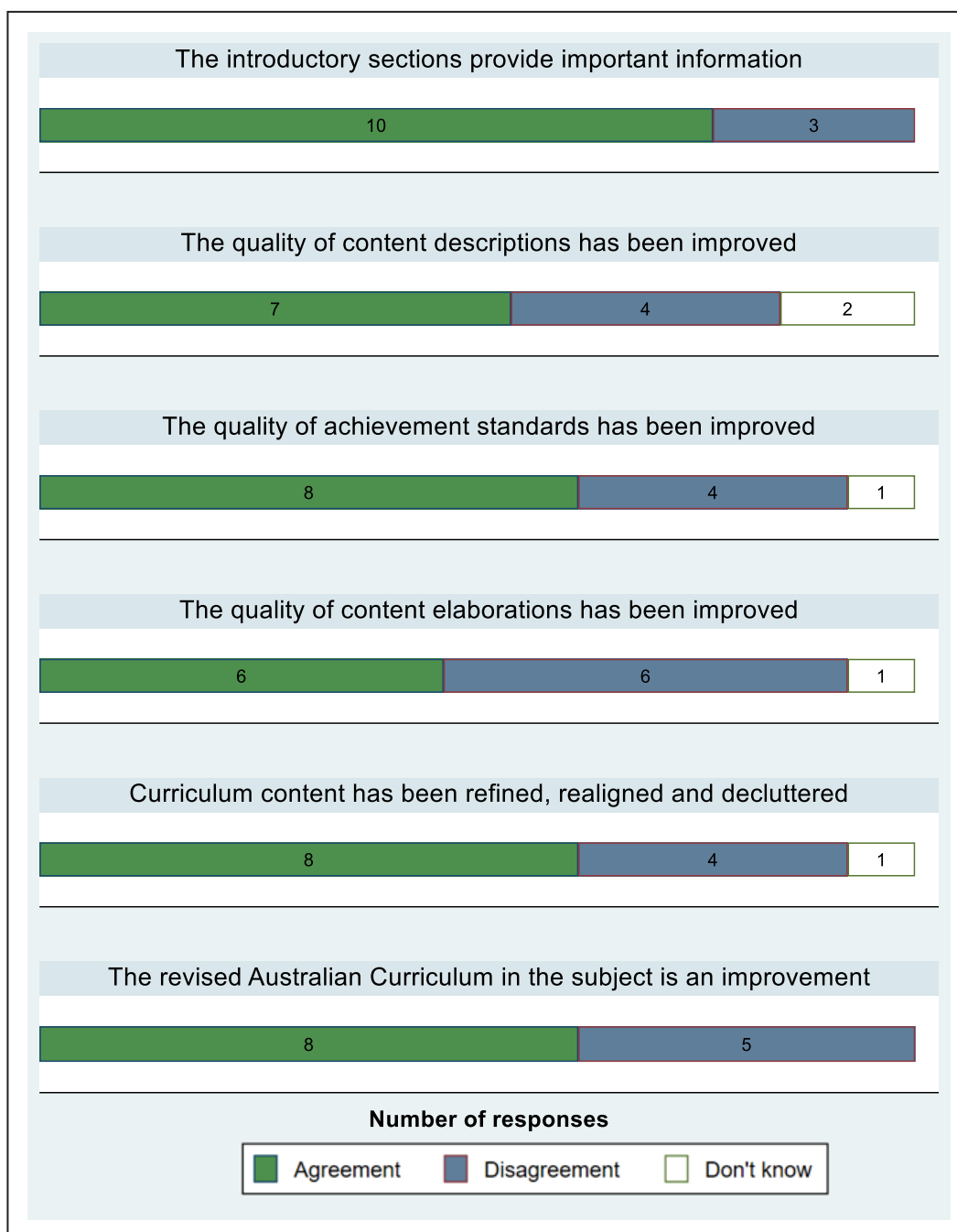
Aspects that have improved and aspects that need (further) improvement

Respondents could openly comment on aspects of the revised Indonesian 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 (n=7) commented in one of those boxes (Table 9).

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 9: Open-ended comment, Indonesian survey respondents

Commenting status	n
Not commented	6
Commented in 'have improved box'	2
Commented in 'further improve' box	0
Commented in both boxes	5
Total	13

The main themes of the responses to the open-ended questions are listed in Table 10, together with their subthemes. The top 3 themes were: *clarity; sequencing of content; content has improved or should remain* and *introductory elements* with the latter two themes sharing 3rd place.

The leading theme in this section was *clarity.* Within this theme, there were almost equal comments regarding the extent to which the revisions offered improved clarity or in which respondents perceived that there needed to be further revision or refinement. For instance, respondents commented on the content descriptions and achievements standards, as having improved, with some specially mentioning the organisation of content descriptions as offering improved structure.

> *"I like that the Achievement Standards, Content Descriptors and Elaborations have been refined, condensed or removed so it doesn't appear physically or mentally to be as overwhelming."*

> *"Socialising and Informing, at lower year levels, often go together when planning our programs, and therefore 'interacting in language' in the junior years is a positive move. It does become more specialized and separate at the middle and senior years.   Reflecting CD moving to Understanding Strand is a positive move because we ask students to reflect on systems of language, role of language and culture etc in English not in language (or almost never). This way they will be able to demonstrate this capability (reflecting) if they develop their own understanding of grammar, context, etc"*

Others saw that the proposed revisions to the curriculum offered a better structure or organisation, enabling teachers to more easily focus on the important elements.

> *"More user friendly. More refined to focus on essential elements."*

> *"Thank you very much for your efforts. This is a far more user-friendly curriculum. I look forward to when it goes live and I can use the links and the support resources. The reduced number of AS and CDs is fantastic!"*

However, others saw that the content descriptions had become too generalised or lacked the appropriate level of nuance to be meaningful.

> *"The description of content to be taught and learned however is over generalised to the point of being unhelpful to guide teachers. What is the nature of this content specifically – at this level? It's not at all clear and the CDs are almost so general as to be goals for the whole languages curriculum."*

The 2nd leading theme was around *sequencing of content*. Within this theme were specific mentions to the separation of the Foundation Year, which was perceived as an improvement for the sequencing of expectations for the relevant year level. These comments also had overlap and alignment with the 3rd leading theme, which was around *content has improved or should remain.*

> *"I like that the Foundation Band stands alone now."*

> *"We like that Transition (Foundation) has been separated from 1-2. It gives clearer goals for this year level."*

For the 4th leading theme, on *introductory elements,* there was a focus on the sub-strands. Two respondents saw that further work was needed; with one perceiving that important detail had been lost in the revisions.

"The revised curriculum has now lost the following: - Mediation - Although the sub-strand is labelled 'mediating meaning' in actual fact the substance of it resembles 'Informing' with an occasional reference to strategies – and no indication as to which ones and at which level. Creating - This has effectively become 'creating' in terms of pedagogy rather than the creative domain of language use – that is, the language that humans use to express creativity and imagination. This will be confusing for teachers and represents a significant loss in our field – just when the international trend is to move towards more creativity and imaginative use of language in language learning!"

Another respondent saw that the refinement of the aims was an improvement to the curriculum.

"I think that it's good to streamline the core aims in the curriculum, this is done very well in this updated version."

Table 10: Aspects that have improved/need further improvement (top 3 themes), Indonesian survey respondents

Theme/Subtheme	Number of respondents
Clarity	**6**
The overall language of the curriculum is clearer and/or easier to understand	3
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	3
The wording of the content descriptions is clearer and/or easier to understand	2
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	1
The wording of the achievement standards is clearer and/or easier to understand	1
The wording of the achievement standards need further clarity	2
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	1
Sequencing of content	**4**
The sequencing of content has improved	3
The sequencing of content needs further improvement	2
Introductory elements	**3**
The rationale/aims have improved	1
The strand/sub-strands need further improvement	2
Content has improved/should remain	**3**
General views that content has improved	2
Various other learning area specific content that has improved or should remain	1

Comments were provided by 7 respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E2 in Appendix E. The table includes 4 themes as 2 themes have the third highest prevalence.

Band-level specific comment

Respondents were also prompted to leave feedback that was specific to individual band levels. Of the 13 respondents one provided detailed feedback for the Years 9-10 band (Table 11).

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Table 11: Band-level specific open-ended feedback provided by Indonesian survey respondents

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

Differences between stakeholder groups

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

5.2.3   Summary of Indonesian survey

Survey participation for the Indonesian curriculum was low with 13 completions. All respondents identified as a teaching professional or a school. Respondents who identified as teachers (n=8) and those who were linked to Government schools (n=8) and schools in metropolitan areas (n=9) were the largest respondent groups that particularly influence the overall survey results for Indonesian. Respondents participated for all levels of the school curriculum: 3 participated for the Y7-10 curriculum, and 5 each participated for the F-6 and the combined F-10 curriculum.

The level of agreement was highest for the 3 statements about the key connections and for the statement that the rationale was clear about the importance of the subject. 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 4 statements involving content (descriptions):

- that they specify essential knowledge, understanding and skills;

- that they make it clear what should be taught;

- that the quality of them had improved; and

- that the amount of content can be covered in each band.

Also at the lower end of agreement were the statements:

- that the achievement standards clearly describe the expected quality of learning; and

- that the quality of content elaborations had improved.

The overall feedback provided by survey respondents suggests that the majority see the objectives of the review met with 8 of the 13 respondents respectively agreeing that the 'Curriculum content has been refined, realigned and decluttered' and supporting the view that 'The revised Australian curriculum in the subject is an improvement'.

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 achievement standards, and improvements to the overall structure and organisation of material. However, other comments indicated that some saw further need for improvement, with a view that attempts to declutter the curriculum had meant some content had been removed or simplified to the extent that it was less meaningful for teachers. Several respondents commented on the separation of the Foundation Year as an improvement. A small number of respondents commented upon the introductory elements, with specific mention to the sub-strands as needing further refinement and general improvements to the aims.

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

Statement	Number of responses expressing agreement
The key connections identify the most relevant cross-curriculum priorities	11
The rationale is clear about the importance of the subject	11
The key connections identify the key opportunities to connect with other LAs	11
The key connections identify the most relevant general capabilities	11
The strands and sub-strands provide a coherent organisational structure	10
The strands/sub-strands are clear about what is important	10
The introductory sections provide important information	10
The key considerations provide important information for teaching and learning	10
The aims identify the major learning that students will demonstrate	9
The band level descriptions provide a clear overview of learning at band levels	9
The achievement standards align with essential content students should be taught	8
Curriculum content has been refined, realigned and decluttered	8
The revised Australian Curriculum in the subject is an improvement	8
The achievement standards adequately reflect a clear developmental progression	8
The content elaborations support teachers to meaningfully integrate GCs and CCPs	8
The quality of achievement standards has been improved	8
The content elaborations provide useful illustrations and suggestions	8
The achievement standards clearly describe the expected quality of learning	7
The amount of content can be covered in each band	7
The quality of content descriptions has been improved	7
The content descriptions specify the essential knowledge, understanding & skills	7
The quality of content elaborations has been improved	6
The content descriptions make it clear to teachers what should be taught	6

5.3 Korean

This section presents results for Korean and starts by drawing a profile of the 4 participants who provided feedback on the Korean curriculum.

5.3.1 Survey respondent profile

All of the 4 survey respondents were educational professionals or identified as responding on behalf of a school (Table 12).

Table 12: Type of survey respondent, Korean survey respondents

Type of respondent	n
Individual respondent	
Teacher	2
School leader	1
*Group respondent^*	
School	1
Total	**4**

All 4 respondents participated in relation to the F-10 curriculum. One respondent responded based on the Year 7-10 language sequence and 3 based on both versions, the Year 7-10 language sequences as well as the 7-10 bands from the F-10 sequence.

All 4 respondents resided in South Australia and were linked to Government schools in metropolitan areas.

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 Korean was very small. "Strongly agree" and "Agree" responses were aggregated as were "Strongly disagree" and "Disagree" responses to make the reporting more efficient. The graphs in the following sections present stacked bar charts of frequencies that add up to the number of Korean responses (n=4).

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 Korean 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 Korean curriculum. The results are reported in Figure 17.

Overall, between 2 and 3 of the 4 respondents agreed or strongly agreed with the presented statements. The statement on the rationale being clear and the 3 statements about the key connections attracted 3 agreement responses. The statements on the aims identifying major learnings, the key considerations providing important information, and on the strand/sub-strand structure attracted 2 agreement responses.

Figure 17: Introductory elements, Korean survey respondents
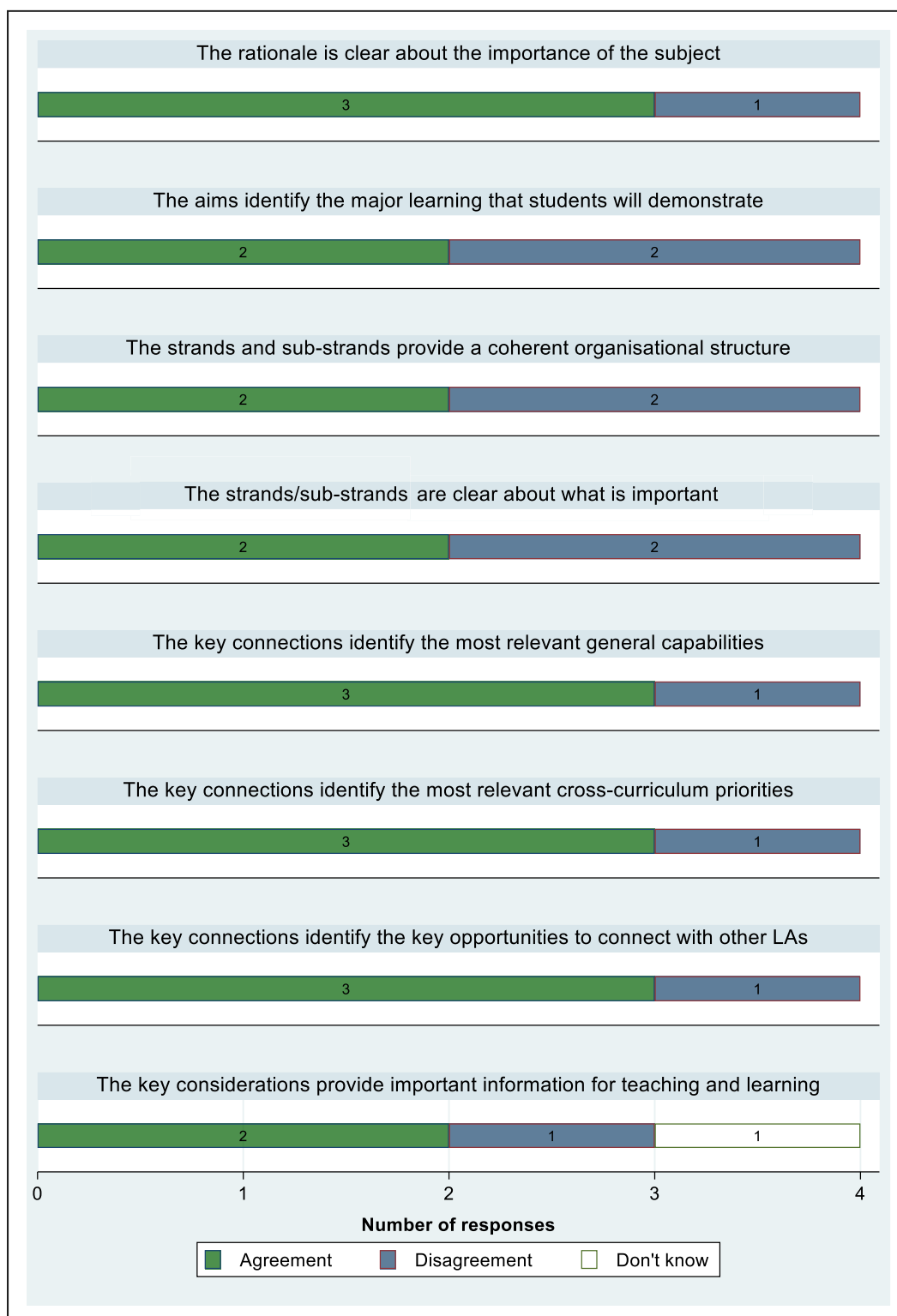
Curriculum elements

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 18. Between one and 2 respondents agreed or strongly agreed, and between 2 and 3 disagreed or strongly disagreed with the presented statements.

