

Final Report – Languages Consultations 2023

PHASE

3

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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 reviewing the Languages curriculum in 2021, the Review focused on 4 languages: Chinese, French, Italian and Japanese. In 2022, the Second Phase of the Review was extended to the languages: German, Indonesian, Korean, Modern Greek and Spanish. The Third Phase of the Review was undertaken at the beginning of 2023 and included the languages Arabic, Hindi, Turkish and Vietnamese. The Fourth Phase of the Review followed later in 2023 and included Chinese Background/First-Languages Learners, Latin, Classical Greek, and the Framework for Classical Languages.

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 Australian Curriculum for the 4 languages/language frameworks that were the subject of the Fourth Phase of the Review in 2023.

1.2 Consultation features and caveats

The consultations were open between 4 July and 12 September 2023. There were 3 channels in which feedback from consultations could be 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 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

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 and 2023.

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. Jurisdictional feedback remained identifiable to be included in the reporting.

1.4 Stakeholder response and profile

ACARA received 18 responses to the online survey. Survey respondents were asked to select which one out of the 4 Languages curriculum they were responding in relation to, in completing the survey. The Chinese Background-specific questionnaire was completed 9 times, the Classical Languages Framework survey 5 times and the Classical Greek and Latin surveys 2 times each.

Survey respondents came from 5 states with nearly half of them based in Queensland (n=8). Respondents consisted of teachers (n=8), a student, other individuals (n=3), schools (n=2) and an education authority, the latter of which completed each of the 4 surveys. Of 11 respondents with professional or student ties to schools, 9 were linked to schools in metropolitan areas, 2 had ties to a school in a regional area; and 7 were linked to Government schools.

Feedback captured in the Classical Language Framework, Classical Greek and Latin surveys related to changes in the Year 7 to 10 Languages curriculum. Four of the 9 respondents in the Chinese Background/First Language Learners survey responded in relation to the primary level, 3 in relation to the secondary level and 2 in relation to the F-10 level of the curriculum.

No email submissions were received as part of the Phase 3 consultations.

Six of the 10 invited jurisdictions and national sector peak bodies submitted feedback on the proposed revisions to the F-10 Australian Curriculum Languages in the Phase 3 consultations: Victoria, Queensland, Western Australia, South Australia, New South Wales, and the Australian Capital Territory. Tasmania noted that none of the Phase 3 Languages are taught in Tasmanian government schools and therefore no feedback was provided. The Northern Territory indicated that Classical Greek and Latin are not taught in that jurisdiction and that only one community school teaches Chinese to background learners.

1.5 Feedback from surveys by Language

1.5.1 Chinese Background/First Language

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. The latter section included 5 questions that directly related to the TOR of the Review and what it set out to achieve.

A majority of between 5 and 8 of the 9 Chinese Background survey respondents expressed agreement with all 23 survey statements. The aims, rationale and introductory sections as well as attributes of the key connections attracted the highest level of agreement. So did the TOR statements that the quality of the content elaborations had been improved and that the curriculum content had been refined, realigned and decluttered.

The clarity, alignment and developmental reflection of the achievement standards, the clarity of content descriptions and band level descriptions, as well as the proposition that the content descriptions specify the essential knowledge, understanding and skill attracted the least agreement (n=5) and highest level of disagreement (n=4).

Three respondents also disagreed with the statement that the amount of content could be covered in each band without elaborating on what content could be reduced or dropped. One respondent favoured that the strands be divided into four (of listening, speaking, reading and writing) rather than the two proposed strands. Another respondent expressed concern about the level of generic content. This was seen as not inclusively providing for the multiple learner pathways.

Four respondents provided further comments when prompted to do so at the end of the Overall feedback section. While it was perceived that the proposed revisions offered refinement, there were comments which indicated that respondents saw further opportunities to refine clarity, content descriptions and achievement standards. However, some of these comments were underpinned by a perceived concern around using generic content and the same set of expectations and assessment standards for Chinese Language Background Learners and Chinese as a Second Language Learners. There was a perception that this could create inequities, and there were calls for further revisions to have a set of distinct expectations and assessments to inclusively accommodate the diversity of learners. However, other feedback was positive with perceptions that the revised content elaborations and descriptions provided greater clarity and illustrations for teachers. There were comments relating to how well the curriculum would equip students with the fundamentals underpinning the Chinese language, with a recommendation to add the traditional characters of Chinese for a more comprehensive understanding of the language.

The overall feedback provided by survey respondents suggests that majority see the objectives of the Review met with between 6 and 8 agreeing with the 5 TOR statements of the survey.

1.5.2 Classical Language Framework

The level of agreement was high for all the 23 presented statements: all 5 Classical Language Framework survey respondents expressed agreement with 21 of the 23 statements and all but one respondent respectively agreed with the remaining 2 statements: that the key considerations provided important information for teaching and learning, and that the quality of achievement standards had been improved.

The open-ended survey feedback from the sole respondent indicated that they saw several improvements to the proposed curriculum, noting overall refinements, stronger links between content descriptions and content elaborations, and the addition of useful suggestions and illustrations as part of the revised content elaborations. However, they also perceived opportunity for further refinement, noting that while there was improvement to the content descriptions and elaborations, there were some instances of misalignment and considered the number of additional elaborations made the curriculum too dense. There was also a perception that the generic aspect of the introduction section was ill-fitting with the Classical Languages Framework.

1.5.3 Classical Greek

The Classical Greek questionnaire was completed by 2 respondents. With one exception, both respondents agreed with all 23 statements they were presented in the survey. The exception was the statement that the key considerations provide important information for teaching and learning which was agreed to and disagreed to by respectively one of the respondents.

The one respondent who provided open-ended feedback made minimal comments about the curriculum itself, apart from calling for more specificity with grammar elements at each level. The other point within their feedback was around implementation timeframes.

1.5.4 Latin

The Latin survey was completed 2 times. One of the two respondents respectively expressed agreement with 22 of the 23 statements they were presented with. None of the 2 indicated agreement with the proposition that the key considerations provided important information for teaching and learning.

One of the two respondents provided a comment when prompted to do so at the end of the Overall feedback section, which was to do with the state-level languages education policy and was not related to the proposed revisions to the curriculum.

1.5.5 Languages combined

The number of respondents in each of the 4 surveys was too low for meaningfully reporting percentage breakdowns of results, and too low for comparing results across subjects. Overall, there was majority agreement with all statements presented to respondents across the 4 languages surveys. Between 12 and 16 of the 18 respondents agreed or strongly agreed with the 23 statements posed in the surveys.

Aspects of the introductory sections, including those related to the rationale, aims and key connections rated highly across the four surveys as did some of the TOR statements, such as that the quality of the content elaborations had improved and that the curriculum content had been refined, realigned and decluttered (all with n=16 agreement responses).

Among the lowest agreement overall achieved the statements on aspects of the content descriptions and achievement standards including the TOR statement that the quality of the achievement standards had improved, as well as the proposition that the band level descriptions provided a clear overview of learning at band levels (all with n=13 agreement responses). Least agreement was reserved for the statement that the key considerations provided important information for teaching and learning (n=12 agreement responses).

There was also some disagreement among Chinese Background survey respondents (n=3 of 9) with the suggestion that the amount of content could be covered in each band.

Seven of the 18 respondents commented when prompted at the end of the Overall feedback section. Overall, commenting respondents perceived improvements to the curriculum as part of the proposed revisions, generally seeing the curriculum as more refined. Content descriptions and elaborations were often seen as better aligned across languages and were frequently mentioned as having improved. In particular, the revised content elaborations were seen as offering useful illustrations, clarity and meaning. However, there were also suggestions for further improvements, with some of the commenting respondents perceiving that generic content would not accommodate for diverse learners' interests and capabilities. Calls for further improvements or refinements were discussed more extensively in relation to the Chinese Background/First Language Learner curriculum.

1.6 Feedback from email submissions

There were no email submissions in relation to any of the languages covered in the Phase 3 of the Review.

1.7 Jurisdictional feedback

The nature and level of detail provided by the 6 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, although Queensland still expressed notable concern about the lacking differentiation in content descriptions and achievement standards for the three different Chinese (background, first language and second language) learner pathways, which could lead to difficulties for teachers when implementing the Chinese Languages curriculum for students that take the different learner pathways, and when managing student and parental expectations in this context. Similar concerns were also, however, less strongly, expressed by Victoria, Western Australia and South Australia.

Clarity was generally regarded as improved, with some opportunities for further refinement noted by some jurisdictions. Similarly, the Introductory elements were also regarded as improved. While there was a general sense that the revised curriculum was inclusive and offered ways to cater to diverse learners, some jurisdictions offered suggestions to further improve Inclusivity.

All jurisdictions agreed that the revised curriculum had been decluttered and made more manageable, with some suggesting further opportunities for decluttering and refinement and others expressing concern that some valuable detail and guidance had been lost.

A separate Foundation year was welcomed by Western Australia, the Australian Capital Territory and Queensland. While there were suggestions for implementation support, some of which fall outside the scope of the Review, there was also positive commentary around the ways the revised curriculum offers improved practical support for the day-to-day work of teachers and schools.

Western Australia, Victoria, and Queensland offered some particularly fine-grained feedback on specific Content descriptions and Achievement standards for ACARA's consideration.

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 feedback was further affected by low response.

There was strong acknowledgement that the Phase 3 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. Between 13 and 16 of the 18 survey respondents agreed with the 5 TOR statements across all 4 subjects, with strongest support given to the statements "Curriculum content has been refined, realigned and decluttered", "The quality of content elaborations has been improved" (both n=16) and "The revised Australian Curriculum in the subject is an improvement" (n=15). The positive feedback was cemented by open-ended comment some of the respondents provided.

In line with this pattern, the participating jurisdictions provided positive ratings on the TOR statements and/or commented positively on overall improvements.

The positive overall assessments were consistent with feedback on more specific elements of the revised curricula: most respondents of the Language surveys provided positive ratings on all presented statements, and the 6 jurisdictions that submitted written feedback to ACARA commented positively on various revisions related to improving clarity, content, manageability, and inclusiveness of the curricula. There was also positive commentary around the ways the revised curriculum offers improved practical support for the day-to-day work of teachers and schools.

Despite the generally positive feedback, some survey respondents and jurisdictions also expressed critique, for example that valuable detail and guidance had been lost, and suggestions with Western Australia, Victoria, and Queensland offering some particularly fine-grained feedback on specific Content descriptions and Achievement standards for ACARA's consideration.

One point of critique was a perceived lack of differentiation in content descriptions and achievement standards for the three different Chinese (background, first language and second language) learner pathways, a sentiment, which was most strongly articulated by Queensland and in part echoed by some other jurisdictions as well as some survey respondents in their comments.

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 Second Phase of the Review was extended to the languages: German, Indonesian, Korean, Modern Greek and Spanish. The Third Phase of the Review undertaken earlier in 2023 included the languages Arabic, Hindi, Turkish and Vietnamese. The Fourth Phase of the Review followed later in 2023 and included Chinese Background/First-Language Learners, Latin, Classical Greek, and the Framework for Classical Languages.

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 (CRG) 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 languages considered could be improved in the first phase of the Review. The approved refinements in the first phase of revisions became the framework for refinement in subsequent phases of Languages review.

A Languages CRG has remained in place to provide feedback and advice throughout all phases. The consultation version of the Australian Curriculum: Languages in Chinese (Background and First-language learners) and the Classical languages include the following key changes:

- Languages have been aligned, while recognising individual differences of each curriculum.
- Chinese curricula have been developed to cater for a broad range of students' Chinese language backgrounds, recognising that a degree of overlap and commonality across Chinese curricula facilitate differentiation at classroom level.
- New Foundation year content has been developed to better support learning in the early years in Chinese.
- The number of sub-strands has been reduced (down from 8 to 5) in Chinese and from 6 to 4 in classical languages, 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.
- Content elaborations cater for a broader range of students than current versions.
- The content elaborations have been reduced and refined to reduce repetition and overlap and improve their sequencing.
- The volume of achievement standards has been reduced.

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 could be received.

2.2.1 Online survey

The main channel through which the public could participate 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 Chinese Background/First Language, Latin, Classical Greek, and the Framework for Classical Languages. For each language/framework 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 band-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 4 July and 12 September 2023. 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 4 languages/framework surveys did not allow for potential similarities and differences between stakeholder groups to be explored.

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 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. No email submissions were received as part of the Phase 3 consultations.

Jurisdictional feedback 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 emerged 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 band-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, the coding of jurisdictional feedback was undertaken in a similar way (also see Section 0).

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 4 Languages surveys.

Open email submissions were not received and could not be presented in this report.

The 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.

To further take account of the methodological differences between the 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, where applicable, the level of the curriculum that was selected by respondents, their respondent type (e.g. teacher, parent, academic), the state or territory they were based in, and, for respondents who identified as teachers, school leaders, parents, students and schools, the school sector and remoteness area of the relevant schools.

Overall results 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

Open email submissions were not received.

3.4.4 Reporting of jurisdictional feedback

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

Additionally, the invited jurisdictions were encouraged to respond to the 6 survey statements from the Overall feedback section of the survey. Five of the 6 participating jurisdictions (Victoria, Queensland, Western Australia, New South Wales 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 5 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) or by completing a survey as well as providing an email response. Multiple participations could have influenced the consultation results as numbers of survey respondents 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 9 times for Chinese Background/First Language, 5 times for the Classical Language Framework, and twice each for Classical Greek and Latin.

Six jurisdictional stakeholders participated in the Phase 3 consultations about the Australian Curriculum Languages in 2023. The nature and level of detail provided by the 6 participating jurisdictions were diverse, with some providing extensive and highly specific feedback and suggestions, and others providing succinct or general feedback.

Table 1: Number of participations (for the online survey), Phase 3 Language consultations

	Online survey
Chinese Background/First Language	9
Classical Language Framework	5
Classical Greek	2
Latin	2
Total	18[^]

[^] 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 4 subjects.

5.1 Chinese Background/First Language

This section starts by drawing a profile of the 9 participants who provided feedback on the Chinese Background/First Language curriculum before presenting their feedback.

5.1.1 Survey respondent profile

Of the 9 respondents who completed the Chinese Background/First Language questionnaire, 5 identified as teachers, 2 as another type of individual respondent and one each as a school and an education authority (Table 2). Three of the 5 teachers identified as primary school teachers and 2 as secondary teachers.

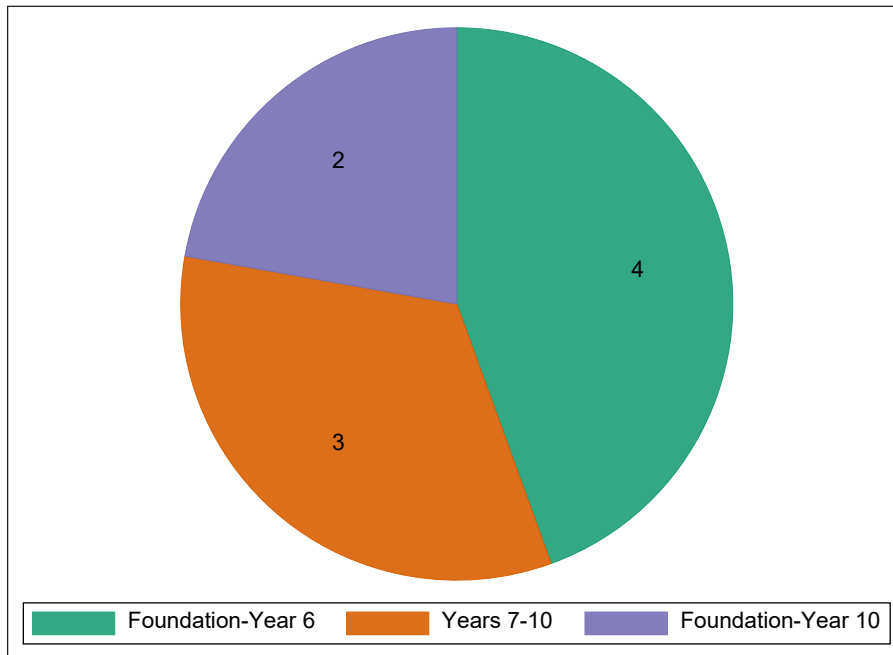
Table 2: Type of respondent, Chinese Background/First Language survey respondents

Type of respondent	n
Individual respondent	
Teacher	5
Other	2
Group respondent[^]	
School	1
Education authority	1
Total	9

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

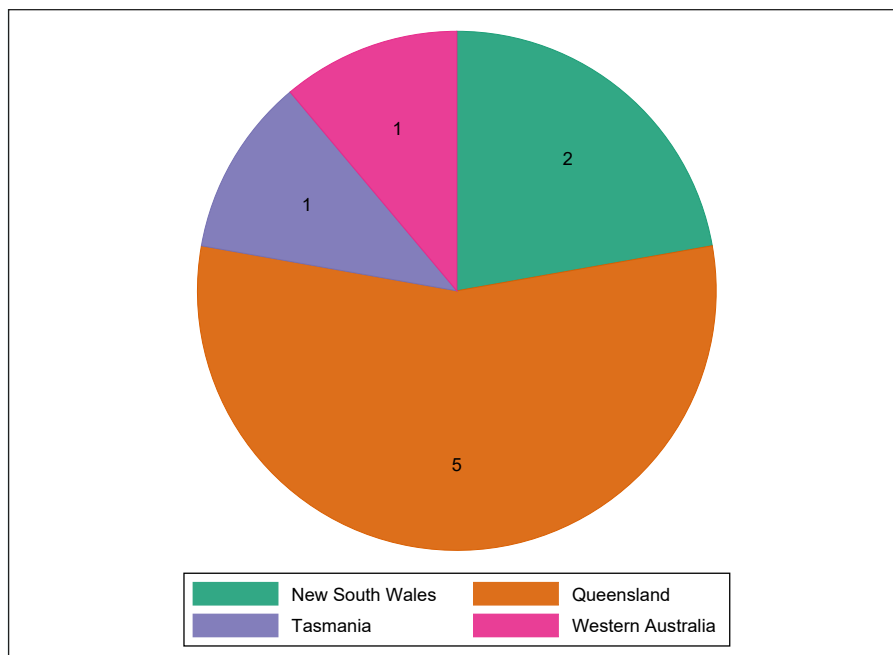
Respondents selected one of the 3 levels of the curriculum at the beginning of the survey to indicate for which level of the curriculum they provided feedback on. Four of the 9 respondents indicated the F to Year 6 level, 3 the Year 7 to 10 level (for background and first-language learners) and 2 the F to 10 level (for background learners) of the curriculum (Figure 1). Of the 5 F-10 and 7-10 level respondents, 2 responded on the Year 7-10 bands from the F-10 sequence, one on the Year 7-10 language sequence, and 2 on both versions.

Figure 1: Level of curriculum selected, Chinese Background/First Language survey respondents



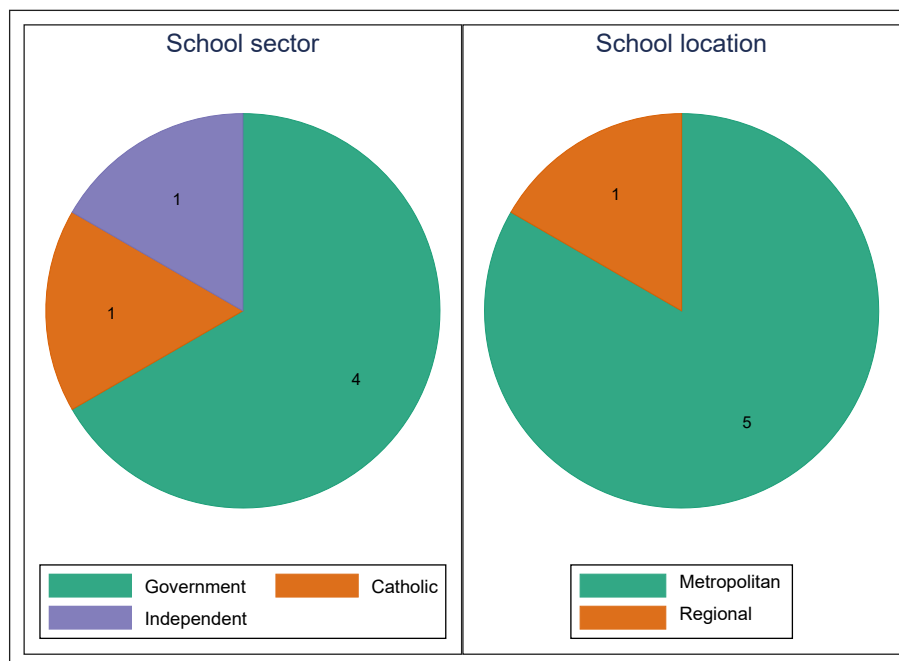
Five of the 9 respondents resided in Queensland, 2 in New South Wales and one each in Western Australia and Tasmania (Figure 2).

Figure 2: State of residence, Chinese Background/First Language survey respondents



The 5 responding teachers and the school respondent were asked in which sector and in which region their school was located. Four of the 6 indicated a Government school, and one each an Independent and a Catholic school. Five of the 6 reported their school to be located in a metropolitan area (Figure 4).

Figure 3: School sector and location, Chinese Background/First Language survey respondents[^]



[^] Respondents who identified as teachers and school.

5.1.2 Survey results

Given the universe of relevant teacher, school leader, parent and other stakeholder populations in Australia, the number of survey respondents for Chinese Background/First Language 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 Chinese Background/First Language survey respondents (n=9).