Figure 18: Curriculum elements, Korean survey respondents
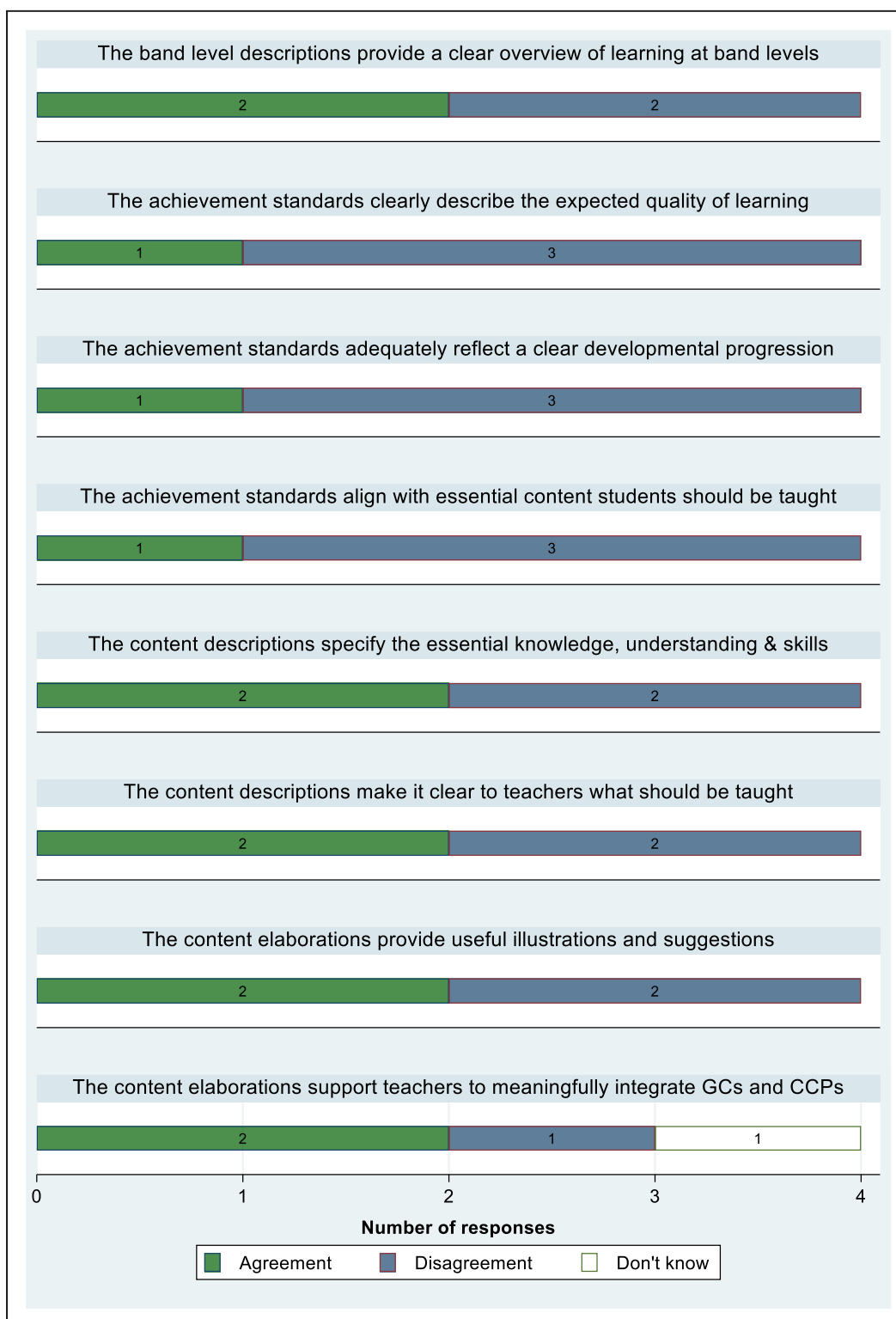
Responses were least favourable for the 3 statements about the achievement standards: that they clearly describe the expected quality of learning, that they adequately reflect a clear developmental progression and that they align with essential content students should be taught.

Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Here, 3 respondents expressed agreement (41%) and one respondent opted for the 'don't know' option (Figure 19).

Figure 19: Amount of content, Korean survey respondents
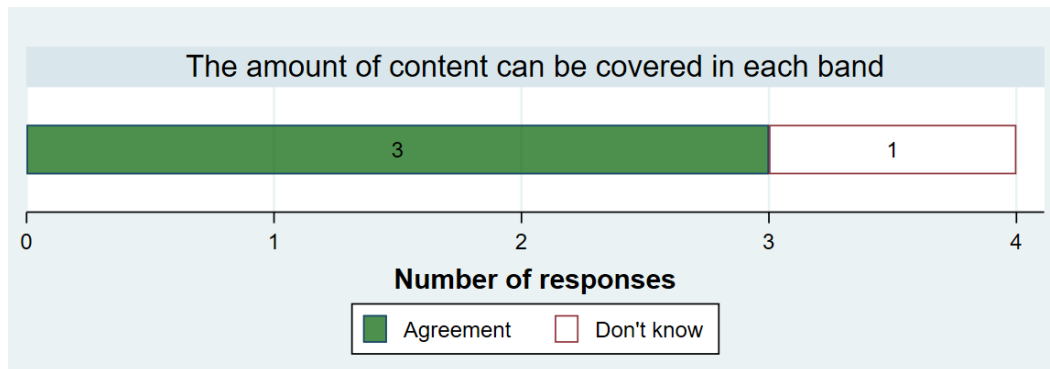
Overall feedback

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 20.

Figure 20: Overall feedback, Korean survey respondents
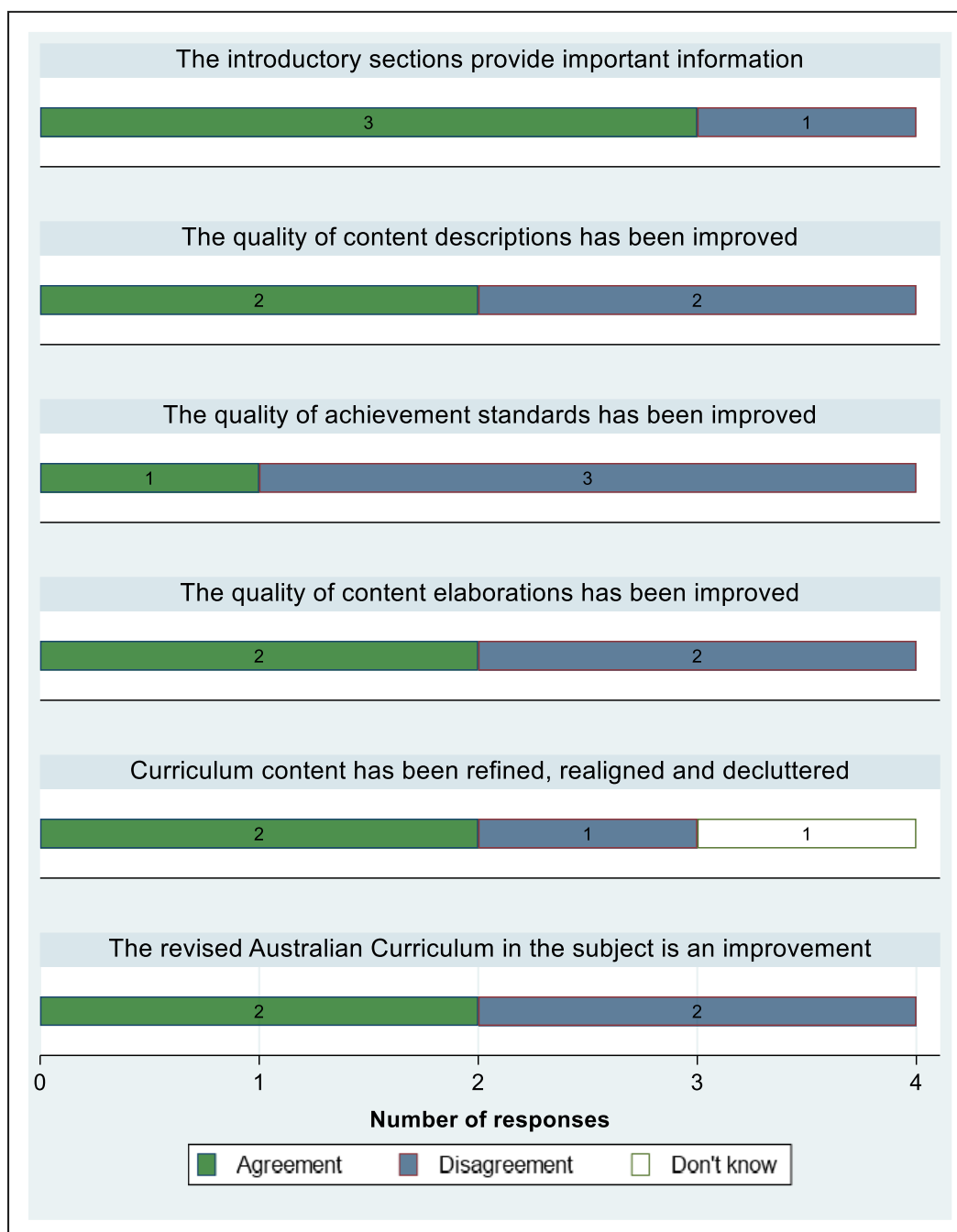
Aspects that have improved and aspects that need (further) improvement

Respondents could openly comment on aspects of the revised Korean curriculum that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. Half of the 4 survey respondents commented in both boxes (Table 13).

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 three themes discussed, and their subthemes, were: *clarity; introductory elements* and *content should be added* (Table 14).

Table 13: Open-ended comment, Korean survey respondents

Commenting status	n
Not commented	2
Commented in 'have improved box'	0
Commented in 'further improve' box	0
Commented in both boxes	2
Total	**4**

The leading theme in this section was around *clarity.* There were mixed views on the extent to which the proposed revisions offered improved clarity. Some noted that there were improvements to overall clarity, and there were specific mentions to improved clarity of the achievement standards.

> *"In general the new version is easier to read regarding what is/can be expected for a Korean language teacher to comprehend and apply in their lesson planning."*

> *"In general, Achievement Standard is less cluttered and includes more generalised statements. In some ways, it seems to open an opportunity for a Korean language teacher to explore the way they would like to see how and what their students need to achieve."*

Table 14: Aspects that have improved/need further improvement (top 3 themes), Korean survey respondents

Theme/Subtheme	Number of respondents
Clarity	**2**
The overall language of the curriculum is clearer and/or easier to understand	2
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	2
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	1
The wording of the achievement standards is clearer and/or easier to understand	1
The wording of the achievement standards need further clarity	1
Introductory elements	**1**
The strand/sub-strands need further improvement	1
Content should be added	**1**
General views that additional or new content should be added	1

Comments were provided by 2 respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E3 in Appendix E.

However, it was also mentioned that the proposed revisions had lost nuance and specificity which may create challenges for teachers in terms of expectations for band levels.

> *"The statements in Achievement Standards and CDs are now so generalized that it is impossible to know what the expectations about the nature of content are at each band. The CDs are particularly unclear for script languages as to what is to be expected at different levels."*

> *"They felt that while there had been a few improvements, that the move to a more generic and common template across languages actually denied the differences between languages and that while this could be 'found in the accompanying resource' document, that this was not the same as being in the curriculum itself – and had the potential to make the curriculum quite irrelevant. If teachers do work with the curriculum as well as the additional resource documents, this makes more work for languages teachers."*

Within this last comment from the same respondent, were specific mentions that examples should be added to content descriptions and that further refinements were needed to the sub-strands. These utterances within this comment aligned with the theme of the code book: *content should be added* and the *introductory elements,* respectively.

Band-level specific comment

Respondents were also prompted to leave feedback that was specific to individual band levels. Of the 4 respondents one provided such detailed feedback for the Years 7-8 band (Table 15).

Table 15: Band-level specific open-ended feedback provided by Korean survey respondents

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

Differences between stakeholder groups

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

5.3.3   Summary of Korean survey

Survey participation for the Korean curriculum was very low with 4 completions. All respondents identified as teachers, school leaders or participating schools. All 4 respondents resided in South Australia and were linked to Government schools in metropolitan areas. All 4 participated in relation to the F-10 curriculum.

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 21, which shows the level of respondent agreement for all 23 statements in descending order. Three of the 4 respondents agreed with attributes proposed by the questionnaire for the introductory sections, the key connections and the rationale. Three respondents also thought that the amount of content could be covered in each band (this was the only statement in the survey that did not receive a disagreement response).

Agreement was lowest (n=1) and disagreement was highest (n=3) for the four statements on the achievement standards including the one that poses that 'the quality of achievement standards has been improved'.

Half of the respondents agreed or strongly agreed with the remaining 4 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. There were specific mentions to the achievement standards as being improved. However, it was also mentioned that the proposed revisions had lost nuance and specificity which may create challenges for teachers in terms of expectations for band levels.

Figure 21: Introductory elements, curriculum elements and overall feedback, level of agreement, Korean survey respondents
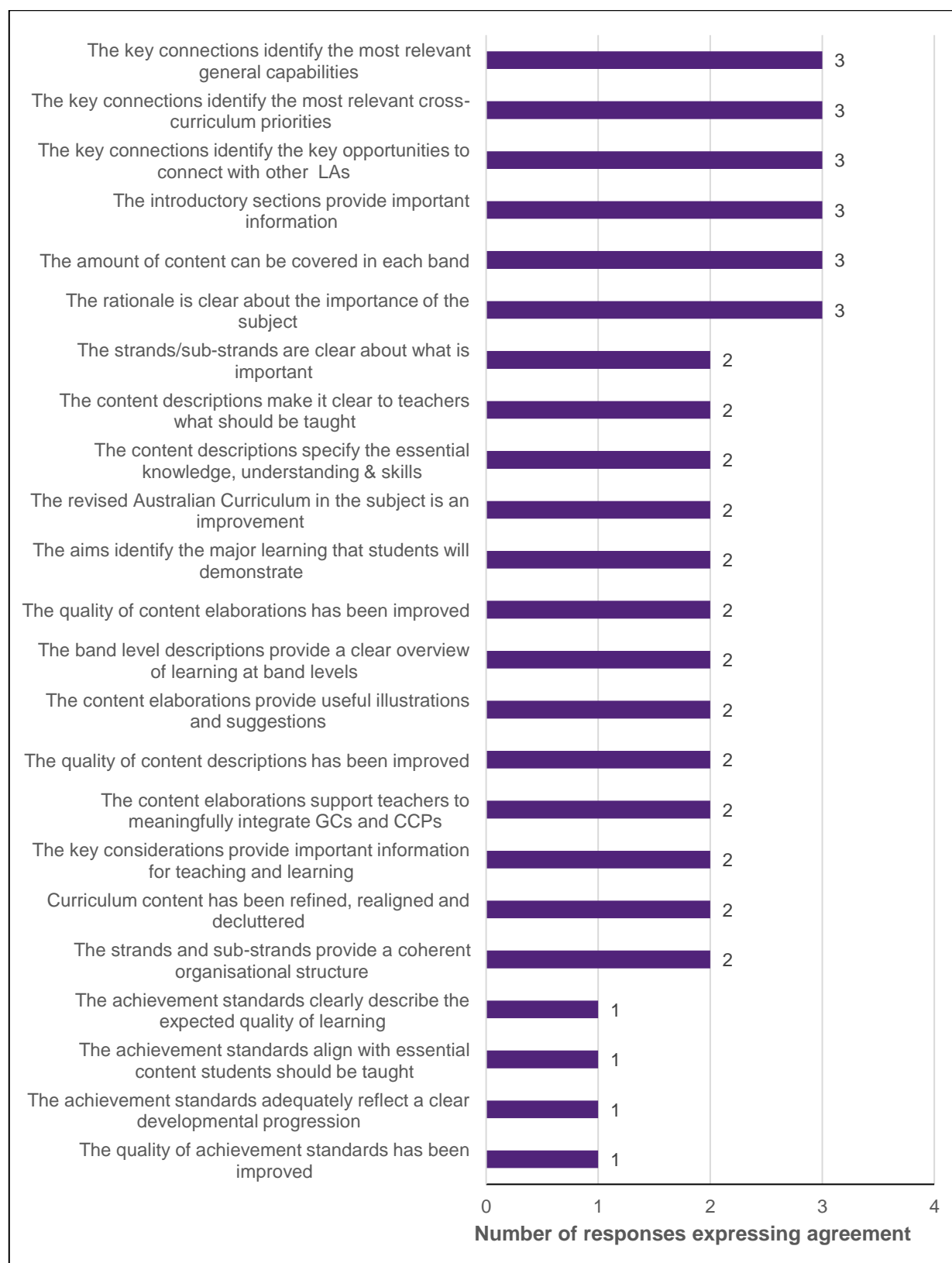
5.4   Modern Greek

This section presents results for Modern Greek and starts by drawing a profile of the 8 survey participants who provided feedback on the Modern Greek curriculum.