Overall results

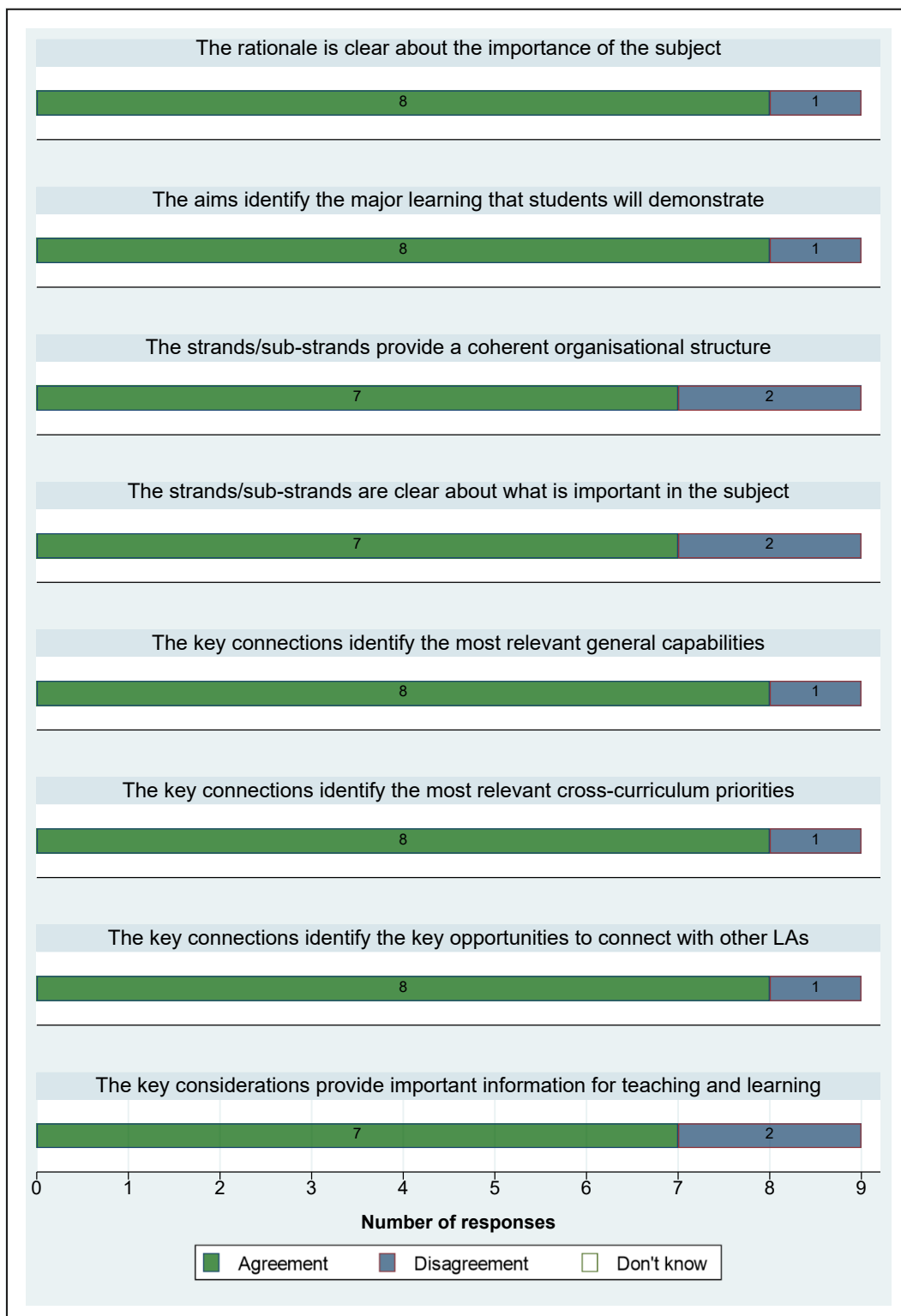
The general part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections – Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results follows this structure.

Introductory elements

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

Overall, between 7 and 8 of the 9 respondents agreed or strongly agreed with the presented statements. Two respondents respectively expressed disagreement with the statements about the strands and sub-strands and the proposition that the key considerations provided important information for teaching and learning. The remaining 5 statements attracted one disagreement response each.

Figure 4: Introductory elements, Chinese Background/First Language survey respondents

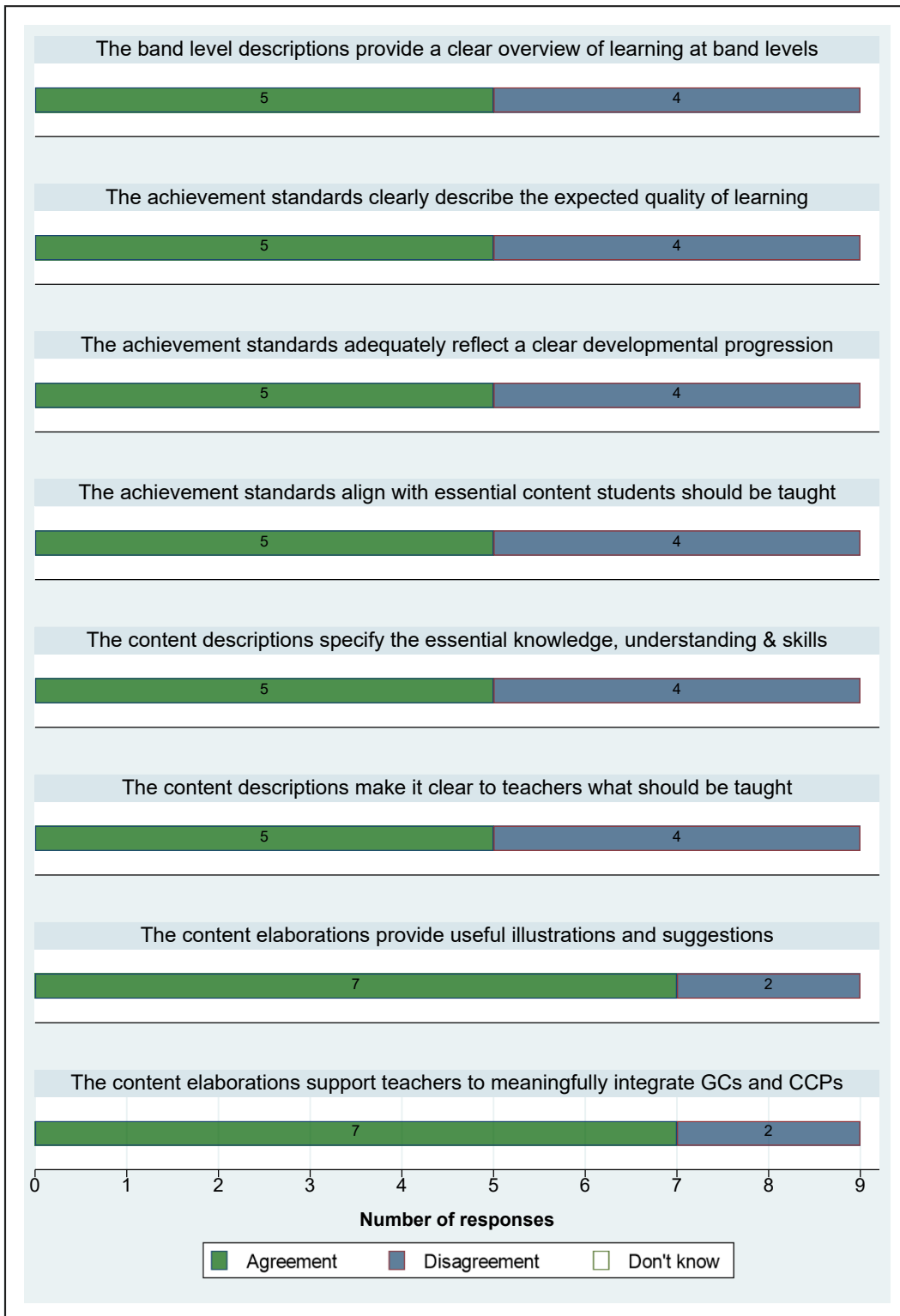


Curriculum elements

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 5. Between 5 and 7 of the 9 respondents agreed or strongly agreed with the presented statements, and between 2 and 5 disagreed or strongly disagreed. Agreement and disagreement responses were almost (5 to 4) evenly matched when respondents were presented with

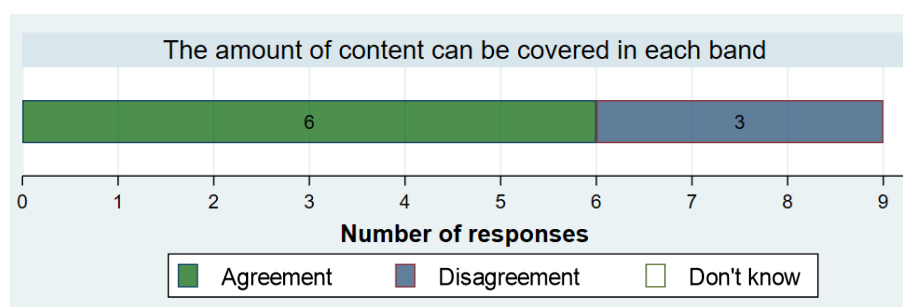
propositions that entailed attributes of the achievement standards and content descriptions and the statement that the band level descriptions provided a clear overview of learning.

Figure 5: Curriculum elements, Chinese Background/First Language survey respondents



Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Six respondents agreed or strongly agreed with that contention, and 3 expressed disagreement (Figure 6).

Figure 6: Amount of content, Chinese Background/First Language survey respondents



The 3 respondents who 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. Their 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 what content should be removed or revised to make the content more manageable, the respondents who provided a comment did not discuss content that could be removed to make it more manageable.

Rather one comment was around revising the strands into four main strands, rather than of Communicating and Understanding. It was seen that dividing to the proposed four strands of: listening, speaking, reading and writing, was more aligned with learning Chinese.

“Learning Chinese is mainly through listening, speaking, reading and writing. So, the content should be divided into four main strands instead of communicating and understanding. The reasons are: 1. It is much easier to assess or measure a student’s language level by identifying the ability of listening, speaking, reading and writing than communicating and understanding. 2. Communicating and understanding are very general broad concepts which are harder to focus on. On the contrast, listening, speaking, reading and writing are much more specific and practical. It is much easier for both students and teachers to focus on developing these abilities. 3. The level of communicating and understanding is developed through listening, speaking, reading and writing. A student who speaks Chinese well but can’t read and write Chinese, should we say he/she has a good ability of communicating and understanding? For background learners, they should balance and develop the four abilities instead of just communicating and understanding.”

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

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	1	11%
The strands/sub-strands /core concepts need further improvement	1	11%
Inclusive content	1	11%
Curriculum content could go further to accommodate diverse learners' interests and capabilities.	1	11%
Clarity	1	11%
The overall language of the curriculum is clearer and/or easier to understand	1	11%

Comments provided by three respondents.

Another respondent saw that while there was refinement to the overall curriculum, the use of generic content for all three pathways was not inclusively providing for the multiple learner pathways.

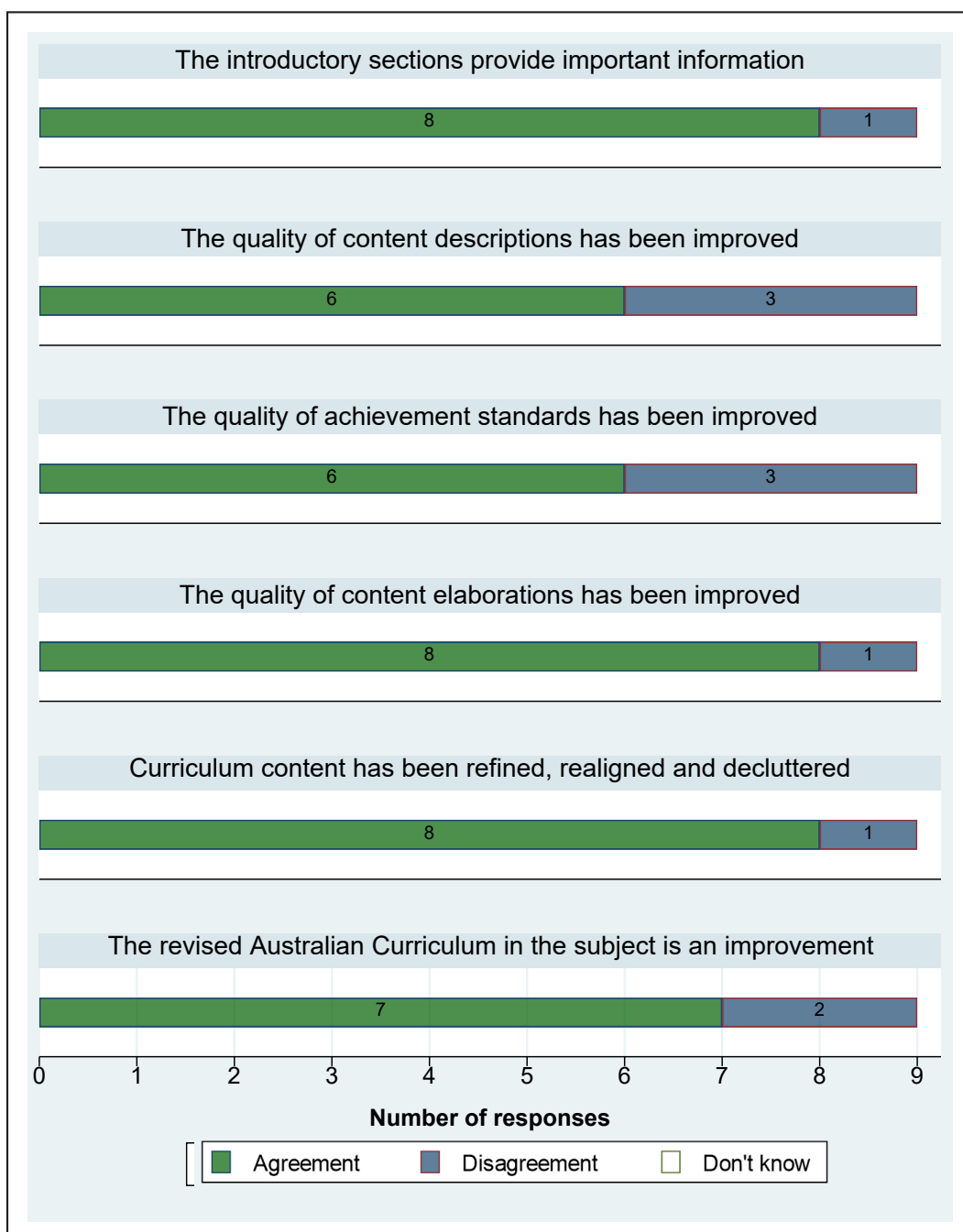
“... using generic content for all three pathways may be detrimental to the manageability of providing Chinese in classes with multiple learner pathways. Schools and teachers will be required to manage perceptions of fairness and equity from parents, students, colleagues and the wider community.”

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, Chinese Background/First Language survey respondents



They show that a majority of between 6 and 8 respondents agreed or strongly agreed with the 5 TOR statements, and the statement about the introductory sections. Consistent with earlier responses about achievement standards and content descriptions, the agreement pattern was less strong when presented with the statements that the quality of these elements had improved (7 agreement vs 3 disagreement).

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

Respondents were also invited to add their general comments on aspects of the revised Chinese Background/First Language curriculum that had improved and on aspects that needed further refinement. Responses were captured in 2 text boxes that were respectively labelled. Three respondents commented in both of those boxes and one in the 'have improved box' (Table 4).

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

Table 4: Open-ended comment, Chinese Background/First Language survey respondents

Commenting status	n
Not commented	5
Commented in 'have improved box'	1
Commented in 'further improve' box	0
Commented in both boxes	3
Total	9

Table 5 lists the themes and associated subthemes from the respondents who provided feedback to the open-ended questions. These themes were: *Clarity, Inclusive content, Manageability, Content has improved, Content should be added and Achievement Standards.*

Overall, a focus of the commentary was around concerns about having a similar set of standards for Chinese Background, Chinese First Language and Chinese Second Language learners (although the curriculum for the latter was not part of the Phase 3 Review), with some seeing that generic content would not adequately accommodate and enable teaching for diverse learners' interests and capabilities. It was recommended that a distinct set of expectations and achievements standards be created to accommodate the different learners. For example:

“Combining the curriculum for Chinese Background learners/First-language learners Years 7 to 10 infers that these two groups have the same sophistication of language knowledge, understandings and skills. This appears to contradict the definitions provided in the introduction section; and messages to schools to differentiate teaching and learning by providing the curriculum in ways that meet the diverse learning needs of all students. It is recommended that information is provided to schools and teachers on how to use one curriculum to make appropriate adjustments to differentiate learning to meet the needs of both background and first language learners.”

Some of the comments around the structure, content descriptions and content elaborations and achievement standards were underpinned by this concern. Others saw the curriculum as being improved, refined, and including fundamental information about Chinese language learning.

The introductory sections have been improved with important information about Chinese language learning.

In particular, there was mention that the revised content elaborations and descriptions provided greater clarity, meaning and improvement for teachers.

“The curriculum has been strengthened by providing more opportunities for students to use language for communicative purposes, and analyse language and culture to better interpret and create meaning when using language with a focus on not only what was said, but also on how it is

said and what it means. There is a clearer alignment between the content descriptions and content elaborations and the respective aspects of the achievement standard and content descriptions.”

“Stronger content elaborations of how language carries culture have been included and will support students to reflect on how language, culture and identity are connected.”

Table 5: Aspects that have improved/need further improvement, Chinese Background/First Language survey respondents

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
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	1
Inclusive content	2
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	2
There are concerns around the age-appropriateness of content	0
Manageability (amount of content)	2
Decluttering of content evident, the amount of content is more manageable	2
Achievement standards	1
Achievement standards align with content descriptors	1
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	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	2
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

Comments were provided by 4 respondents. All possible theme and subtheme categories are shown in Table E1 in Appendix E.

However, there were comments relating to how well the curriculum would equip students with the fundamentals underpinning the Chinese language. For instance, one spoke about the perceived need to add the traditional characters of Chinese for a more comprehensive understanding of the language.

“Please address the importance of learning traditional Chinese (full form) because it is the key to open the door of the wisdom in ancient articles. If students can't read and write traditional Chinese characters, they can't read the ancient articles and can't understand the principles and theories in these articles.”

Such full form/traditional characters, however, fall outside the definition of the Chinese curriculum.

Band-level specific comment

Respondents were also prompted to make comment about specific band levels. None of the 9 respondents provided such detailed feedback.

Differences between stakeholder groups

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

5.1.3 Summary of Chinese Background survey

Survey participation for the Chinese Background/First Language curriculum was low with 9 completions, which were provided by 7 individual and 2 group participants. Five of the respondents were teachers who constituted the largest stakeholder group. Most of the respondents were located in Queensland (n=5). Feedback was provided on all levels of the curriculum: the F-6 (n=4), 7-10 (n=3) and F-10 (n=2) levels. The responding teachers and school (combined n=6) primarily represented Government schools (n=4) and schools in metropolitan areas (n=5).

A majority of between 5 and 8 respondents expressed agreement with all 23 survey statements (Figure 8). The aims, rationale and introductory sections as well as attributes of the key connections attracted the highest level of agreement. So did the TOR statements that the quality of the content elaborations had been improved and that the curriculum content had been refined, realigned and decluttered.

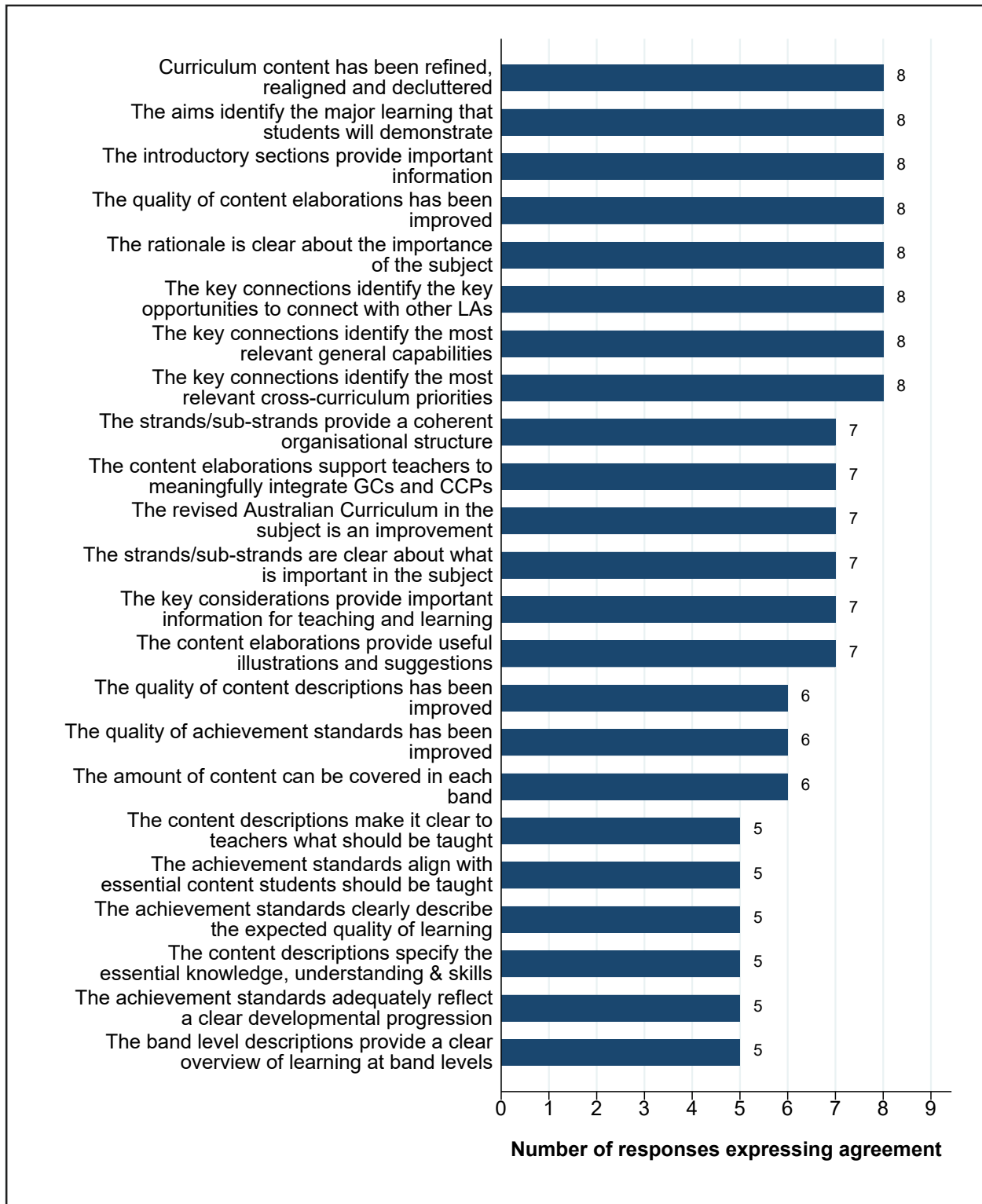
The clarity, alignment and developmental reflection of the achievement standards, the clarity of content descriptions and band-level descriptions, as well as the proposition that the content descriptions specify the essential knowledge, understanding and skill attracted the least agreement (n=5) and highest level of disagreement (n=4).