5.4.1   Survey respondent profile

Half of the 8 respondents identified as teachers, one respondent as a school leader, 2 as representing schools and one as representing a professional organisation (Table 16).

Table 16: Type of survey respondent, Modern Greek survey respondents

Type of respondent	n
Individual respondent	
Teacher	4
School leader	1
*Group respondent^*	
School	2
Professional association	1
Total	**8**

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

Three respondents participated in relation to the F-6 and Y7-10 curriculum respectively, with another 2 participating in relation to the F-10 curriculum (Figure 22).

Of the 5 Y7-10 and F-10 respondents, one responded based on the Year 7-10 language sequence, another one responded based on Year 7-10 bands from the F-10 sequence, and 3 responded based on both.

Figure 22: Level of curriculum selected, Modern Greek survey respondents
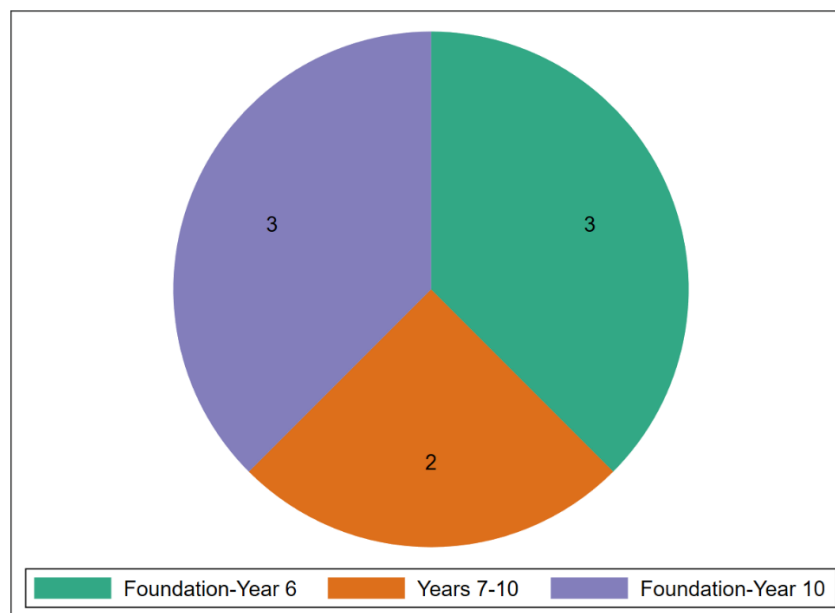
State representation among survey respondents was strongest for Victoria (n=3) with New South Wales, Queensland, South Australia, Western Australia and the Northern Territory each represented by one respondent (Figure 23).

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Figure 23: State of residence, Modern Greek survey respondents
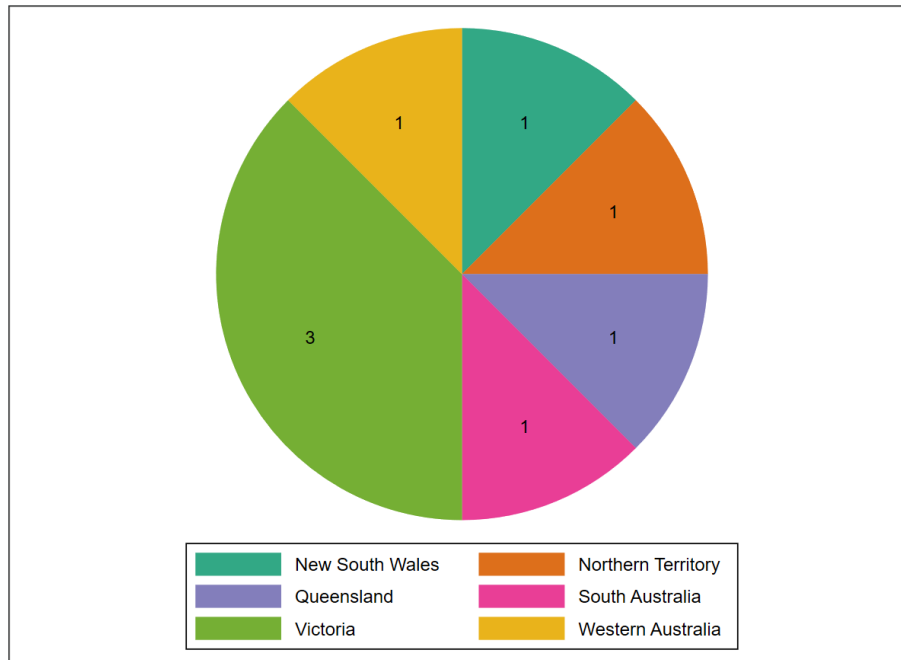
The 7 respondents who identified as a teacher, school leader or a school were asked about the sector of their school and in which remoteness region it was located. Four respondents indicated a Government school and 3 an Independent school. Six of the 7 also indicated that the school was in a metropolitan areas and 1 that is was in a regional (but not remote) area (Figure 24).

*Figure 24: School sector and location, Modern Greek survey respondents^*
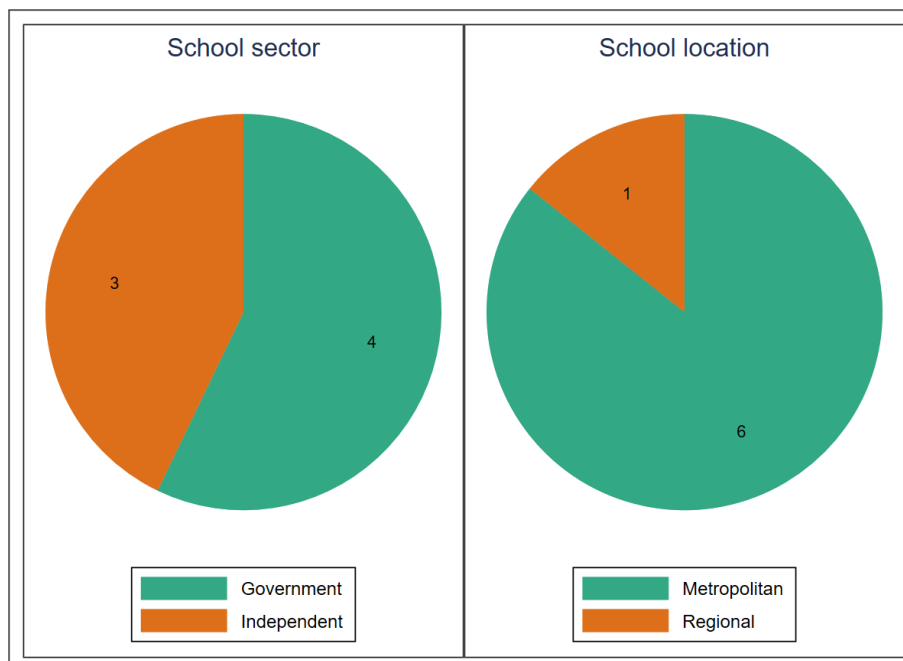
^ Teachers, school leaders and schools.

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 Modern Greek was very small. The small number of respondents means that one respondent agreeing or not makes a difference of 12.5 percentage points. As proportions

are highly volatile to small underlying changes in responses, they are not reported in this section. Further to that, to make the reporting more efficient, "Strongly agree" and "Agree" responses were aggregated as were "Strongly disagree" and "Disagree" responses. The graphs in the following sections present stacked bar charts of frequencies that add up to the number of Modern Greek survey respondents (n=8).

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 Modern Greek 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 Modern Greek curriculum. The results are reported in Figure 25.

Overall, between 4 and 7 of the 8 respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest (n=7) for the statement that the rationale is clear about the importance of the subject and the statement that the aims identify the major learning that students will demonstrate. It was lowest for the statement that the key connections section identifies the most relevant cross-curriculum priorities (n=4).

Figure 25: Introductory elements, Modern Greek survey respondents
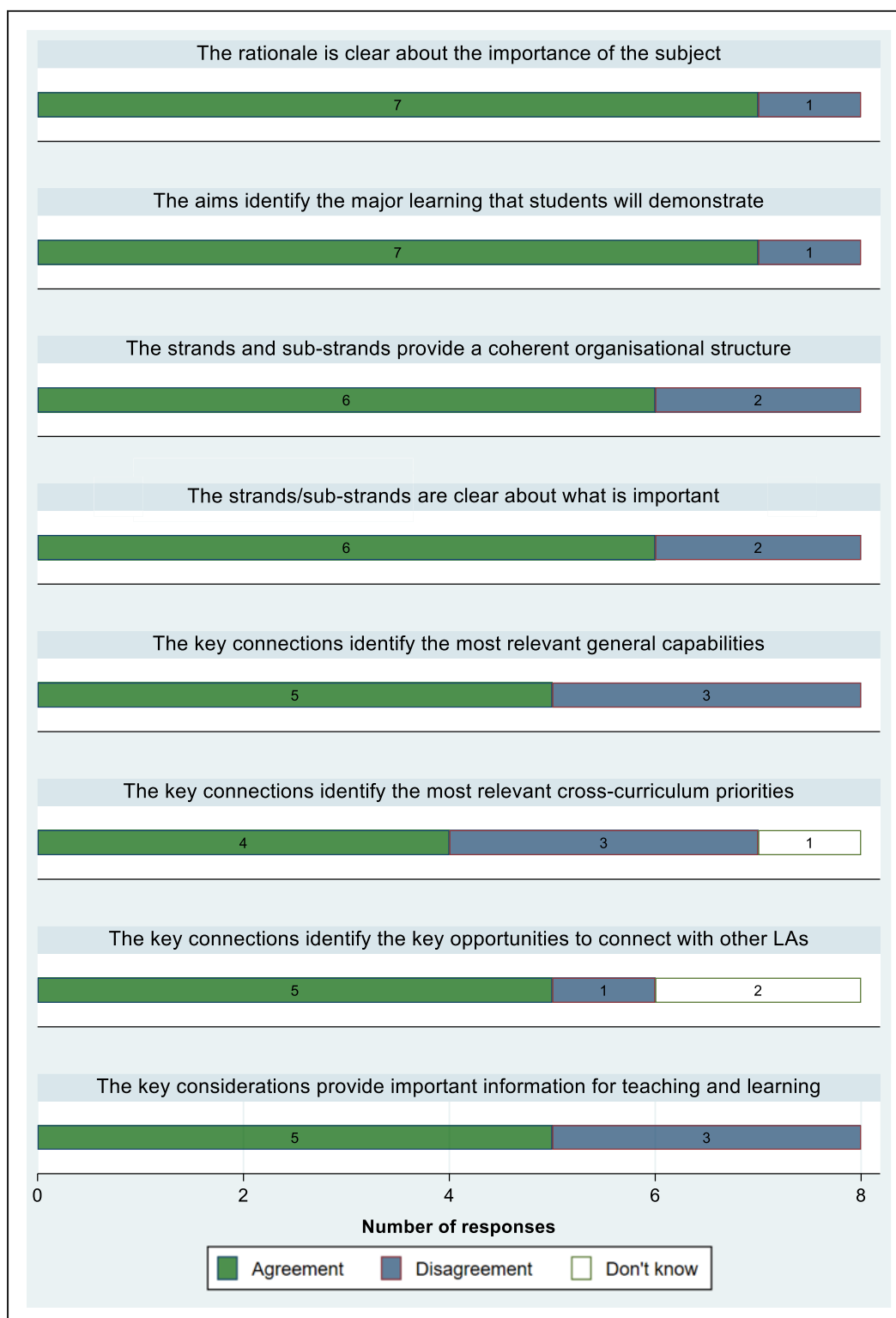
The rationale is clear about the importance of the subject
7 | 1

The aims identify the major learning that students will demonstrate
7 | 1

The strands and sub-strands provide a coherent organisational structure
6 | 2

The strands/sub-strands are clear about what is important
6 | 2

The key connections identify the most relevant general capabilities
5 | 3

The key connections identify the most relevant cross-curriculum priorities
4 | 3 | 1

The key connections identify the key opportunities to connect with other LAs
5 | 1 | 2

The key considerations provide important information for teaching and learning
5 | 3

Number of responses

Agreement | Disagreement | Don't know

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 26. Between 3 and 5 of the 8 respondents agreed or strongly agreed, and between 2 and 5 disagreed or strongly disagreed with the presented statements.

Figure 26: Curriculum elements, Modern Greek survey respondents
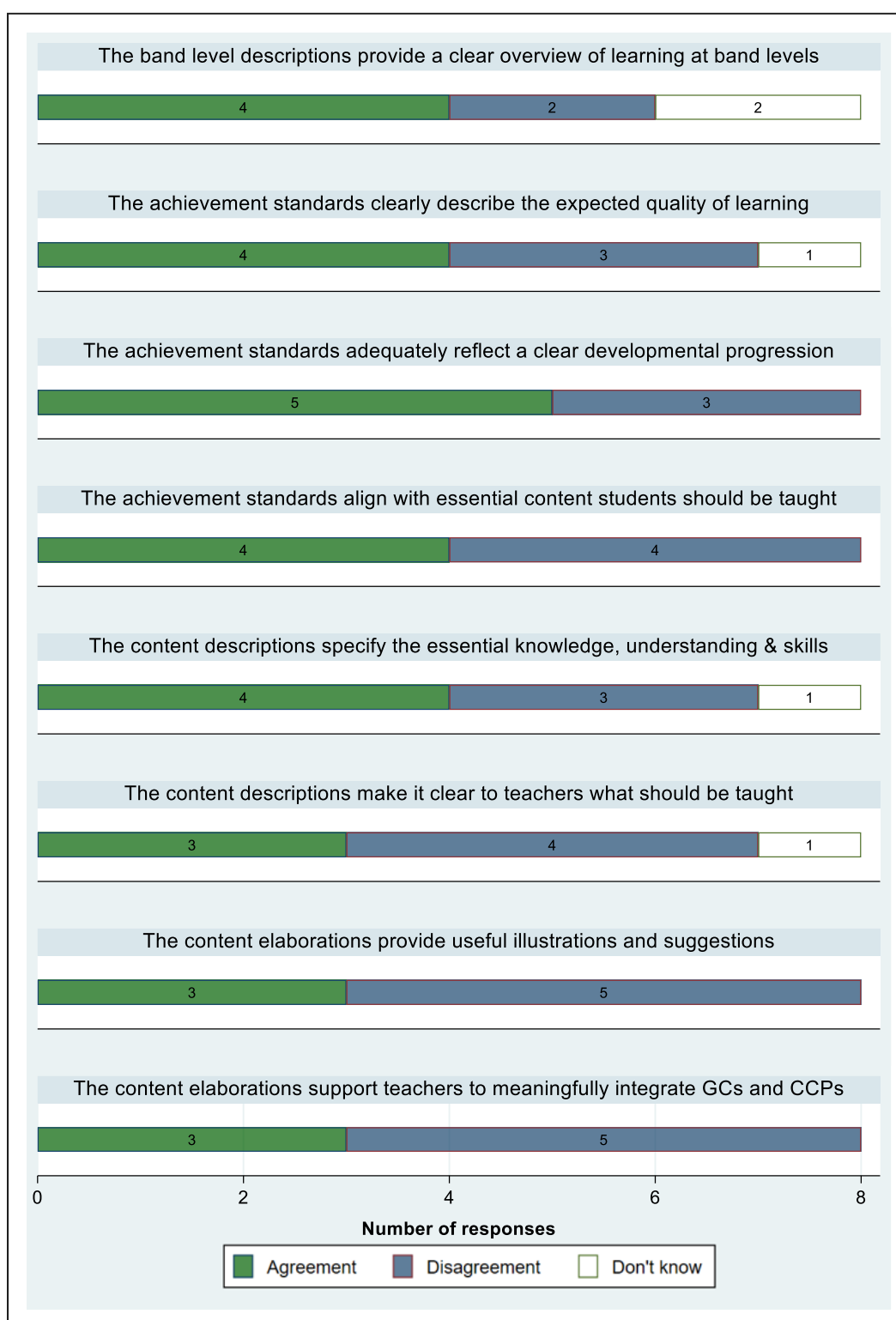
Respondents were least likely to agree or strongly agree (n=3) with the statements that suggested that the content descriptions made it clear what should be taught, that content elaborations provide useful illustrations and suggestions and that they support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities. For all 3 statements, the level of disagreement (n=4 or 5) outweighed the level of agreement.

Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Here, half of the respondents (n=4) expressed agreement, 3 disagreement and one opted for the 'don't know' response (Figure 27).