Three respondents also disagreed with the statement that the amount of content could be covered in each band without specifying what could be removed. One respondent recommended four strands (of listening, speaking, reading and writing) rather than the two proposed strands of Communicating and Understanding. Another expressed concern about the level of generic content which was seen as not inclusively providing for the multiple learner pathways.

Four respondents provided further comments when prompted to do so at the end of the Overall feedback section. Some respondents perceived that the proposed revisions offered refinement, and there were various mentions of perceived improvements to the content descriptions and elaborations. These were seen as providing greater clarity and meaning. However, there were comments which indicated that respondents also saw further opportunities to refine clarity, content descriptions and achievement standards. Some of these comments were underpinned by a perceived concern around using generic content and the same set of expectations and assessment standards for Chinese Language Background Learners and Chinese as a Second Language Learners. It was perceived this could create inequities, and that it was better for further revisions to have a set of distinct expectations and assessments to inclusively accommodate the diversity of learners. There were comments relating to how well the curriculum would equip students with the fundamentals underpinning the Chinese language, with a recommendation to add the traditional characters of Chinese for a more comprehensive understanding of the language.

The overall feedback provided by survey respondents suggests that majority see the objectives of the Review met with between 6 and 8 agreeing with the 5 TOR statements of the survey.

Figure 8: All statements, Chinese Background/First Language survey respondents



5.2 Classical Languages Framework

This section presents results for the Classical Languages Framework and starts by drawing a profile of the 5 participants who provided feedback on the Classical Languages Framework curriculum.

5.2.1 Survey respondent profile

Of the 5 respondents, one respondent identified as a teacher, one as a student, one as another individual, one as a school and one as an education authority (Table 6).

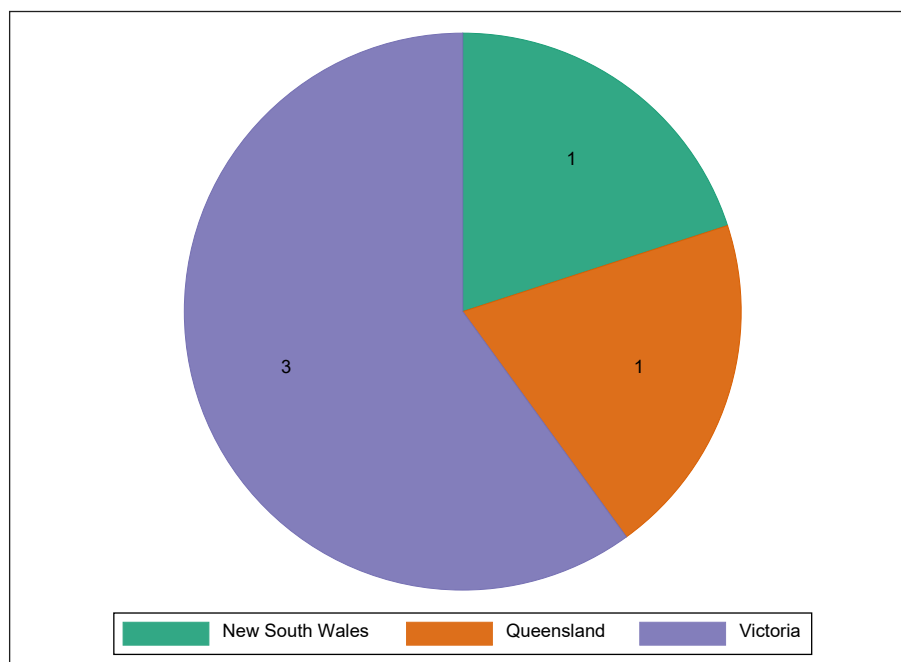
Table 6: Type of survey respondent, Classical Languages Framework survey respondents

Type of respondent	n
Individual respondent	
Teacher	1
Student	1
Other	1
Group respondent[^]	
School	1
Education authority	1
Total	5

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

Collectively, the respondents were based in 3 jurisdictions with 3 respondents based in Victoria and one each in Queensland and New South Wales (Figure 9).

Figure 9: State of residence, Classical Languages Framework survey respondents



The 3 respondents who identified either as a teacher, student or school were asked about the sector of their school and in which remoteness region it was located. All of them indicated a Government school, two a school in a metropolitan area and one a school in a regional area.

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 Classical Languages Framework was very small. The small number of respondents means that one respondent's agreement (or not) makes a difference of 20 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 Classical Languages Framework survey respondents (n=5).

Overall results

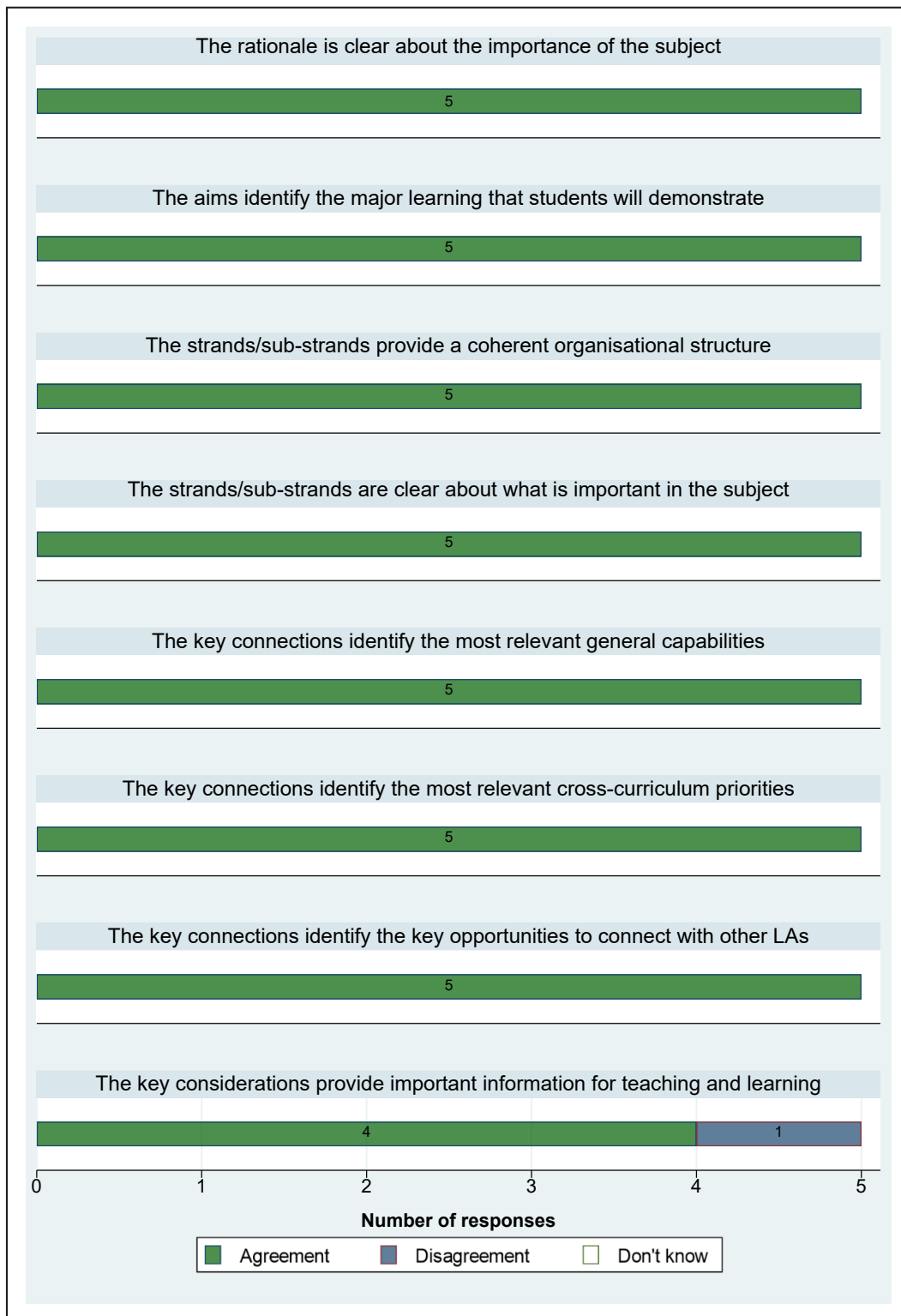
The General feedback part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections: Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results focuses on feedback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

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 Classical Languages Framework curriculum. The results are reported in Figure 10.

Respondent agreement was very high with all 5 respondents agreeing or strongly agreeing with all but one of the presented 8 statements. The statement that suggested that the key considerations provide important information for teaching and learning still attracted agreement from 4 respondents with one respondent disagreeing.

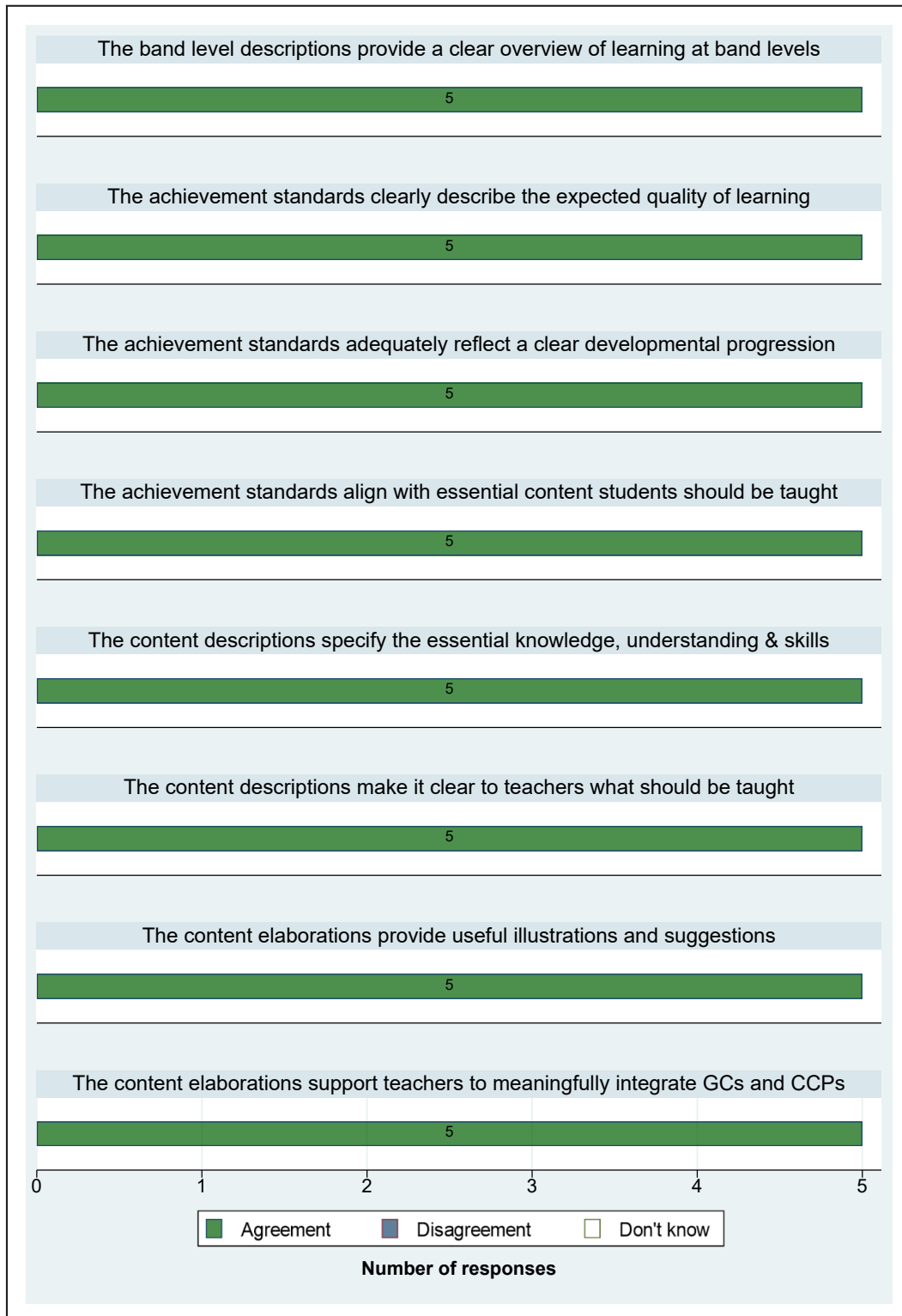
Figure 10: Introductory elements, Classical Languages Framework survey respondents



Curriculum elements

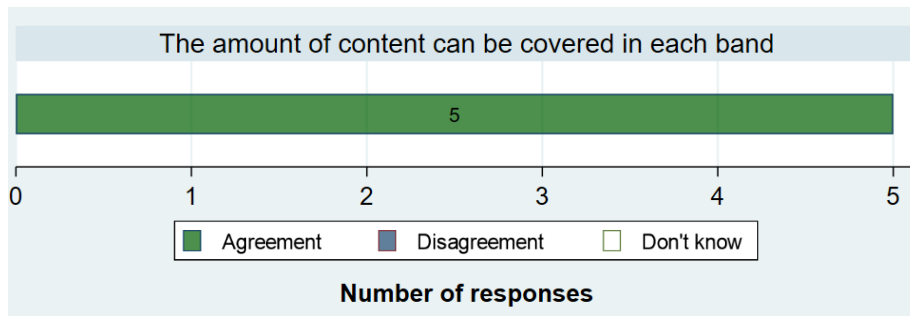
The next section in the questionnaire captured perceptions on 4 curriculum elements: band level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 11. All 5 respondents agreed or strongly agreed with the presented statements.

Figure 11: Curriculum elements, Classical Languages Framework survey respondents



Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. All 5 respondents responded in the affirmative (Figure 12).

Figure 12: Amount of content, Classical Languages Framework survey respondents

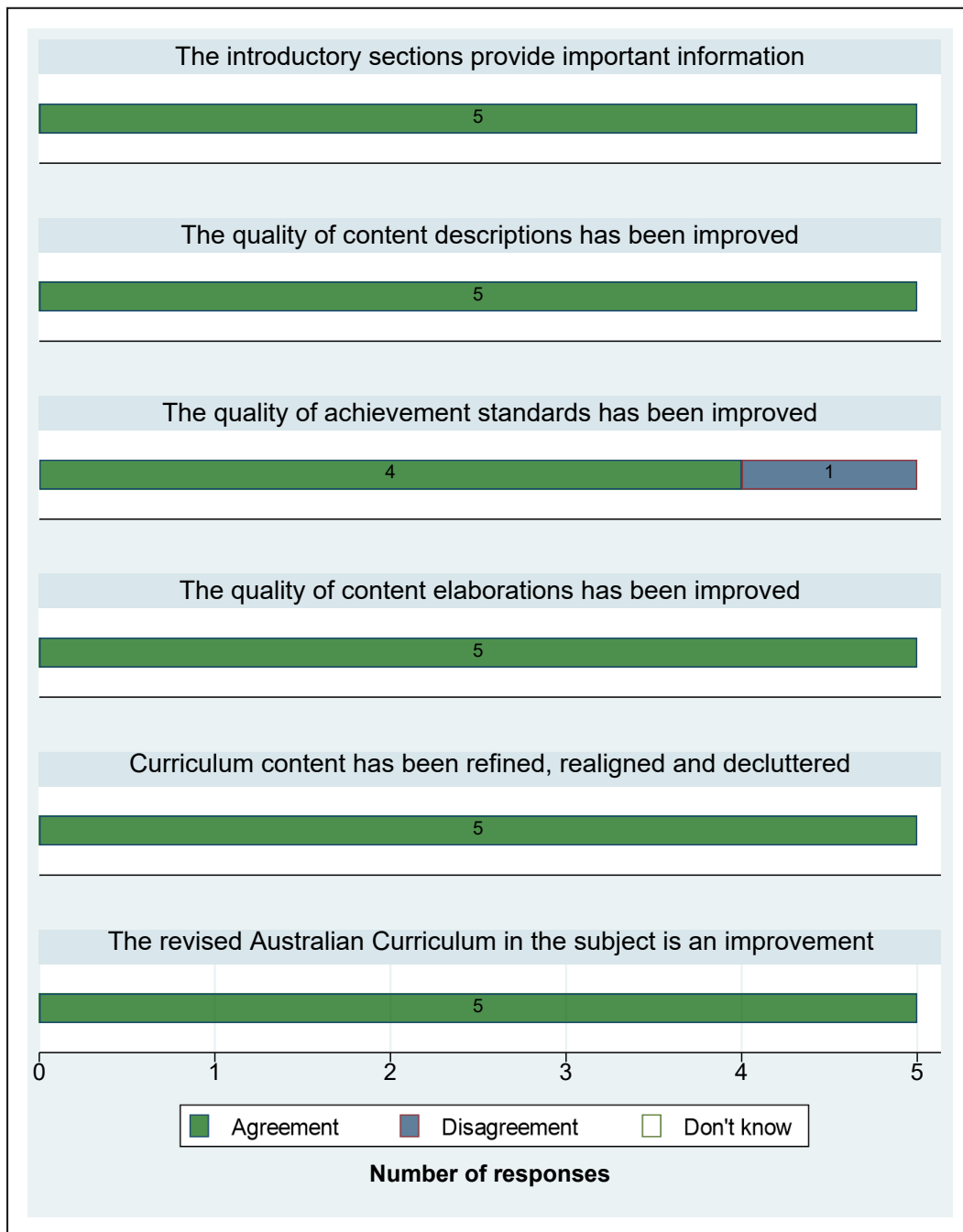


Overall feedback

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 13. Again, there was overwhelming agreement with all statements. Only one respondent disagreed that the quality of achievement standards had been improved.

Figure 13: Overall feedback, Classical Languages Framework survey respondents



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

Respondents could openly comment on aspects of the revised Classical Languages Framework curriculum that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. One survey respondent commented in both of those boxes (Table 7).

The open-ended responses provided by the respondent were coded to the themes and subthemes according to the developed code frame (Appendix C).

Table 7: Open-ended comment, Classical Languages Framework survey respondents

Commenting status	n
Not commented	4
Commented in 'have improved box'	0
Commented in 'further improve' box	0
Commented in both boxes	1
Total	5

The one respondent for the Classical Languages saw there had been refinement to the curriculum with acknowledgement, in particular, to the improved clarity and articulation of essential knowledge and skills in the content descriptions and to the stronger links between content descriptions and elaborations. It was also acknowledged that the content elaborations now provided teachers with useful illustrations and suggestions to teach the content descriptions.

“...the draft Framework for Classical Languages curriculum has been reduced and refined content considerably. This has largely been achieved through reducing the number of sub-strands from seven to four. The four sub-strands retained are appropriate and most relevant to support student learning in Classical Languages. Overall, the content descriptions (CDs) articulate essential knowledge, understandings and skills. The content elaborations (CEs) provide teachers with suggestions and illustrations of ways to teach the CDs. They illustrate and exemplify CDs with a diverse range of examples, and will assist teachers and school leaders to design quality language programs for their students.”

However, the same respondent provided some examples of where there could be better alignment between some content descriptions and content elaborations, and a reduction in the number of content descriptions and elaborations to reduce the density.

“Generally speaking, there is alignment between content descriptions and content elaborations – with the exception of the following content elaboration in ACL9CG8E01 and ACL9LL8U04: locating places where Greek was spoken in antiquity on a map and connecting the spread of the Greek culture with the evolution and a spread of the language / locating the Roman Empire and places where Latin was spoken on a map and considering how cultural diversity has continued to be an integral feature of society since ancient times. The quality of the Content Elaborations (CEs) may have improved; however, the quantity has in some cases more than doubled. Although CEs are suggestions, the number of CEs for some Content Descriptions (CDs) implies that the curriculum is more than it is. Including an expansive list for CDs may mean that the CEs cause the curriculum to appear denser than it is. For example, there are CDs in both Classical Greek and Latin that have 14 – 16 CEs. It is recommended that ACARA further refine the curriculum in reducing the number of elaborations per CD to no more than 8-10.”

They also saw that some refinement could be made to the Introduction section, where it was seen as generic and not well aligned with the Framework for Classical Languages.

“The general introduction section that is generic for other languages does not fit well with the Framework for Classical Languages. The department suggests the generic information for Australian Curriculum: Languages related to pathways, aims, structure and flexible entry points be reworked or removed for the Framework for Classical Languages. Some information in the key consideration section is more appropriate and applicable to other languages developed as part of the suite within the Australian Curriculum than for Classical Languages. An example of this includes aligning to macro skills the strand Communicating in [Language]. This is not a strand in the Framework for Classical Languages.”

Band-level specific comment

Respondents were also prompted to leave feedback that was specific to individual band levels. None of the 5 respondents provided such band-level specific feedback.