Figure 27: Amount of content, Modern Greek survey respondents
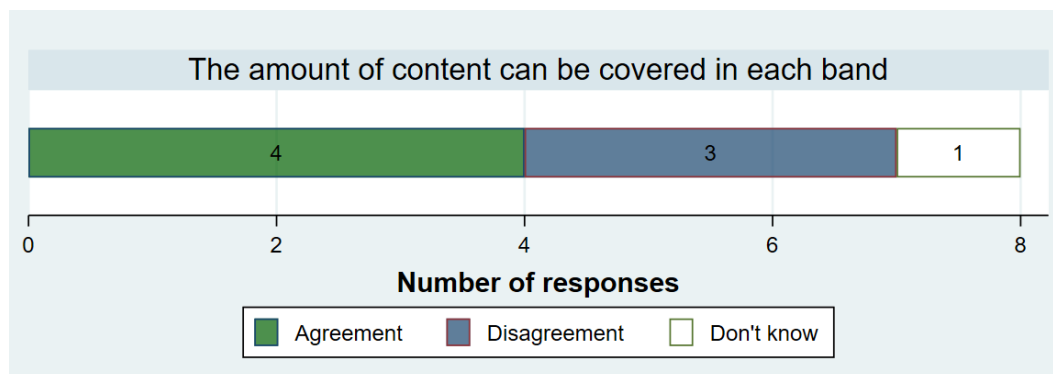
The 3 respondents who disagreed or strongly disagreed were asked a follow-up question to clarify what content should be removed or what revisions were needed to make the content more manageable. All 3 respondents who were asked this follow-up question provided a comment.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, the respondents did not address this, but rather saw this as an opportunity to comment on other aspects 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 distribution of comments to the themes and their subthemes are listed in Table 17. The themes were: *content should be added; clarity; sequencing of content; manageability* and *other.* It should be noted that very few respondents provided comments. In fact, for each theme, only one comment was provided.

Table 17: Content that should be removed or revisions needed to make content more manageable (distribution of themes), Modern Greek survey respondents

Theme/Subtheme	Number of respondents
Content should be added	**1**
General views that additional or new content should be added	1
Sequencing of content	**1**
The sequencing of content needs further improvement	1
Manageability (amount of content)	**1**
Still too much content/further decluttering needed	1
Clarity	**1**
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	1
Other	**1**

Comments were provided by 3 respondents.

One respondent, in their comment which aligned with the theme of *manageability* highlighted the diversity of student background knowledge as impacting the extent to which content could be covered.

"The content can be covered or might not be covered depending on student background knowledge. It's quite broad and vague."

The same respondent added further detail around *content which should be added*, including exemplars, which the respondent saw as potentially improving *clarity* of content descriptions.

"Perhaps content descriptions could have some examples of skills that need to be taught explicitly. The skills are unclear and ambiguous. Exemplars would be useful."

The comment around *sequencing of content* pointed to perceived challenges with the organisation of the bands, with the critique pointing to the focus on chronological age rather than student's acquisition or language skills.

"Bands shouldn't be based on chronological age rather in the level of receptive and expressive vocabulary that the students have."

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 28. They show that the statements directly related to the TOR received lower agreement (between 2 and 4 respondents agreed or strongly agreed) than the statement about the introductory section.

Of the 5 TOR statements, there was least agreement (n=2) for the propositions that the curriculum content had been refined, realigned and decluttered (63%) and that the revised Australian Curriculum in the subject was an improvement.

Figure 28: Overall feedback, Modern Greek survey respondents
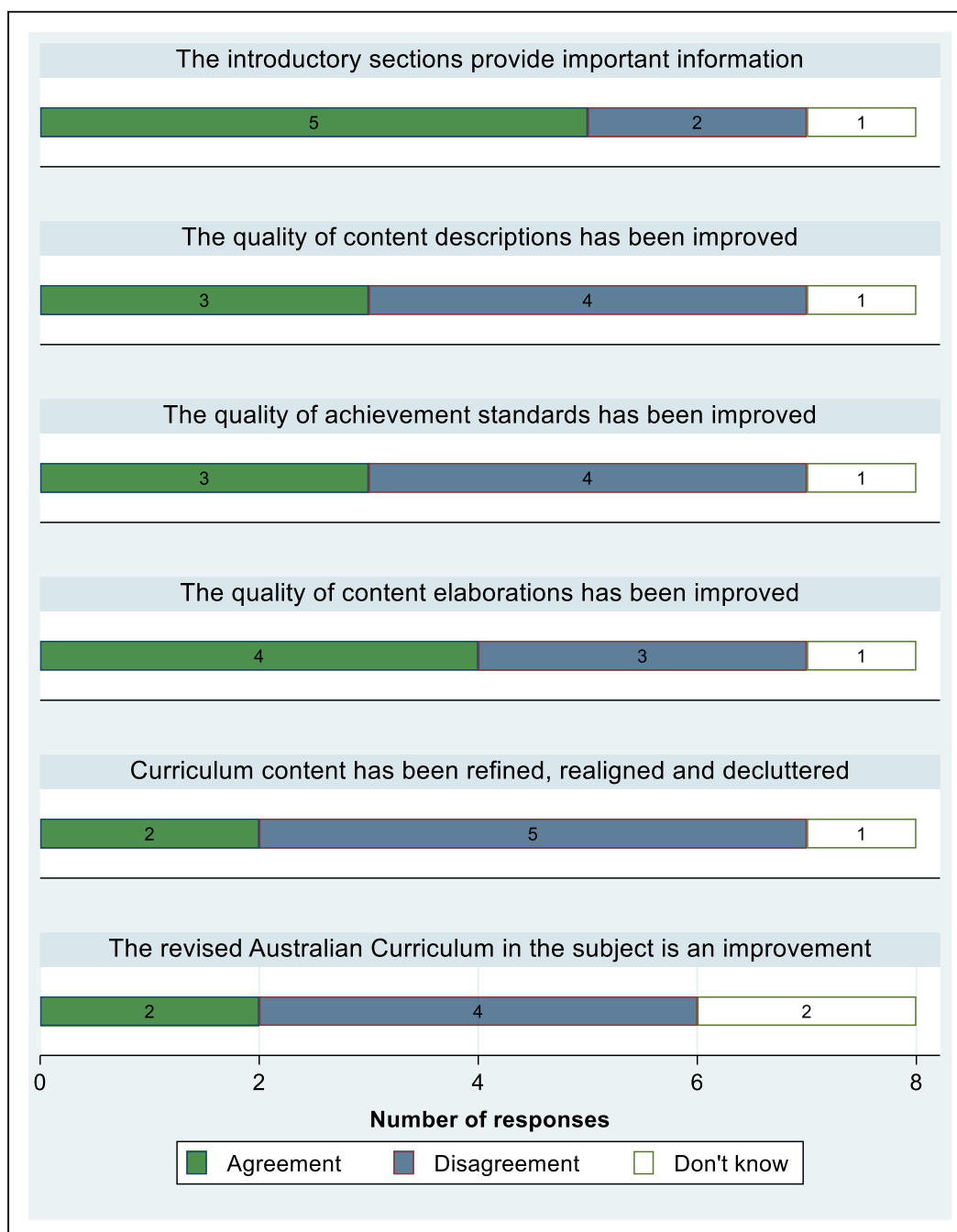
Aspects that have improved and aspects that need (further) improvement

Respondents could openly comment on aspects of the revised Modern Greek curriculum that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. One of the 8 survey respondents commented in both of those boxes (Table 18).

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Table 18: Open-ended comment, Modern Greek survey respondents

Commenting status	n
Not commented	7
Commented in 'have improved box'	0
Commented in 'further improve' box	0
Commented in both boxes	1
Total	**8**

The open-ended responses from this one respondent were coded to the themes and subthemes according to the developed code frame (Appendix C). The alignment of comments from the two boxes against the themes and subthemes from the developed code frame is summarised in Table 19.

The three themes were: *content has improved or should remain; clarity* and *content should be added.*

When prompted about positive aspects of the curriculum (that have improved), the respondent spoke to the *content which has improved or should remain*, specifically the inclusion of the 'viewing' macro skill. Additionally, the respondent commented on the improvements to *clarity* of the content descriptions, which were seen as more relevant, clear and useful.

> *"The content elaborations are generally more practical, clear and varied."*

When prompted about negative aspects of the curriculum (that need further improvement), the respondent spoke to a perceived need for *further content to be added*. Specifically, the respondent spoke to a perceived need to better and more meaningfully link the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures with the Modern Greek Language. The respondent highlighted similarities and connections that they saw could be emphasised or strengthened in the curriculum.

> *"The incorporation of Aboriginal and Torres Strait Islander Histories and Cultures needs to be more relevant and meaningful for the learning of Greek. For example: the way the two cultures (First Nations and Greek) told stories, i.e. dreamtime stories etc., comparing the two ancient civilisations, or astrology. There is also a need for more Greek language resources in this area."*

Table 19: Aspects that have improved/need further improvement (distribution of themes), Modern Greek survey respondent

Theme/Subtheme	Number of respondents
Content has improved/should remain	**1**
General views that content has improved	1
Content should be added	**1**
General views that additional or new content should be added	1
Clarity	**1**
The wording of the content descriptions is clearer and/or easier to understand	1

Comments were provided by 1 respondent. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E4 in Appendix E.

Band-level specific comment

Respondents were also prompted to leave feedback that was specific to individual band levels. Of the 8 respondents one provided such detailed feedback, in relation to two band levels (Table 20).

Table 20: Band-level specific open-ended feedback provided by Modern Greek survey respondents

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

Differences between stakeholder groups

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

5.4.3   Summary of Modern Greek survey

The Modern Greek survey was completed 8 times. Half of the respondents identified as teachers, 2 as a school, one as a school leader and one as a professional organisation. Respondents came from 6 states/territories with Victoria having the largest representation (n=3). Six of the 7 education professionals and responding schools were linked to metropolitan schools, 4 to a Government school and 3 to an Independent school. Respondents participated in relation to different levels of the curriculum with 3 respondents each participating for the F-6 and F-10 curriculum and 2 for the Y7-10 curriculum.

The level of agreement was highest (n=7) for some elements in the introductory sections of the curriculum (aims and rationale) – these sit at the upper end in Figure 29, which shows the level of respondent agreement for all 23 statements in descending order. These were followed by statements on the strand/sub-strand structure, which attracted agreement from 6 respondents.

At the other end of the graph sit statements suggesting that content descriptions make it clear to teachers what should be taught, that the content elaborations provide useful illustration and suggestions and that they support teachers to meaningfully integrate general capabilities and cross-curriculum priorities as well as 4 of the 5 TOR statements:

- The quality of content descriptions has been improved;
- The quality of achievement standards has been improved;
- The revised Australian Curriculum in the subject is an improvement; and
- Curriculum content has been refined, realigned and decluttered.

All of these 7 statements attracted between 2 and 3 agreement responses and between 4 and 5 disagreement responses. The proposition that achievement standards align with essential content student should be taught also received 4 disagreement responses.

Open-ended survey feedback across the three text boxes indicated that the proposed revisions were seen as offering some improvements to clarity of the content descriptions as well as to the content. However, it was also seen that further detail could be provided, such as examples of skills to be taught, to improve the clarity of the content descriptions. There was also some question as to the appropriateness of basing the bands on chronological age, rather than student acquisition of skills. Further, one respondent also saw opportunities for further revisions, and called for stronger connections with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.

Figure 29: Introductory elements, curriculum elements and overall feedback, level of agreement, Modern Greek survey respondents
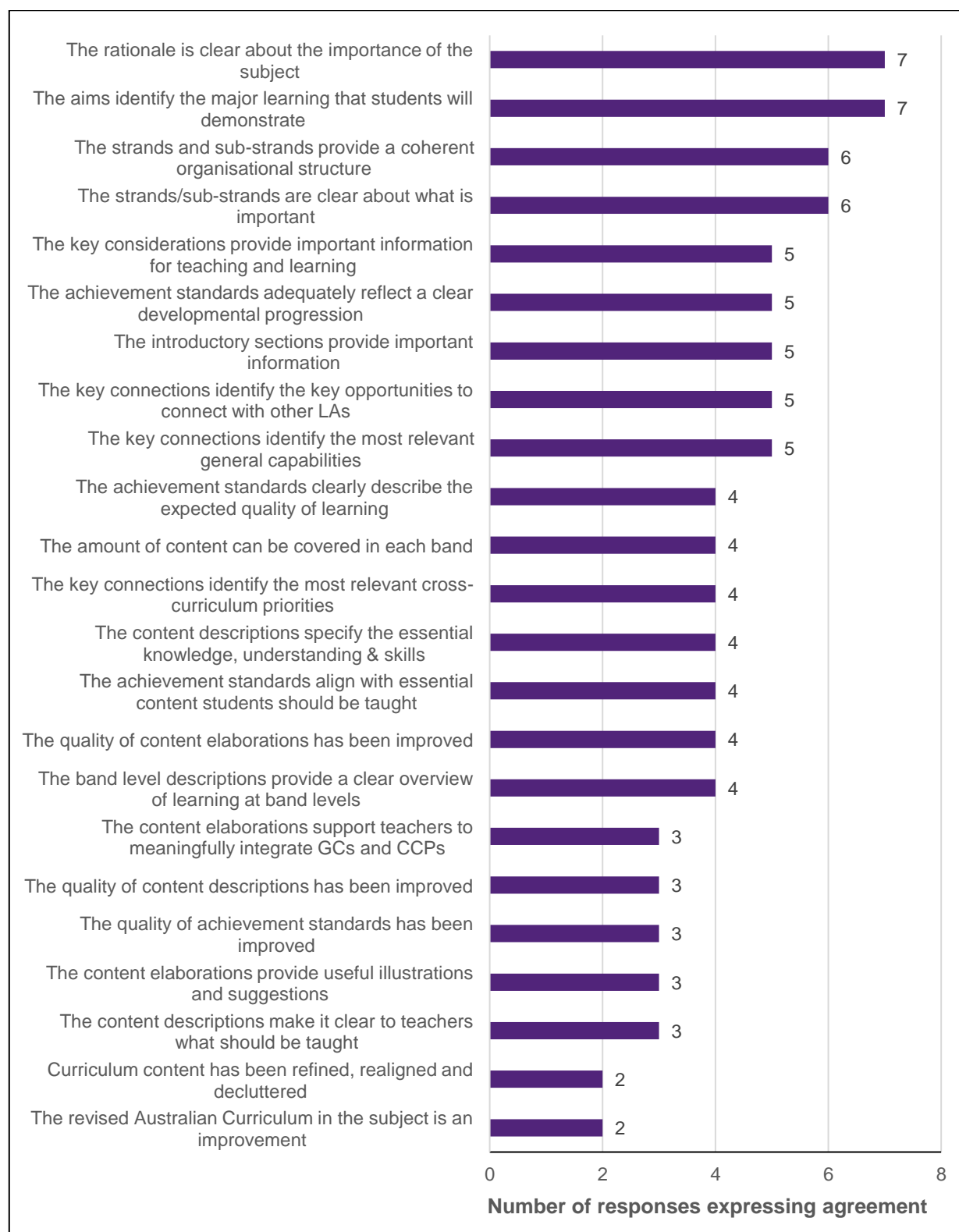
5.5 Spanish

This section presents results for Spanish and starts by drawing a profile of the 16 survey participants who provided feedback on the Spanish curriculum.

5.5.1 Survey respondent profile

More than half of the 16 respondents identified as teachers (n=9), which was followed by schools (n=4). The rest of the sample was made up of one school leader, one parent and an employer/business (Table 21).

Table 21: Type of survey respondent, Spanish survey respondents

Type of respondent	n
Individual respondent	
Teacher	9
School leader	1
Parent	1
Employer/business	1
Group respondent	
School	4
Total	**16**

Half of the respondents (n=8) participated in relation to the F-6 curriculum, 5 respondents in relation to the Y7-10 curriculum and 3 respondents in relation to the F-10 curriculum (Figure 30).

Of the 8 Y7-10 and F-10 respondents, 3 responded based on the Year 7-10 language sequence, 1 responded based on Year 7-10 bands from the F-10 sequence and 4 responded based on both.