Differences between stakeholder groups

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

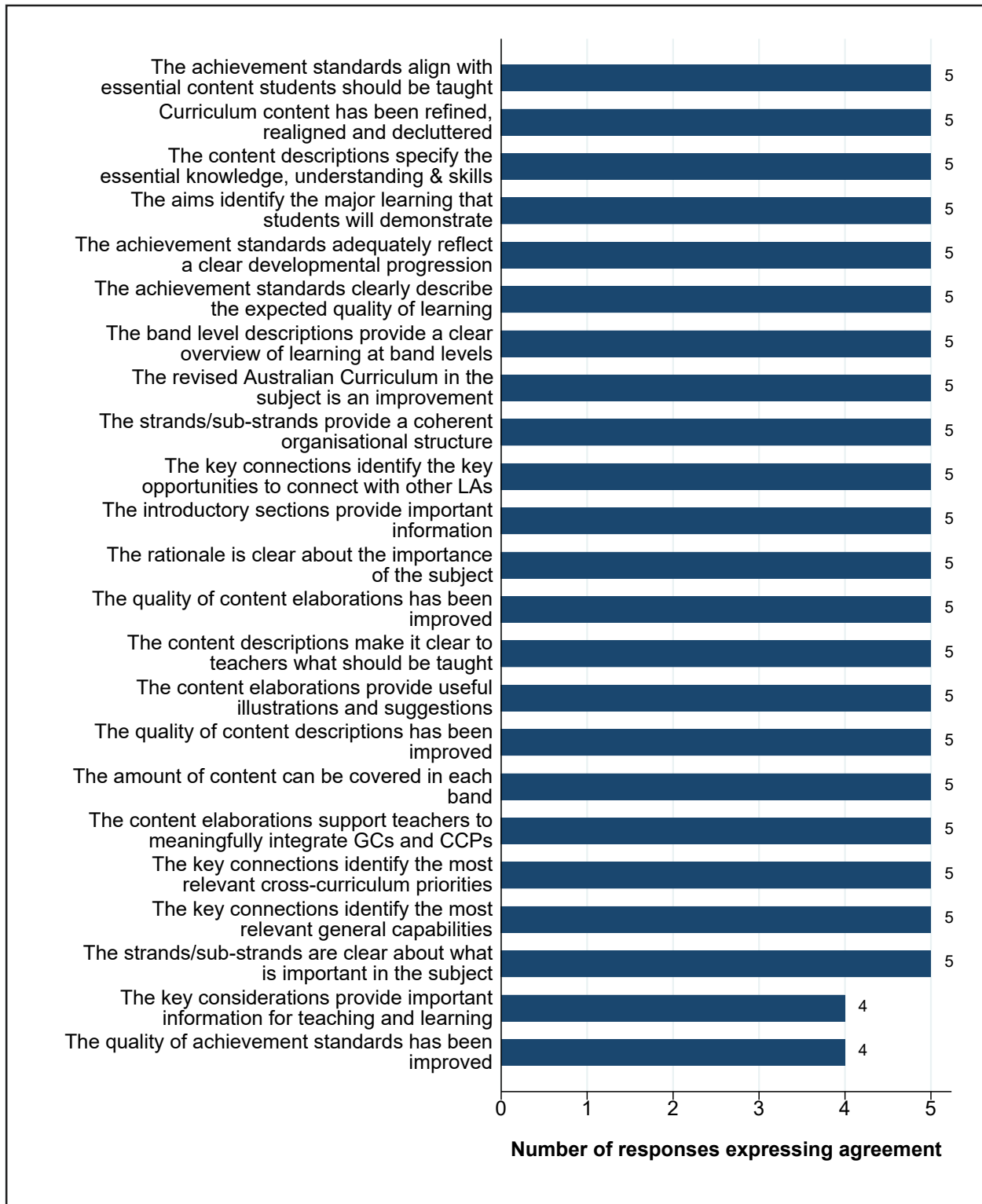
5.2.3 Summary of Classical Languages Framework survey

Survey participation for the Classical Languages Framework curriculum was very low with 5 completions. Respondents identified as a teacher, student, other individual, as a school and as an education authority. Three respondents were based in Victoria, one in Queensland and one in New South Wales. Respondents with links to schools (n=3) all related to a Government school, and 2 of the 3 to a school in a metropolitan area.

The level of agreement was high for all the 23 presented statements. All 5 respondents expressed agreement with 21 of the 23 statements and all but one respondent respectively agreed with the remaining 2 (Figure 14).

The open-ended survey feedback from the sole respondent indicated that they saw several improvements to the proposed curriculum, noting overall refinements, stronger links between content descriptions and content elaborations, and the addition of useful suggestions and illustrations as part of the revised content elaborations. However, at the same time, they also perceived room for further refinement, noting that while there was improvement to the content descriptions and elaborations, there were some instances of misalignment and considered the number of additional elaborations made the curriculum too dense. There was also a perception that the generic aspect of the introduction section was ill-fitting with the Classical Languages framework.

Figure 14: All statements, level of agreement, Classical Languages Framework survey respondents



5.3 Classical Greek

This section presents results for Classical Greek and starts by drawing a profile of the 2 participants who provided feedback on the Classical Greek curriculum.

5.3.1 Survey respondent profile

One of the survey respondents identified as a teacher and the other as an education authority (Table 8).

Table 8: Type of survey respondent, Classical Greek survey respondents

Type of respondent	n
Individual respondent	
Teacher	1
Group respondent[^]	
Education authority	1
Total	2

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

One of the respondents was based in Queensland and the other in Victoria. The responding teacher was linked to a school in a metropolitan area.

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 Classical Greek 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 Classical Greek responses (n=2).

Overall results

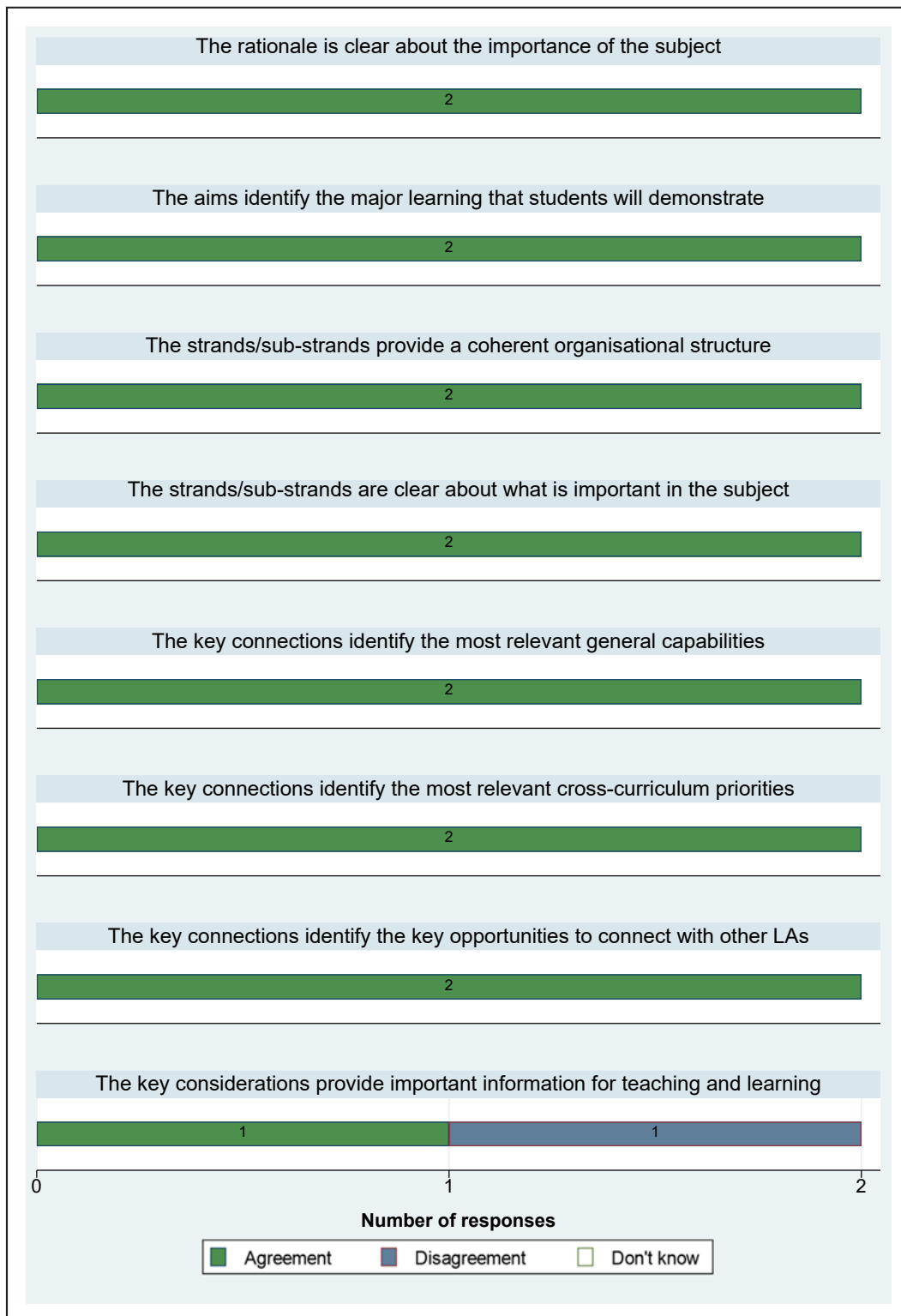
The General feedback part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections: Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results focuses on feedback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

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 Classical Greek curriculum. The results are reported in Figure 15.

The 2 respondents agreed or strongly agreed with all but the last of the presented statements, which suggested that the key considerations provide important information for teaching and learning. One respondent expressed agreement and one disagreement with that statement.

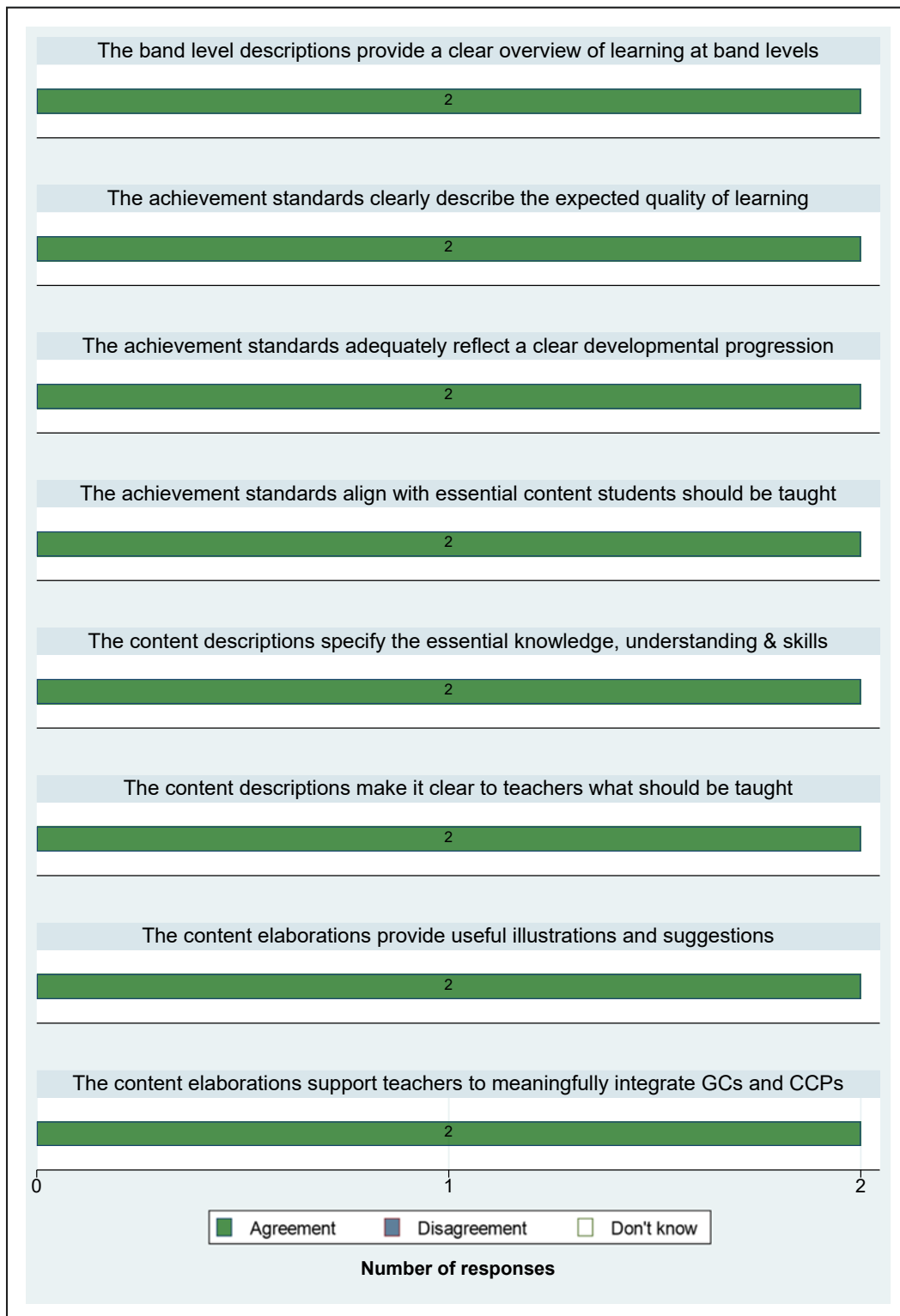
Figure 15: Introductory elements, Classical Greek survey respondents



Curriculum elements

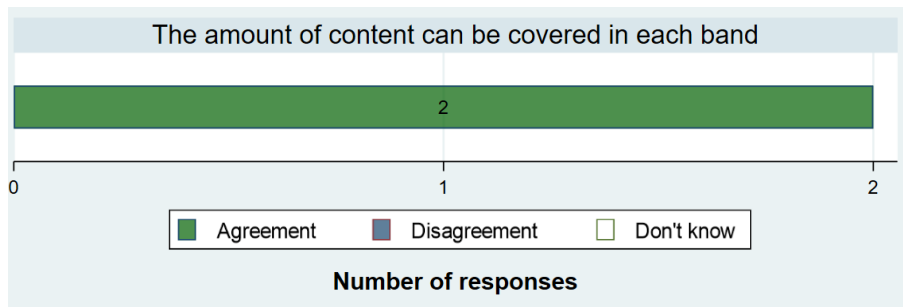
The next section in the questionnaire captured perceptions on 4 curriculum elements: band level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 16. The 2 respondents agreed or strongly agreed with all the presented statements.