Figure 30: Level of curriculum selected, Spanish survey respondents
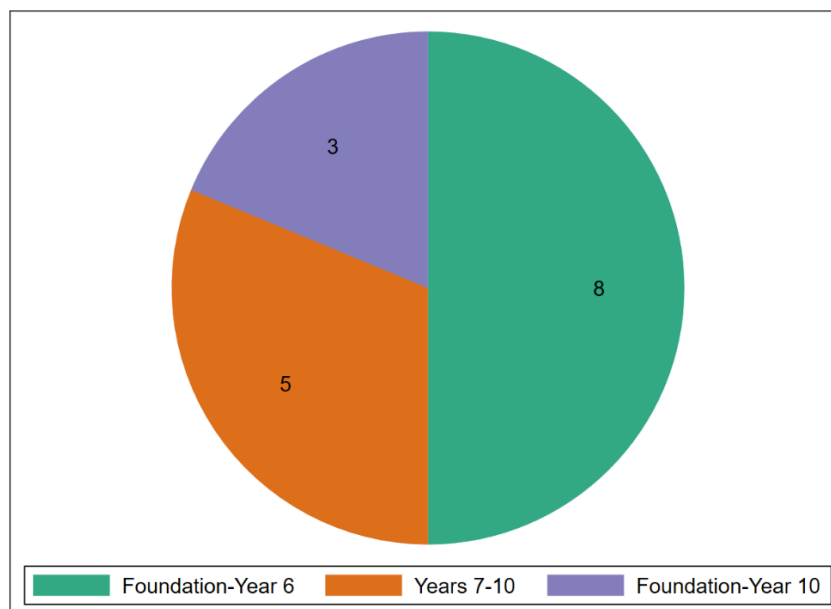
State representation among survey respondents was strongest for Queensland (n=7), followed by South Australia (n=4), the Australian Capital Territory (n=3), and Victoria and Western Australia (both with n=1) (Figure 31).

Figure 31: State of residence, Spanish survey respondents
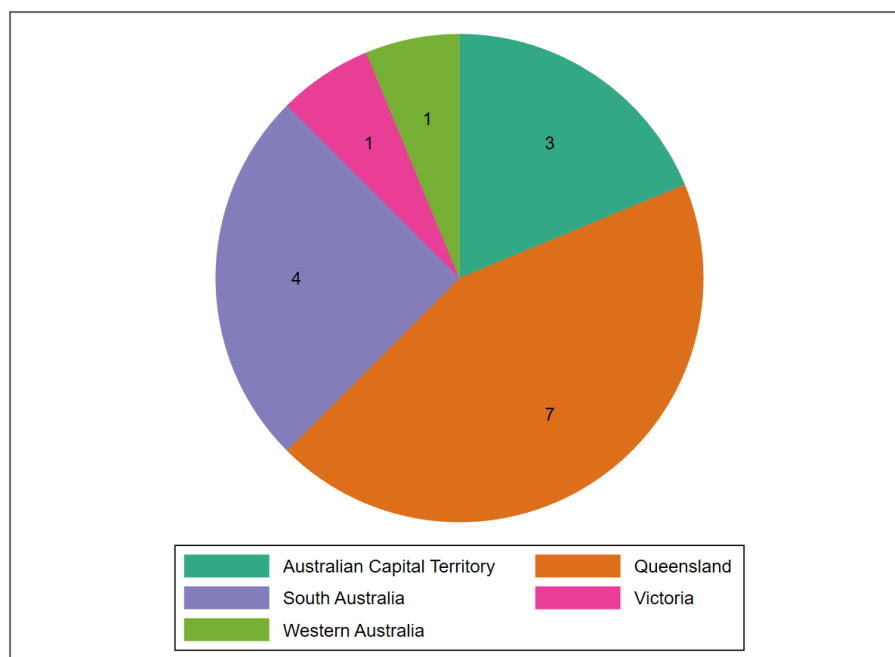
The 15 respondents who identified as a teacher, school leader, parent or a school were asked about their school sector and in which remoteness region their school was located. Eleven respondents indicated a Gove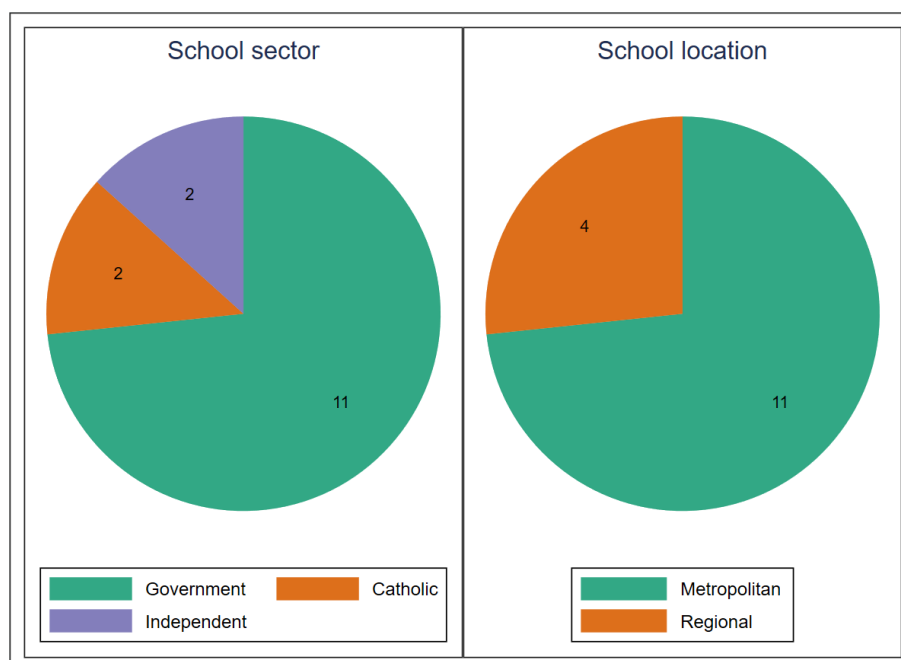rnment school and 2 an Independent or Catholic school respectively. Also, 11 of these 15 respondents indicated that the school was in a metropolitan area and 4 that is was in a regional (but not remote) area (Figure 32).

*Figure 32: School sector and location, Spanish survey respondents^*

^ Teachers, school leaders, parents and schools.

5.5.2   Survey results

Given the universe of relevant teacher, school leader, parent and other stakeholder populations in Australia, the number of survey respondents for Spanish was very small. The small number of respondents means that one respondent's agreement (or not) makes a difference of 6 percentage points. As proportions are highly

volatile to small underlying changes in responses, they are not reported in this section. Further to that, to make the reporting more efficient, "Strongly agree" and "Agree" responses were aggregated as were "Strongly disagree" and "Disagree" responses. The graphs in the following sections present stacked bar charts of frequencies that add up to the number of Spanish responses (n=16).

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 Spanish 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 Spanish curriculum. The results are reported in Figure 33.

Overall, between 9 and 15 of the 16 respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest (n=15) for the statement that the rationale is clear about the importance of the subject and the statement that the key connections section identifies the most relevant general capabilities.

The level of agreement was lowest for the statement that the key considerations provide important information for teaching and learning (n=9 vs n=6 who disagreed).

Figure 33: Introductory elements, Spanish survey respondents
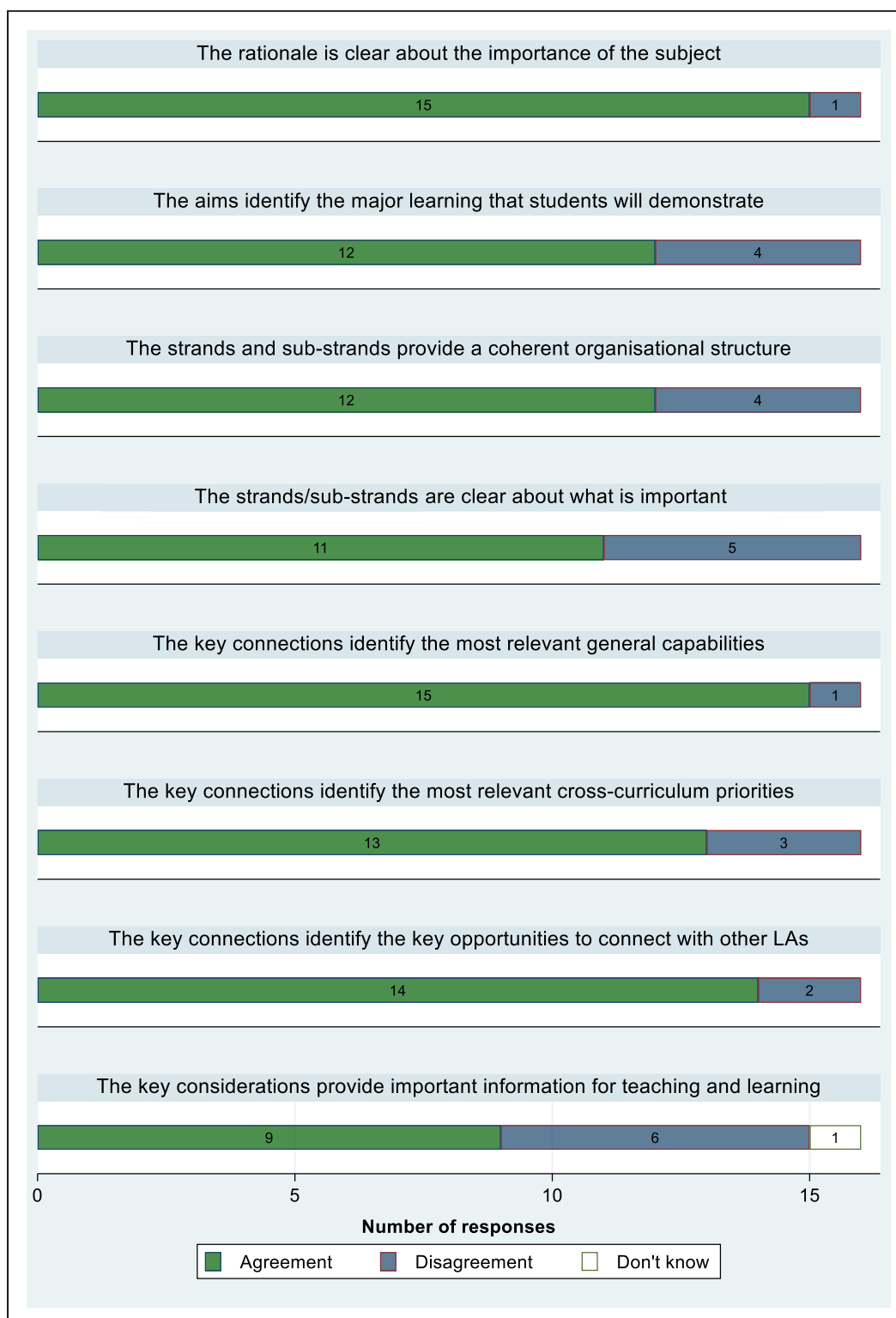
Curriculum elements

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 34. Between 9 and 12 of the 16 respondents agreed or strongly agreed, and between 4 and 7 disagreed or strongly disagreed with the presented statements.

Figure 34: Curriculum elements, Spanish survey respondents
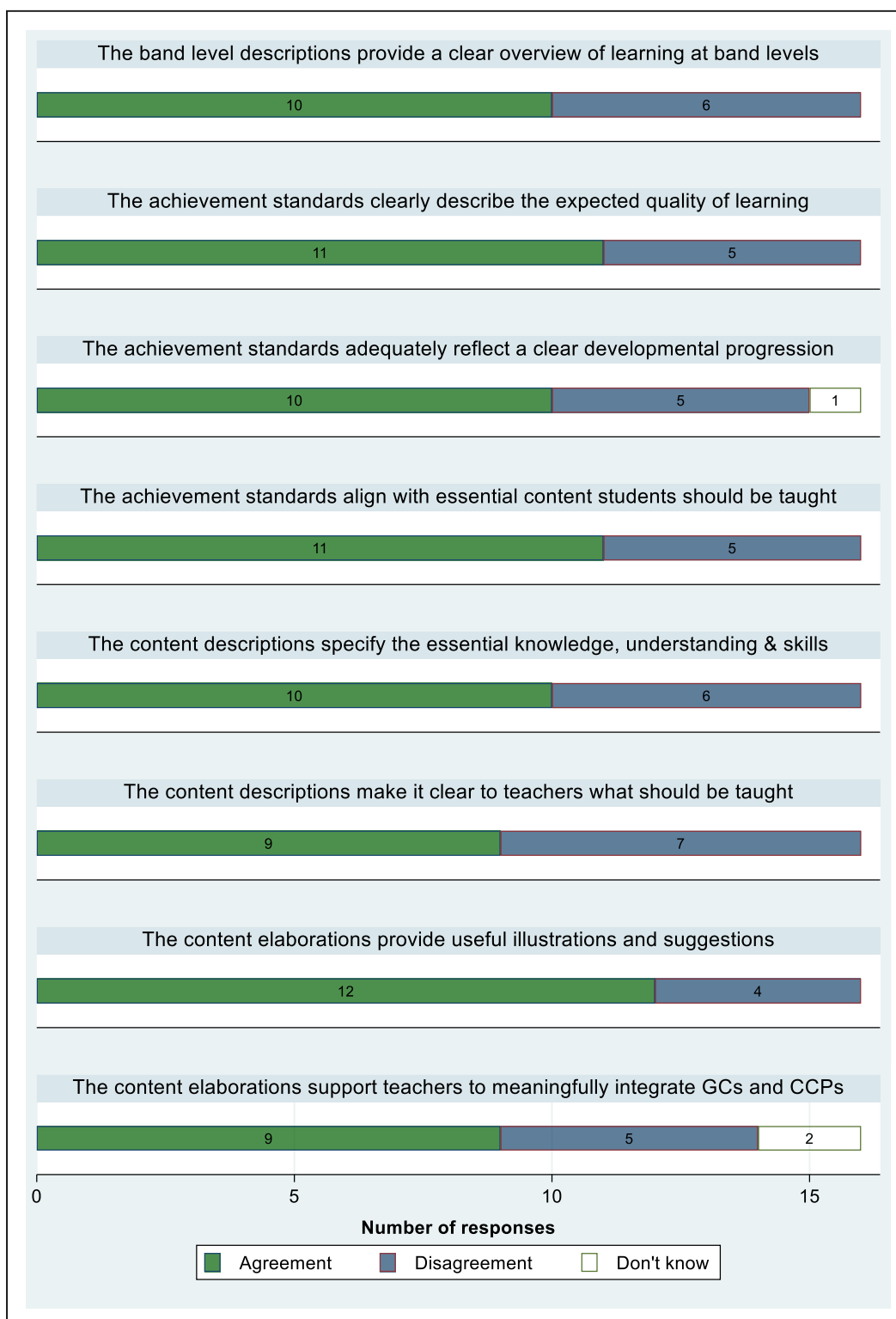
The level of agreement was highest (n=12) for the statement that the content elaborations provide useful illustrations and suggestions. Respondents were least likely to agree or strongly agree (n=9) with the statements that suggested that content elaborations supported teachers to meaningfully integrate the general capabilities and cross-curriculum priorities, and that the content descriptions made it clear what should be taught. The latter also attracted the strongest disagreement (n=7).

Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Here, more respondents disagreed (n=8) than agreed (n=7) with the statement and one respondent opted for the 'don't know' response (Figure 35).

Figure 35: Amount of content, Spanish survey respondents
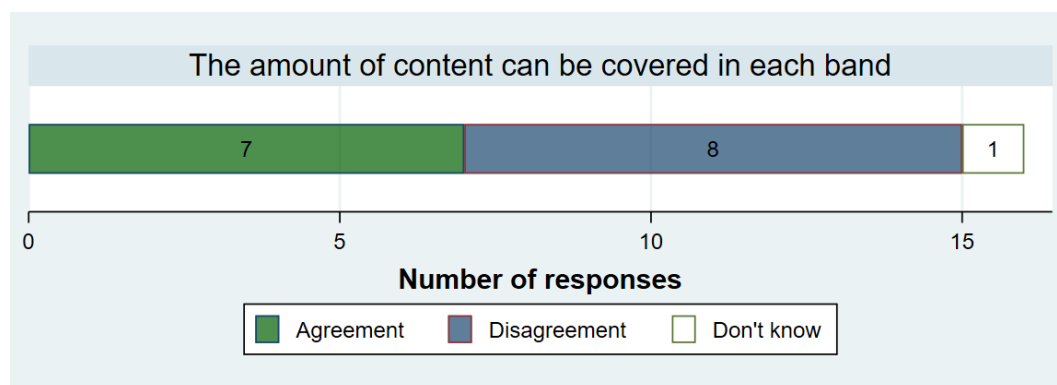
The 8 respondents who disagreed or strongly disagreed were asked a follow-up question to clarify what content should be removed or what revisions were needed to make the content more manageable. All but one of these respondents (n=7) who were asked this follow-up question provided a comment.

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 themes and their subthemes that emerged from feedback given by those 7 are listed in Table 17 together with their prevalence. The main themes were: *content should be added; manageability (amount of content)* and *clarity.*

The leading theme in this section was around *content should be added.* Within this theme, one respondent commented on the limited focus on teaching Culture. The inclusion or greater focus on Culture was perceived as important for a holistic learning of the language, as well as for student engagement.

> *"There is not enough focus on teaching Culture specifically. Time taken up teaching other content, means culture and learning about the country as well as the language, is often neglected. However making the culture and history of Spanish speaking countries interesting and accessible is a key factor in engaging students in wanting to learn a language. Particularly in secondary school."*

Within the same theme, other respondents spoke about specific content, some of which was indicated as having been removed, but which was seen as needing a greater focus or inclusion.

> *"Translating using visual cues, word lists and other resources' has been removed in several bands, but this is an important strategy."*

> *"For Year 7 and 8 I would focus on more basic sentences (i.e., introductions and descriptions) and for Year 9 and 10 focus more on the grammar skills and more advances sentences (i.e,. feelings, directions...)."*

Under the theme of *manageability (amount of content)*, respondents commented that the proposed revisions needed further refinement and reduction for the amount of content to be covered. However, it was also noted by respondents that this was partly an outcome of the limited amount of time allocated to languages.

> *"Considering the amount of time students get for in-class Spanish activities (around 60h/year), the content and achievement standards should be reduced by half. Teachers don't get time to teach all the contents and students end up losing motivation as we don't get enough chances for repetition*

and practice…. In general, I would REDUCE IT ALL BY HALF to ensure what students learnt is focused on quality instead of quantity."

"Most primary school language teachers have one 40-50 minute period of Spanish with their students. It is therefore impractical to suggest that classroom interactions should be in Spanish or that students would be able to achieve the range and complexity of communication in the examples given in the content elaborations."

Regarding *clarity*, comments alluded to further revisions or refinements to improve clarity relating to the content descriptions, achievement standards as well as the introductory elements. One respondent called for improved specificity in relation to the content descriptions, as these were seen as overly broad and general.

Table 22: Content that should be removed or revisions needed to make content more manageable (distribution of themes), Spanish survey respondents

Theme/Subtheme	Number of respondents
Content should be added	**4**
General views that additional or new content should be added	4
Manageability (amount of content)	**2**
Still too much content/further decluttering needed	2
Clarity	**2**
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	1
The wording of the achievement standards need further clarity	1
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	1

Comments were provided by 7 respondents.

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 36. They show that the statements directly related to the TOR received lower agreement (between 6 and 10 respondents agreed or strongly agreed) than the statement about the introductory section (n=14 agreement).

Of the 5 TOR statements, there was least agreement (n=6 vs n=8 disagreement) for the proposition that the quality of the content elaborations had been improved.

Figure 36: Overall feedback, Spanish survey respondents
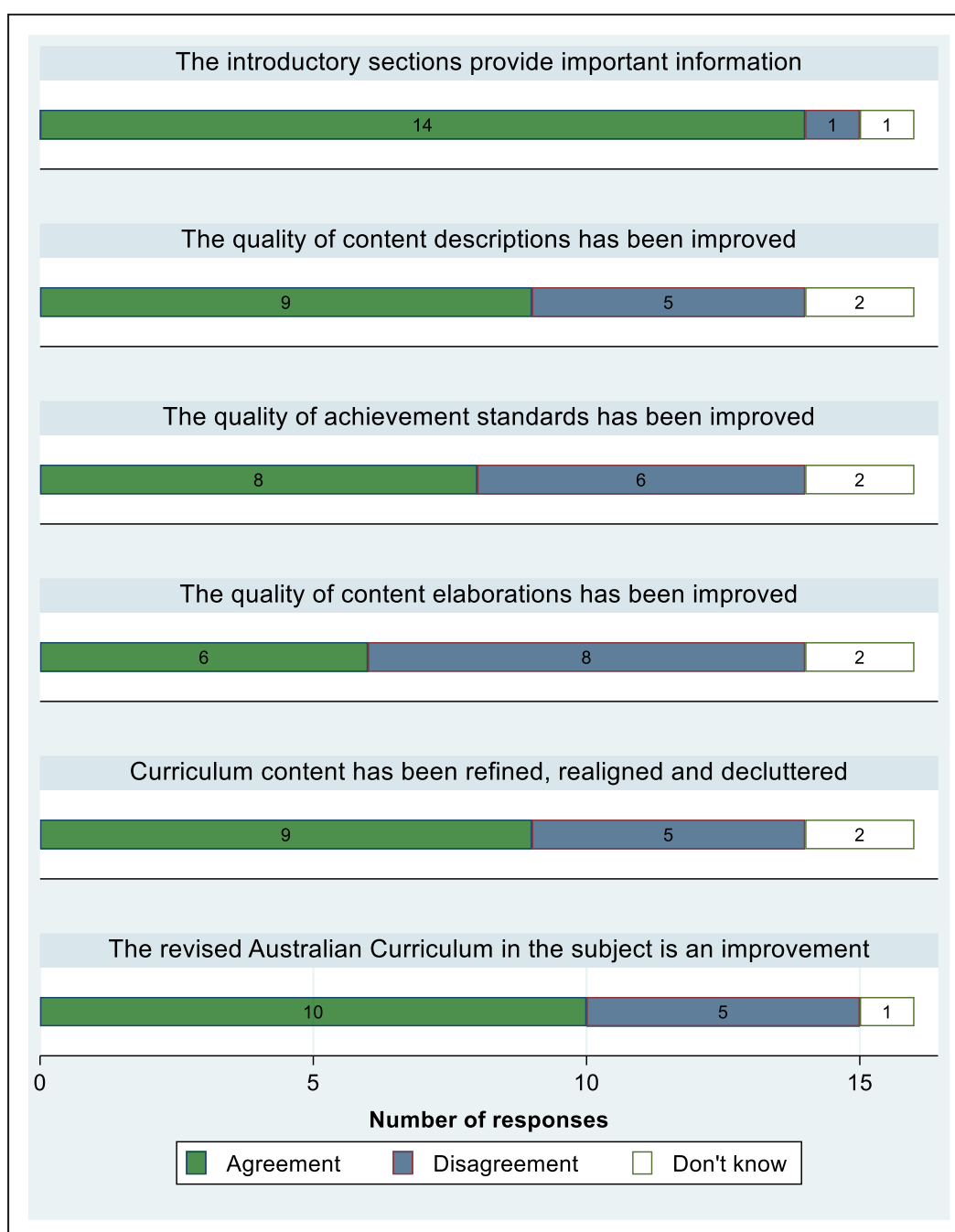
Aspects that have improved and aspects that need (further) improvement

Respondents could openly comment on aspects of the revised Spanish curriculum that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. Six of the 16 survey respondents commented in one or both of those boxes (Table 23).

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 23: Open-ended comment, Spanish survey respondents

Commenting status	n
Not commented	10
Commented in 'have improved box'	2
Commented in 'further improve' box	2
Commented in both boxes	2
Total	16

The main themes were: *manageability (amount of content); implementation (out of scope)* and *clarity* (Table 24)

The leading theme in this section was around *manageability (amount of content).* Within this theme, there were comments that indicated respondents saw both improvements to the amount of content to be covered and also the need for further reduction and refinement to ensure it was manageable. One respondent felt that the content had been reorganised but not reduced.

> *"Indeed, the Curriculum content has been refined, realigned and decluttered."*

> *"It looks to me that they moved the clutter from the Content Descriptions and Achievement Standards of version 8.4 to the Elaborations of version 9."*

As part of the 2nd leading theme, respondents spoke about the challenges regarding *implementation*. While these comments were technically out of scope of the consultation, they are noted due to their prevalence in comparison to other themes. Within this theme, respondents spoke about the perceived need for further support to cover the content within the time allocation for Languages within schools.

> *"I would like more consultation with teachers and schools so that the curriculum better reflects the limitations placed on Language teaching by a crowded curriculum and the many other priorities in schools. I know the Department of Education has recommendations on the amount of time to be spent teaching Languages but this is not mandated and is not what is implemented in schools."*

Within the 3rd theme of *clarity,* respondents spoke about the improvements to *clarity* that had been offered by the proposed revisions. It was noted that content descriptions and achievements standards were improved with the proposed revisions.

> *"The quality of content descriptions has been improved. Likewise, the quality of achievement standards has been improved, which reflects The Spanish Australian Curriculum is an improvement on the current version 8.4 version."*

However, counterbalancing some of the positive comments regarding improvement to the clarity of aspects of the curriculum, there were comments which indicated that further refinement was needed. In particular, there was an indication that the move towards what was seen as a more generic and broad curriculum equalled a loss in specificity.

> *"Why have the key concepts been removed? Or where are they? These are crucial for planning and teachers need guidance as to which concepts are most useful in different languages and levels. Overall, even though these were different teachers to those involved in the first round, the comments from our staff echoed those made in relation to the previous round of 'revised' languages. They felt that while there had been a few improvements, that the move to a more generic and common template across languages actually denied the differences between languages and that while this could be 'found in the accompanying resource' document, that this was not the same as being in the curriculum itself – and had the potential to make the curriculum quite irrelevant."*

Table 24: Aspects that have improved/need further improvement (top 3 themes), Spanish survey respondents

Theme/Subtheme	Number of respondents
Manageability (amount of content)	**4**
Decluttering of content evident, the amount of content is more manageable	1
Still too much content/further decluttering needed	3
Implementation (out of scope)	**3**
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	3
Clarity	**2**
The overall language of the curriculum is clearer and/or easier to understand	1
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	1
The wording of the content descriptions is clearer and/or easier to understand	1
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	1
The wording of the achievement standards is clearer and/or easier to understand	1

Comments were provided by 6 respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E5 in Appendix E.

Band-level specific comment

Respondents were also prompted to leave feedback that was specific to individual band levels. Of the 16 respondents, one provided such detailed feedback in relation to the Foundation level (Table 25).

Table 25: Band-level specific open-ended feedback provided by Spanish survey respondents

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

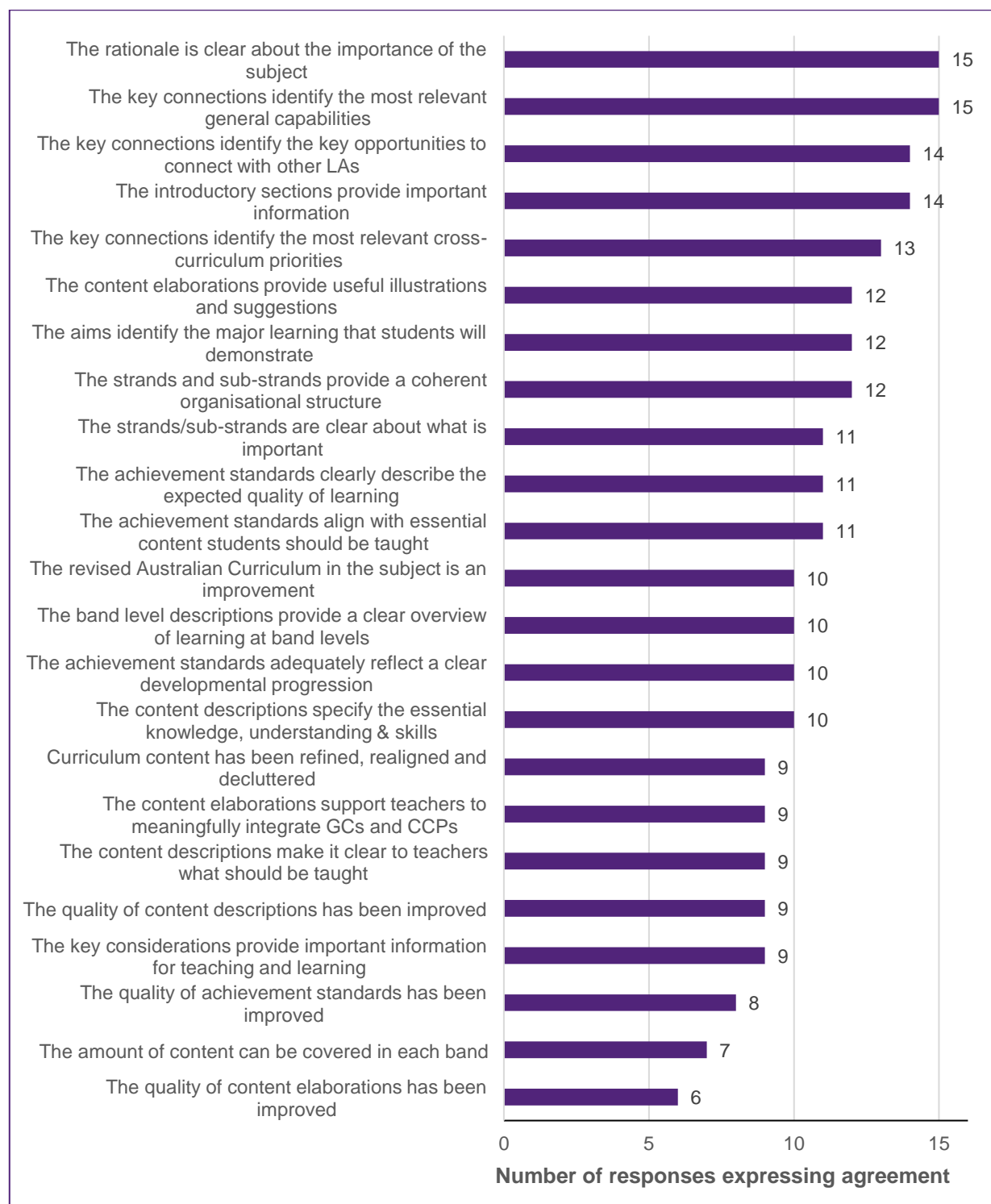**Differences between stakeholder groups**

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

5.5.3 Summary of Spanish survey

The Spanish survey was completed 16 times. Half of the respondents identified as teachers (n=8), 4 as a school, and one each as a school leader, parent or employer/business. Respondents came from 5 states/territories with Queensland (n=7) having the largest representation followed by South Australia (n=4) and the Australian Capital Territory (n=3). Eleven respondents were linked to Government schools and the same number of respondents to schools in metropolitan areas. Half of the respondents participated in relation to the F-6 curriculum, 5 in relation to the Y7-10 curriculum and 3 in relation to the F-10 curriculum.

The level of agreement tended to be highest for some elements in the introductory sections of the curriculum (in particular rationale and key connections) – these sit at the upper end in Figure 37, which shows the level of respondent agreement for all 23 statements in descending order.

Figure 37: Introductory elements, curriculum elements and overall feedback, level of agreement, Spanish survey respondents

Statement	Number of responses expressing agreement
The rationale is clear about the importance of the subject	15
The key connections identify the most relevant general capabilities	15
The key connections identify the key opportunities to connect with other LAs	14
The introductory sections provide important information	14
The key connections identify the most relevant cross-curriculum priorities	13
The content elaborations provide useful illustrations and suggestions	12
The aims identify the major learning that students will demonstrate	12
The strands and sub-strands provide a coherent organisational structure	12
The strands/sub-strands are clear about what is important	11
The achievement standards clearly describe the expected quality of learning	11
The achievement standards align with essential content students should be taught	11
The revised Australian Curriculum in the subject is an improvement	10
The band level descriptions provide a clear overview of learning at band levels	10
The achievement standards adequately reflect a clear developmental progression	10
The content descriptions specify the essential knowledge, understanding & skills	10
Curriculum content has been refined, realigned and decluttered	9
The content elaborations support teachers to meaningfully integrate GCs and CCPs	9
The content descriptions make it clear to teachers what should be taught	9
The quality of content descriptions has been improved	9
The key considerations provide important information for teaching and learning	9
The quality of achievement standards has been improved	8
The amount of content can be covered in each band	7
The quality of content elaborations has been improved	6

At the other end of the graph sit the statement suggesting that the amount of content can be covered in each band (n=7 vs n=8 disagreement) and the two TOR statements claiming that the quality of achievement standards (n=8 vs n=6 disagreement) and the quality of the content elaborations (n=7 vs n=8 disagreement) had been improved. The proposition that the content descriptions are clear about what should be taught also attracted very mixed reception (n=9 agreement vs n=7 disagreement).

The overall feedback provided by the 16 survey respondents suggests that the majority see the objectives of the Review met with 9 respondents agreeing that the 'Curriculum content has been refined, realigned and decluttered' and 10 supporting the view that 'The revised Australian curriculum in the subject is an improvement'.

The open-ended survey feedback indicated that respondents saw the proposed revisions as offering some improvements, such as improvements to clarity and conciseness of the content descriptions. However, others did not see this as offering sufficient depth for meaningful teaching, and there was a suggestion to include further content, such as a greater focus on the teaching of Culture. The proposed revisions to the curriculum were met with mixed views as to how effectively this has decluttered the curriculum and made it manageable.

5.6 Learning Area Languages – survey summary

Overall, the Languages surveys were completed 57 times. These survey completions were distributed across the 5 subjects that were in scope of the Review at this point in time. The German and Spanish-specific questionnaires were most often completed (16 times each) and the Korean questionnaire least often (n=4).

Teachers were the most numerous stakeholder type across the 5 surveys. School educational professionals (teachers and school leaders) and schools constituted the vast bulk of respondents across the 5 surveys. Responses across the different jurisdictions varied: responses from South Australia accounted for half of the 16 German survey respondents and all of the 4 Korean survey respondents while responses from Queensland (n=7) made up nearly half of the 16 Spanish survey completions.

Respondents of 4 of the surveys were distributed across the 3 levels of the curriculum: F-6, Y7-10 and F-10. All 4 Korean survey respondents chose the F-10 level as their point of reference when providing their feedback. Of the different language survey respondents, Spanish survey respondents were most likely to select the F-6 level of the curriculum with 8 out of 16 respondents selecting that level of the curriculum for which to provide feedback.

Respondents linked to Government schools outweighed respondents linked to schools in other school sectors in the Indonesian, Korean and Spanish surveys. German respondents were equally likely to be linked to a Government and Independent school and Modern Greek respondents were nearly equally so. Respondents linked to Catholic schools only featured in the Spanish and Indonesian surveys (n=2 in each).

Respondents who were linked to schools in metropolitan areas dominated the sample across the 5 surveys. Only one respondent of the 57 respondents to the Languages surveys was linked to a school in a remote area (in the Indonesian survey).

The number of respondents in each of the 5 surveys was too low for meaningfully reporting percentage breakdowns of results. There were some commonalities in the responses to the questions between the different language surveys. The rationale being clear about the importance of the subject, the attributes of the key connections in terms of identifying the most relevant general capabilities, cross-curriculum priorities and key opportunities to connect with other learning areas received the highest level of agreement in the German (14 out of 16 respondents), Indonesian (11 of 13 respondents), Korean (3 of 4 respondents) and Spanish surveys (between 13 and 15 of 16 respondents). The rationale statement also attracted the highest agreement in the Modern Greek survey as did the proposition that the aims identify the major learning that students will demonstrate (7 of 8 respondents).

There was more diversity at the lower end of expressed agreement. For respondents of the Korean survey the four statements about the achievement standards were the least well received (agreed by one out of 4 respondents). For respondents of the Modern Greek survey, the two TOR statements that the curriculum content had been refined, realigned and decluttered, and that the revised Australian Curriculum in the

subject was an improvement received least agreement (n=2 out of 8 respondents). For respondents of the German survey, the 3 statements about the content elaborations received the least agreement (although they were still confirmed by a majority of 10 of the 16 respondents). One of these statements that suggested that the quality of the content elaborations had improved was also least well received in the Spanish (agreed by 6 of 16 respondents) and Indonesian (agreed by 6 of 13 respondents) surveys. That content descriptions make it clear to teachers what should be taught was perceived by less than half the Indonesian respondents. The same applied to the statement that the amount of content could be covered in the Spanish survey.

Overall, German survey respondents appeared to provide the most consistently positive responses to the revised curriculum with between 10 and 14 of the 16 respondents expressing agreement to all statements posed in the survey.

Commonalities across the languages from the open-ended survey feedback indicated that respondents saw improvements to the clarity associated with the proposed revisions, particularly around content descriptions, the overall structure and organisation of content, and, to some extent, the achievement standards. The separation of the Foundation Year tended to be viewed positively. However, other comments indicated that some saw further need for improvement, with a view that attempts to declutter the curriculum had meant some content had been removed or simplified to the extent that it was less meaningful for teachers. The sub-strands were an aspect that received more critique as needing further revision. Overall, there were both positive and negative views on the extent to which the curriculum was effectively decluttered and more manageable for teachers.

6.   Email Submissions

There were a total of 3 email submissions related to the current round of consultations in the learning area of Languages. As the number of total email submissions reported upon in this section was very small, the findings should be read with a note of caution. Of the 3 submissions, one was specifically focussed on a subject, while 2 were general or covered all subjects.

Of the 3 email submissions, all included an attachment that was coded.

6.1   Stakeholder Profile

All email respondents had self-disclosed their position and/or affiliation, with 2 self-identifying as representing some form of association or body, and one as a retired teacher (Table 26).

Table 26: Type of stakeholder, Languages email submissions

Type of Stakeholder	Number of email submissions
Teachers or schools	1
Association or body	2
Total	**3**

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 presents the distribution of main themes from the feedback and the associated subthemes, including the number 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 small, so results should be read with caution. The top 3 themes were: *content should be added; clarity* and *introductory elements.*

Within the theme of *content should be added* was a focus on having a conceptual framework underpinning the curriculum. It was expressed by one respondent that any decluttering or reduction of content should only be made on the basis of a strong conceptual framework. It was seen that without this strong conceptual basis, a simplified curriculum could lead to impoverished learning for students. It was viewed that further revision was required including a further restructure to incorporate an evidence-based conceptual basis underpinning the curriculum. It was seen that this would have improvements to various aspects of the curriculum, such as the sub-strands (discussed under the next theme). Thus, it was recommended:

> *"That a conceptual framework which outlines the purpose of language learning and its domains of language use be developed within an intercultural orientation to underpin the Languages curriculum as a whole."*

Within the theme of *introductory elements*, there was critique of the removal of certain sub-strands, and reorientation of other sub-strands. Specifically:

> *"In addition to a major shift in orientation, the revised conceptualisation has removed the sub-strands translating, reflecting, and language variation and change. It is through these strands, in particular, that the multilingual and intercultural orientation is realised."*

> *"The revised strands and sub-strands do not capture all the domains of language use."*

It was viewed that the proposed strands and sub-strands signalled a return to a traditional macro-skills approach and an instrumental view of language learning, which was not viewed positively. It was reiterated throughout that the underlying issue of these changes was, as discussed above, a perceived absence of an underlying conceptual framework.

> *"The proposed changes to the system of strands and sub-strands reflect an overall return to communicative language teaching, an approach which is now recognised as both dated and insufficient."*

Table 27: Summary of subthemes (distribution of themes), Languages email submissions

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	**2**	**67%**
The rationale/aims need further improvement	1	33%
The strand/sub-strands need further improvement	2	67%
The key connections need further improvement	1	33%
Content should be added	**2**	**67%**
Various other learning area specific content that should be added	2	67%
Clarity	**2**	**67%**
The overall language of the curriculum is clearer and/or easier to understand	1	33%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	1	33%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	2	67%
The wording of the achievement standards need further clarity	2	67%
Evidence-based content	**1**	**33%**
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	1	33%
Inclusive content	**1**	**33%**
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	1	33%
Manageability (amount of content)	**1**	**33%**
Still too much content/further decluttering needed	1	33%
Implementation (out of scope)	**1**	**33%**
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	1	33%

Within the theme of *clarity*, there were suggestions around improving the readability of certain content descriptions as well as the achievement standards. An overarching or more critical assessment was that the content descriptions across the languages were now broad and generic, with concerns that specificity had been lost.

> *"The proposed content descriptions across the 4 languages are now essentially the same. The generic approach taken in the development of the content descriptions of the 4 languages does not recognise the specificity and distinctiveness of each language, or the implications of these differences for teaching, learning and student achievement. …In the absence of specific-language exemplification, the content descriptions and achievement standards lack an indication of 'level' or 'pitch'; they do not provide holistic descriptions of achievement in learning at particular band levels."*

As a result, it was seen that the curriculum was too generalised to support the diversity of learners.

"This degree of generalisation does not do justice to the variability of learners and contexts of learning and does not give teachers of languages sufficient guidance on learner achievement, which differs according to the specific language and learner profile."

Further, it was seen that this generalisation did not support stronger connections with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.

"The development of this cross-curriculum priority across the 4 languages has taken a generic 'template' approach, which does not reflect the distinctiveness of each language in relation to Aboriginal and Torres Strait Islander Histories and Cultures."

6.3 Summary

In total, there were 3 email submissions related to the learning area of Languages in the 2022 consultation round, and caution should be taken with the interpretation of results. The leading themes were around *content should be added; 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 recommendations for having a strong conceptual basis underlying the revisions.

7. Jurisdictional feedback

7.1   Stakeholder profile

Submissions were invited from each state and territory as well as national sector peak bodies. Seven submissions were received in total: Victoria, Queensland, Western Australia, South Australia, Tasmania, the Northern Territory, and the Australian Capital Territory.

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.

Jurisdictions used a variety of methods to generate feedback from their stakeholders, such as face-to-face and online workshops. Examples of stakeholders include state and independent schooling sectors, teachers, and curriculum leaders. However, specific details around stakeholders and consultation methods were not always provided.

Of the 7 jurisdictions that submitted feedback on the revised Languages Learning Area, Tasmania, the Northern Territory and South Australia provided some broad feedback. The Australian Capital Territory provided general feedback on the learning area and some feedback in relation to selected languages subjects. Victoria provided feedback regarding the learning area and some specific feedback in relation to German, Indonesian, Korean, Modern Greek and Spanish in the form of specific questions or comments marked up on the proposed curriculum documents. Western Australia provided detailed feedback on the Languages learning area. Queensland provided extensive feedback on the learning area and some specific feedback on languages subjects. No submissions were received from New South Wales, Independent Schools Australia, or the National Catholic Education Commission.

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. Six jurisdictions (Tasmania, Queensland, Australian Capital Territory, Northern Territory, Western Australia and Victoria) provided responses to these questions. Table 28 presents these results individually for the 6 jurisdictions that responded to the 6 survey statements.

Table 28: Overall feedback by jurisdictional stakeholder

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

● Strongly agree   ● Agree   ● Disagree   ● Strongly disagree

It is evident from the table that, generally, all 6 jurisdictions that responded to the TOR statements regarded the revised Languages curriculum as improved. While South Australia did not respond to the TOR statements, analysis of the qualitative data indicates general support for the revised Languages curriculum.

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, *content has improved or should remain*, *clarity*, *introductory elements*, *implementation support*, and *inclusive content*. Each of the 7 participating jurisdictions also provided feedback on aspects of the curriculum that were not captured by the categories in the code frame. This was included in an 'Other' category.

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 terms of *content*, all 7 participating jurisdictions agreed that content in the revised curriculum has improved in some manner:

> *"There is good alignment from the Achievement Standards to the Content Descriptions. There are appropriate cultural and language references in the Content Descriptions and Content Elaborations." (Australian Capital Territory)*

> *"Generic content descriptions have improved continuity and comparability across languages." (South Australia)*

> *"Much greater and more effective integration of knowledge and skills." (Tasmania)*

> *"The level descriptions, achievement standards, content descriptions and content elaborations represent a significant improvement on the previous version." (Victoria)*

> *"Overall, the content descriptions' clarity and quality has improved." (Queensland)*

> *"The proposed content descriptions describe the knowledge, understanding, skills, concepts and text types that teachers are expected to teach, and students are expected to develop at each year/band level. They support the proposed sub-strands, are less detailed than those in the current version, are more consistent across the five languages, and possibly allow teachers more flexibility." (Western Australia)*

Also in terms of *content*, some jurisdictions recommended some elements be reinstated or that more detail be provided:

> *"…the removal of level of support reduces clarity and guidance for new and non-specialist teachers. It is recommended that level of support should be reintroduced into the year/band level descriptions." (Queensland)*

> *"The content descriptions within the Understanding strand are too vague and too narrow ... The creating content description does not include responding to imaginative texts. There is no mention of the variation in language use and register which is important." (Western Australia)*

> *"In Version 8.4 for the context of the language being provided there is a lot more detailed information that provides a broader picture on the background and key information about the context of each language. It would be a shame to lose this level of detail and perhaps should be reconsidered if it was going to be deleted." (Australian Capital Territory)*

Six jurisdictions commented on *clarity* with the response pattern indicating that generally, jurisdictions felt that clarity had improved:

> *"The Australian Curriculum Version 9 Languages Curriculum is far more simplified … " (Australian Capital Territory)*

"More concise and easier to understand … The curriculum is explicit, precise and useful..." (Tasmania)

"Generally, the subject rationales are clear and to the point … Generally, the aims are appropriate and have been made clearer through the removal of redundant sentences …" (Queensland)

"The numbered elaborations in the languages currently under review make it easier for teachers to communicate when collaborating and participating in professional learning. The Northern Territory recommends that all language elaborations be numbered in the same manner." (Northern Territory)

Some jurisdictions offered suggestions to further improve clarity.

"Achievement standards are broad and do not provide an adequate description of the expected level or extent to which a student should be able to display a skill or understanding." (South Australia)

"[In F – 10] The achievement standards do not clearly reflect the developmental progression in language learning, specific to the language subject ... [In 7 – 10] They are general and open to interpretation, in particular by less-experienced teachers of Languages." (Western Australia)

"… some content descriptions are lengthy and lack clarity. It is recommended that these content descriptions be amended for clarity and that what is deleted from the content descriptions is added as details in the content elaborations, where appropriate." (Queensland)

"Page 14 in each of the 'All Elements' documents the language specific rationales should be reviewed for consistency across all languages. There is some disparity between the and rationales especially the length, content and intent." (Australian Capital Territory)

While outside the scope of the review, the Australian Capital Territory noted that the Version 9 website is *"also much clearer and targeted, allowing for more advanced search options"*.

Five jurisdictions commented on *introductory elements*. There was a sense among commenting jurisdictions that this element has generally improved:

"The rationale, aims, organisation of the learning area, key connections and key considerations represent a significant improvement on the previous version." (Victoria)

"The renaming of the strands from 'Communicating' to 'Communicating meaning in [Language]' and from 'Understanding' to 'Understanding language and culture' provides a clearer focus, conveying the strands' intent more precisely." (Queensland)

"The overarching framework, description of strands and sub-strands and introduction with rationale for all languages is a good addition. It provides an expectation and consistency that can be applied to all languages. It clarifies the strands and sub-strands well." (Australian Capital Territory)

Some jurisdictions suggested possible further improvements to various introductory elements:

"To further strengthen the rationales, it is recommended that they are reviewed for consistency … [Similarly] the 'Understanding language and culture' paragraphs could be revised to enhance consistency across bands and ease of use by teachers." (Queensland)

"Renaming the strands and sub-strands ... has not improved clarity." (Western Australia)

Five jurisdictions also left comment that was coded to the theme of *implementation support*. This included requests for guidance with time allocation, assessment, and resources:

"Time allocation to language learning warrants further consideration. It would be a move to support the valuing Languages of one of the eight learning areas that has as much weight as other learning areas in the Australian Curriculum. It would create consistency in the expectations of language provision across jurisdictions, but also across schools within jurisdictions. It is noted time allocation is not within the Terms of Reference for the writing of languages, and many decisions are delegated to jurisdictions. It would however create a more cohesive curriculum to follow should these time allocations be considered in the writing process." (Australian Capital Territory)

"Consideration needs to be given to how teachers can elicit evidence of student's reflection on identity. Appropriate cognitive verbs are needed in the achievement standards to allow teachers to elicit evidence on a five-point scale." (Queensland)

"The proposed achievement standards do not help teachers plan and monitor learning and make judgements about student achievement as the verbs used are not measurable." (Western Australia)

"Further review of the Languages resources would require the input of language-specific teachers who can provide the expertise needed to provide quality feedback on the teaching resources." (Northern Territory)

Some jurisdictional feedback related to *inclusive content* with a pattern in these comments indicating that more inclusive language was needed:

"The department recommends that more inclusive language is used throughout the Languages curricula. It should acknowledge the multilingual and multi-cultural environment in which students live and learn." (South Australia)

"Across all languages, it is recommended that elaborations referring to 'friends and family' could be replaced with 'friends, family or peers' to make them more inclusive." (Queensland)

"The Spanish document would benefit from more gender neutrality and inclusivity in places … Likewise, there are some apparent gender stereotyping issues in the Korean document …" (Victoria)

"There is reference to students' English literacy in the band level descriptions and content descriptions, which does not acknowledge that some students' first language is not English and they would be bringing knowledge of other language systems to their learning of an additional language. (Western Australia)

Further, there was broad support for introducing Foundation as a separate year level:

"The Australian Curriculum Version 9 Languages Curriculum introduction of the Foundation Achievement Standard and Content Description as a stand-alone band level is a positive amendment. It provides a more realistic Achievement Standard and Content Description for the Foundation year." (Victoria)

"The separation of Foundation from years 1-2 is welcomed …" (South Australia)

"Much improved approach through a separate Foundation year with a focus on learning language through play …" (Tasmania)

"The separation of Foundation is a welcome improvement." (Queensland)

Another pattern in the jurisdictional data related to connections with the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority. This attracted commentary from several jurisdictions in relation to *introductory elements*, *content*, and *clarity*:

"[In the Key connections section] 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 Languages' classrooms … The suggested connection to this cross-curriculum priority detracts from the aims of the learning area and places additional pressures on teachers." (Queensland)

"Content elaborations that offer opportunities to explore the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority are a positive inclusion when they are authentic and meaningful. Many of the proposed content elaborations that emphasise this cross-curriculum priority do not exemplify or amount to the learning required to meet the associated content description." (Queensland)

"Another First Nations reference that occurs across all five languages is the content description 10C03 listening to or reading a First Nations Australian story and discussing their opinions and

ideas, in <language>, presenting their personal profile to the class. It is not clear whose personal profile is being presented to the class, nor why this would be done in a languages class. Will the First Nations story be read in English or the target language? Does the reference to a profile mean that the story is in fact a story about a particular first Nations person? If so, this needs articulating. We believe this elaboration needs clarifying and refining across all languages." (Victoria)

7.4   Summary

The revised Languages curriculum was generally regarded as improved by all jurisdictions. Several jurisdictions commented that the revised Languages learning area has achieved greater consistency and alignment across all Languages subjects. The Introductory elements were generally regarded as improved, with opportunities for further refinement noted by some jurisdictions. Four jurisdictions agreed that more inclusive language was needed in the revised Languages curriculum.

While Content was generally seen as improved (e.g., reduced repetition, clearer sequencing, increased clarity), there was a pattern in jurisdictional feedback expressing concern that some important, language-specific detail has been lost as a result of reducing and combining content descriptions. Some (e.g., Queensland, Western Australia, and Victoria) provided specific suggestions for further improvement to content descriptions. A separate Foundation year was generally welcomed.

Five jurisdictions commented on the need for implementation support. This included requests for guidance with time allocation, assessment, and resources. Two jurisdictions noted that they would have liked access to the language specific guides.

With regard to Aboriginal and Torres Strait Islander histories and cultures content, some caution was expressed about how authentically this content can be incorporated by practitioners. Some jurisdictions noted that more clarity was needed in some content descriptions that incorporated Aboriginal and Torres Strait Islander histories and cultures content and concepts.

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
    - German
    - Indonesian
    - Korean
    - Modern Greek
    - Spanish

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.

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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).
- o   Foundation - Year 6 curriculum
- o   Years 7 - 10 curriculum
- o   Foundation - Year 10 curriculum

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

☐ Individual | ☐ Group

Individual response follow up questions

In which state or territory are you based?
- o   Australian Capital Territory
- o   New South Wales
- o   Northern Territory
- o   Queensland
- o   South Australia
- o   Tasmania
- o   Victoria
- o   Western Australia
- o   National
- o   Other

Which CATEGORY best describes you?
- o   Primary teacher*
- o   Secondary teacher*
- o   F-12 teacher*
- o   School leader – Primary*
- o   School leader – Secondary*
- o   School leader – F-12*
- o   Academic
- o   Parent*
- o   Student*
- o   Employer / Business
- o   Other

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

In which sector is your school?
- o   Government
- o   Catholic
- o   Independent

What best describes your school's location?
- o   Metropolitan
- o   Regional
- o   Remote

Group response follow up questions

In which state or territory are you based?
- o   Australian Capital Territory
- o   New South Wales
- o   Northern Territory
- o   Queensland
- o   South Australia
- o   Tasmania
- o   Victoria
- o   Western Australia
- o   National
- o   Other

Which CATEGORY best describes you?
- o   School*
- o   Professional association
- o   University faculty
- o   Education authority
- o   Parent organisation
- o   Community organisation
- o   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	☐	☐	☐	☐	☐

Aims

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The aims identify the major learning that students will demonstrate	☐	☐	☐	☐	☐

Organisational structure

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The strands/sub-strands provide a coherent organisational structure	☐	☐	☐	☐	☐
The strands/sub-strands are clear about what is important in the learning area/subject	☐	☐	☐	☐	☐

Key connections

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The key connections section identifies the most relevant general capabilities	☐	☐	☐	☐	☐
The key connections section identifies the most relevant cross-curriculum priorities	☐	☐	☐	☐	☐
The key connections section identifies the key opportunities to connect with other learning areas.	☐	☐	☐	☐	☐

Key considerations

	Strongly agree	Agree	Disagree	Strongly disagree	*Don't know*
The key considerations section provides important information for planning teaching and learning	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐

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	☐	☐	☐	☐	☐
The achievement standards adequately reflect a clear developmental progression.	☐	☐	☐	☐	☐
The learning described in the achievement standards aligns with the essential content students should be taught.	☐	☐	☐	☐	☐

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.	☐	☐	☐	☐	☐
The content descriptions make it clear to teachers what should be taught.	☐	☐	☐	☐	☐
The amount of content can be covered in each year/band. *Note: If you answer disagree or strongly disagree to this statement you will be given this follow up question (see below).*	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐
The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities	☐	☐	☐	☐	☐

Overall feedback

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

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?
- o   Yes
- o   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 are clear about what is important in the subject	The strands/sub-strands 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 in 2021. 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[2] 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

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[2] In 2021, the survey questions for the proposed revisions to the curriculum included specific questions related to the core concepts. These questions were excluded from the 2022 consultation survey and, for presentation purposes, are omitted from the tables summarising the themes and subthemes.

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 languages consultation (via survey and email submissions)

Group name provided (alphabetical order)
Association of German Teachers of Victoria Inc.
Association of Independent Schools of Western Australia
Modern Greek Teachers' Association of Victoria
Multicultural Education and Languages Committee
South Australian German Teachers Association

Appendix E – Themes from open-ended survey feedback

Table E1: Aspects that have improved/need further improvement, German survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	**6**	**38%**
The rationale/aims have improved	0	0%
The rationale/aims need further improvement	1	6%
The strand/sub-strands have improved	3	19%
The strand/sub-strands need further improvement	5	31%
The key connections have improved	0	0%
The key connections need further improvement	0	0%
Content has improved/should remain	**2**	**13%**
General views that content has improved	1	6%
Content has better alignment with rationale/aim of learning area	1	6%
Content has better alignment with who we want our children to become	0	0%
Various other learning area specific content that has improved or should remain	0	0%
Content should be added	**2**	**13%**
General views that additional or new content should be added	2	13%
Additional or new content should be added for better alignment with rationale/aim of learning area	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%
Various other learning area specific content that should be added	0	0%
Content should be removed	**0**	**0%**
General views that there is content that should be removed	0	0%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0%
Content should be removed that is not aligned with who we want our children to become	0	0%
Various other learning area specific content that should be removed	0	0%
Evidence-based content	**0**	**0%**
The included content appears evidence-based	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%
Inclusive content	**1**	**6%**
The curriculum content is inclusive of diverse learners' interests and capabilities.	1	6%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	0	0%
There are concerns around the age-appropriateness of content	0	0%
Manageability (amount of content)	**5**	**31%**
Decluttering of content evident, the amount of content is more manageable	4	25%
Still too much content/further decluttering needed	1	6%
Sequencing of content	**1**	**6%**

Theme/Subtheme	Number of respondents	Percent of total
The sequencing of content has improved	0	0%
The sequencing of content needs further improvement	1	6%
Achievement standards	**2**	**13%**
Achievement standards align with content descriptors	2	13%
Achievement standards need better alignment with content descriptors	0	0%
Clarity	**9**	**56%**
The overall language of the curriculum is clearer and/or easier to understand	6	38%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	2	13%
The wording of the content descriptions is clearer and/or easier to understand	2	13%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	2	13%
The wording of the achievement standards is clearer and/or easier to understand	1	6%
The wording of the achievement standards need further clarity	2	13%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	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%
Implementation (out of scope)	**1**	**6%**
Pedagogy – this overarching theme encompasses feedback about how children should be taught	0	0%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	0	0%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	1	6%
Other	**0**	**0%**

Comments were provided by 10 respondents. Percentages are based on all 16 German survey respondents.

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

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	**3**	**23%**
The rationale/aims have improved	1	8%
The rationale/aims need further improvement	0	0%
The strand/sub-strands have improved	0	0%
The strand/sub-strands need further improvement	2	15%
The key connections have improved	0	0%
The key connections need further improvement	0	0%
Content has improved/should remain	**3**	**23%**
General views that content has improved	2	15%
Content has better alignment with rationale/aim of learning area	0	0%
Content has better alignment with who we want our children to become	0	0%
Various other learning area specific content that has improved or should remain	1	8%
Content should be added	**2**	**15%**
General views that additional or new content should be added	0	0%
Additional or new content should be added for better alignment with rationale/aim of learning area	2	15%
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%
Various other learning area specific content that should be added	0	0%
Content should be removed	**1**	**8%**
General views that there is content that should be removed	0	0%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0%
Content should be removed that is not aligned with who we want our children to become	0	0%
Various other learning area specific content that should be removed	1	8%
Evidence-based content	**0**	**0%**
The included content appears evidence-based	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%
Inclusive content	**0**	**0%**
The curriculum content is inclusive of diverse learners' interests and capabilities.	0	0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	0	0%
There are concerns around the age-appropriateness of content	0	0%
Manageability (amount of content)	**0**	**0%**
Decluttering of content evident, the amount of content is more manageable	0	0%
Still too much content/further decluttering needed	0	0%
Sequencing of content	**4**	**31%**
The sequencing of content has improved	3	23%

Theme/Subtheme	Number of respondents	Percent of total
The sequencing of content needs further improvement	2	15%
Achievement standards	**0**	**0%**
Achievement standards align with content descriptors	0	0%
Achievement standards need better alignment with content descriptors	0	0%
Clarity	**6**	**46%**
The overall language of the curriculum is clearer and/or easier to understand	3	23%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	3	23%
The wording of the content descriptions is clearer and/or easier to understand	2	15%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	1	8%
The wording of the achievement standards is clearer and/or easier to understand	1	8%
The wording of the achievement standards need further clarity	2	15%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	1	8%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0%
Implementation (out of scope)	**2**	**15%**
Pedagogy – this overarching theme encompasses feedback about how children should be taught	0	0%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	0	0%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	2	15%
Other	**0**	**0%**

Comments were provided by 7 respondents. Percentages are based on all 13 Indonesian survey respondents.

Table E3: Aspects that have improved/need further improvement, Korean survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	**1**	**25%**
The rationale/aims have improved	0	0%
The rationale/aims need further improvement	0	0%
The strand/sub-strands have improved	0	0%
The strand/sub-strands need further improvement	1	25%
The key connections have improved	0	0%
The key connections need further improvement	0	0%
Content has improved/should remain	**0**	**0%**
General views that content has improved	0	0%
Content has better alignment with rationale/aim of learning area	0	0%
Content has better alignment with who we want our children to become	0	0%
Various other learning area specific content that has improved or should remain	0	0%
Content should be added	**1**	**25%**
General views that additional or new content should be added	1	25%
Additional or new content should be added for better alignment with rationale/aim of learning area	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%
Various other learning area specific content that should be added	0	0%
Content should be removed	**0**	**0%**
General views that there is content that should be removed	0	0%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0%
Content should be removed that is not aligned with who we want our children to become	0	0%
Various other learning area specific content that should be removed	0	0%
Evidence-based content	**0**	**0%**
The included content appears evidence-based	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%
Inclusive content	**0**	**0%**
The curriculum content is inclusive of diverse learners' interests and capabilities.	0	0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	0	0%
There are concerns around the age-appropriateness of content	0	0%
Manageability (amount of content)	**0**	**0%**
Decluttering of content evident, the amount of content is more manageable	0	0%
Still too much content/further decluttering needed	0	0%
Sequencing of content	**0**	0%
The sequencing of content has improved	0	0%
The sequencing of content needs further improvement	0	0%

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Theme/Subtheme	Number of respondents	Percent of total
Achievement standards	**0**	**0%**
Achievement standards align with content descriptors	0	0%
Achievement standards need better alignment with content descriptors	0	0%
Clarity	**2**	**50%**
The overall language of the curriculum is clearer and/or easier to understand	2	50%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	2	50%
The wording of the content descriptions is clearer and/or easier to understand	0	0%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	1	25%
The wording of the achievement standards is clearer and/or easier to understand	1	25%
The wording of the achievement standards need further clarity	1	25%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	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%
Implementation (out of scope)	**0**	**0%**
Pedagogy – this overarching theme encompasses feedback about how children should be taught	0	0%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	0	0%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	0	0%
Other	**0**	**0%**

Comments were provided by 2 respondents. Percentages are based on all 4 Korean survey respondents.

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

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	**0**	**0%**
The rationale/aims have improved	0	0%
The rationale/aims need further improvement	0	0%
The strand/sub-strands have improved	0	0%
The strand/sub-strands need further improvement	0	0%
The key connections have improved	0	0%
The key connections need further improvement	0	0%
Content has improved/should remain	**1**	**13%**
General views that content has improved	1	13%
Content has better alignment with rationale/aim of learning area	0	0%
Content has better alignment with who we want our children to become	0	0%
Various other learning area specific content that has improved or should remain	0	0%
Content should be added	**1**	**13%**
General views that additional or new content should be added	1	13%
Additional or new content should be added for better alignment with rationale/aim of learning area	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%
Various other learning area specific content that should be added	0	0%
Content should be removed	**0**	**0%**
General views that there is content that should be removed	0	0%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0%
Content should be removed that is not aligned with who we want our children to become	0	0%
Various other learning area specific content that should be removed	0	0%
Evidence-based content	**0**	**0%**
The included content appears evidence-based	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%
Inclusive content	**0**	**0%**
The curriculum content is inclusive of diverse learners' interests and capabilities.	0	0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	0	0%
There are concerns around the age-appropriateness of content	0	0%
Manageability (amount of content)	**0**	**0%**
Decluttering of content evident, the amount of content is more manageable	0	0%
Still too much content/further decluttering needed	0	0%
Sequencing of content	**0**	**0%**
The sequencing of content has improved	0	0%
The sequencing of content needs further improvement	0	0%

Theme/Subtheme	Number of respondents	Percent of total
Achievement standards	**0**	**0%**
Achievement standards align with content descriptors	0	0%
Achievement standards need better alignment with content descriptors	0	0%
Clarity	**1**	**13%**
The overall language of the curriculum is clearer and/or easier to understand	0	0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	0	0%
The wording of the content descriptions is clearer and/or easier to understand	1	13%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	0	0%
The wording of the achievement standards is clearer and/or easier to understand	0	0%
The wording of the achievement standards need further clarity	0	0%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	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%
Implementation (out of scope)	**0**	**0%**
Pedagogy – this overarching theme encompasses feedback about how children should be taught	0	0%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	0	0%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	0	0%
Other	**0**	**0%**

Comments were provided by 1 respondent. Percentages are based on all 8 Modern Greek survey respondents.

Table E5: Aspects that have improved/need further improvement, Spanish survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	**1**	**6%**
The rationale/aims have improved	0	0%
The rationale/aims need further improvement	0	0%
The strand/sub-strands have improved	1	6%
The strand/sub-strands need further improvement	1	6%
The key connections have improved	0	0%
The key connections need further improvement	0	0%
Content has improved/should remain	**1**	**6%**
General views that content has improved	1	6%
Content has better alignment with rationale/aim of learning area	0	0%
Content has better alignment with who we want our children to become	0	0%
Various other learning area specific content that has improved or should remain	0	0%
Content should be added	**1**	**6%**
General views that additional or new content should be added	1	6%
Additional or new content should be added for better alignment with rationale/aim of learning area	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%
Various other learning area specific content that should be added	0	0%
Content should be removed	**0**	**0%**
General views that there is content that should be removed	0	0%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0%
Content should be removed that is not aligned with who we want our children to become	0	0%
Various other learning area specific content that should be removed	0	0%
Evidence-based content	**0**	**0%**
The included content appears evidence-based	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%
Inclusive content	**0**	**0%**
The curriculum content is inclusive of diverse learners' interests and capabilities.	0	0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	0	0%
There are concerns around the age-appropriateness of content	0	0%
Manageability (amount of content)	**4**	**25%**
Decluttering of content evident, the amount of content is more manageable	1	6%
Still too much content/further decluttering needed	3	19%
Sequencing of content	**1**	**6%**
The sequencing of content has improved	1	6%
The sequencing of content needs further improvement	0	0%

Theme/Subtheme	Number of respondents	Percent of total
Achievement standards		**0%**
Achievement standards align with content descriptors	0	0%
Achievement standards need better alignment with content descriptors	0	0%
Clarity	**2**	**13%**
The overall language of the curriculum is clearer and/or easier to understand	1	6%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	1	6%
The wording of the content descriptions is clearer and/or easier to understand	1	6%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	1	6%
The wording of the achievement standards is clearer and/or easier to understand	1	6%
The wording of the achievement standards need further clarity	0	0%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	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%
Implementation (out of scope)	**3**	**19%**
Pedagogy – this overarching theme encompasses feedback about how children should be taught	0	0%
Assessment – this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents	0	0%
Support for implementation (e.g., professional development, teacher training, resources such as planning advice and resources, classroom resources)	3	19%
Other	**0**	**0%**

Comments were provided by 6 respondents. Percentages are based on all 16 Spanish survey respondents.