Figure 16: Curriculum elements, Classical Greek survey respondents



Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Both respondents indicated that this was the case (Figure 17).

Figure 17: Amount of content, Classical Greek survey respondents

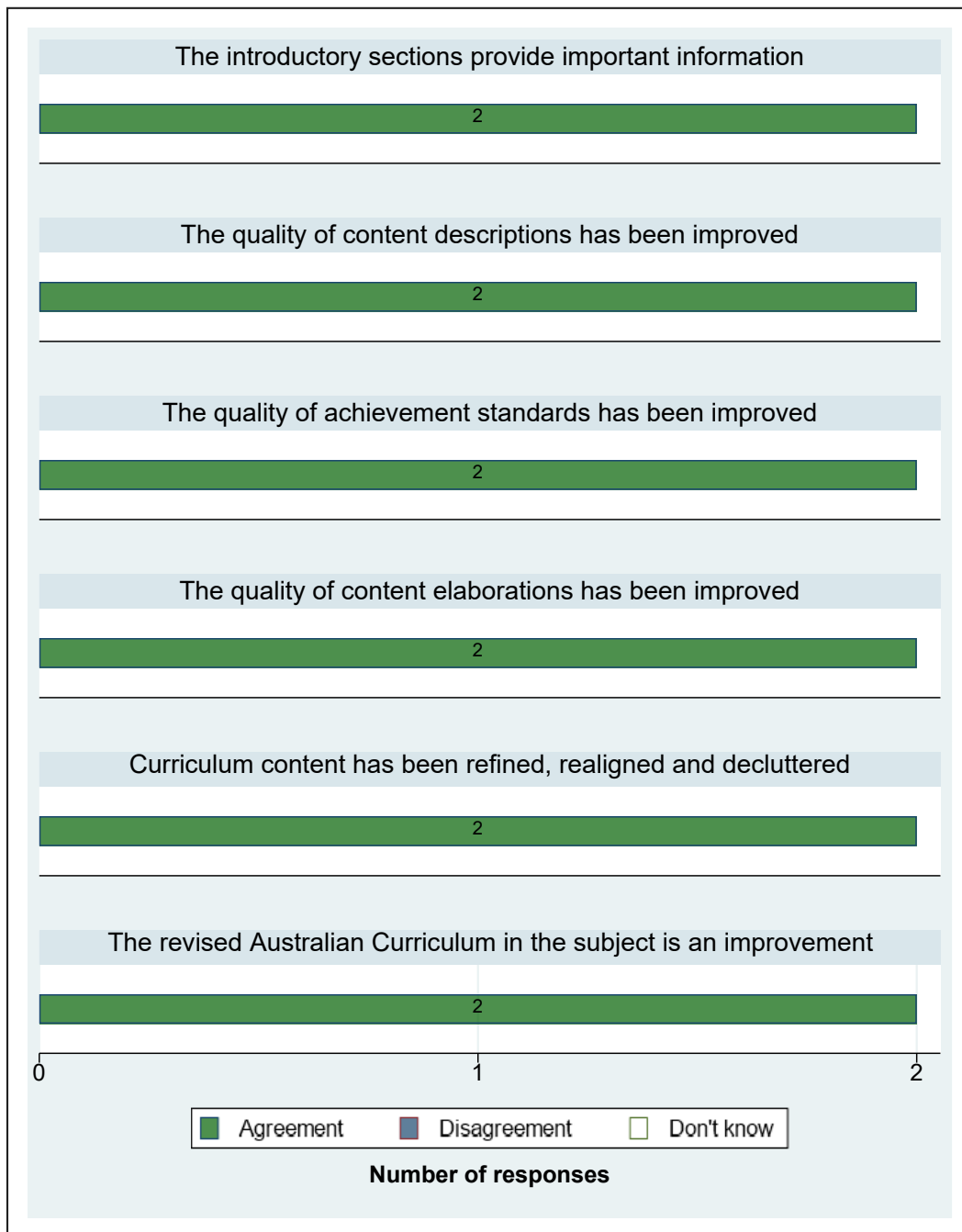


Overall feedback

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 18. Again, the 2 respondents agreed with all propositions without exception.

Figure 18: Overall feedback, Classical Greek survey respondents



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

Respondents could openly comment on aspects of the revised Classical 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 2 survey respondents commented in both boxes.

The one respondent made minimal comments about the curriculum itself, apart from calling for more specificity with grammar elements at each level. Specifically, when asked about the aspects that needed improvement, the respondent answered:

“to be more specific for each level the grammar aspects”

The other main point of their feedback was around implementation timeframes.

“If students starting learning Greek in Year 7 would be very hard to reach VCE. VCE as a second language is very difficult for those students.”

The two comments were coded according to the codebook under the themes of *Clarity (overall language could use further improvement or refinement)* and *Implementation*, respectively.

Band-level specific comment

Respondents were also prompted to leave feedback that was specific to individual band levels. None of the 2 respondents provided such detailed feedback.

Differences between stakeholder groups

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

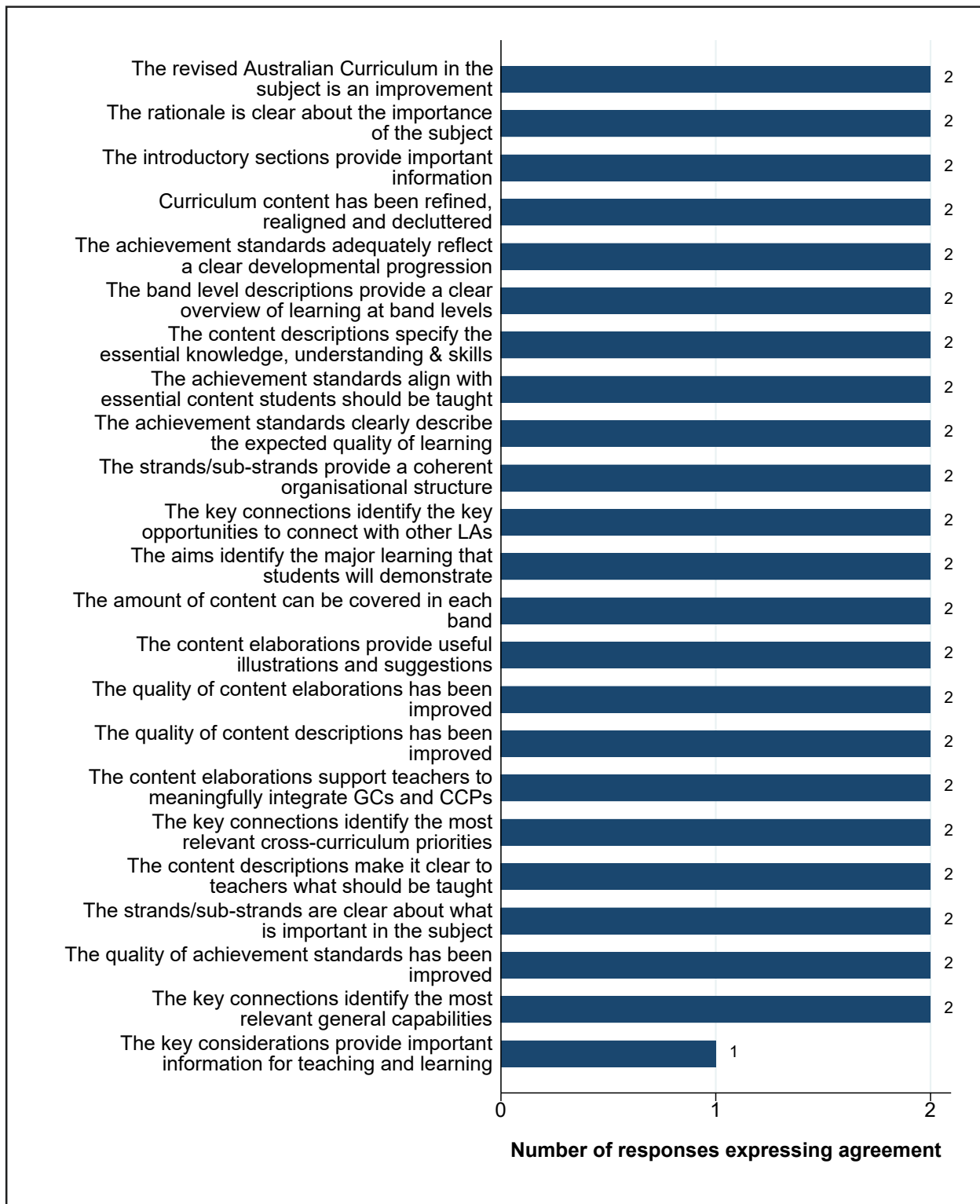
5.3.3 Summary of Classical Greek survey

Survey participation for the Classical Greek curriculum was very low with 2 completions. One respondent identified as a teacher the other as an education authority. One was based on Queensland and the other in Victoria.

With one exception, both respondents agreed with all the statements they were presented with in the survey (Figure 19).

One respondent provided a comment when prompted to do so at the end of the Overall feedback section. The one respondent made minimal comments about the curriculum itself, apart from calling for more specificity with grammar elements at each level. They also made a point around implementation timeframes.

Figure 19: Introductory elements, curriculum elements and overall feedback, level of agreement, Classical Greek survey respondents



5.4 Latin

This section presents results for Latin and starts by drawing a profile of the 2 survey participants who provided feedback on the Latin curriculum.

5.4.1 Survey respondent profile

One of the 2 respondents identified as a teacher, and one respondent as an education authority (Table 9).

Table 9: Type of survey respondent, Latin survey respondents

Type of respondent	n
Individual respondent	
Teacher	1
Group respondent[^]	
Education authority	1
Total	2

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

One respondent was based in Queensland and one in Tasmania. The responding teacher was linked to a school in a metropolitan area.

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 Latin 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 Latin survey respondents (n=2).

Overall results

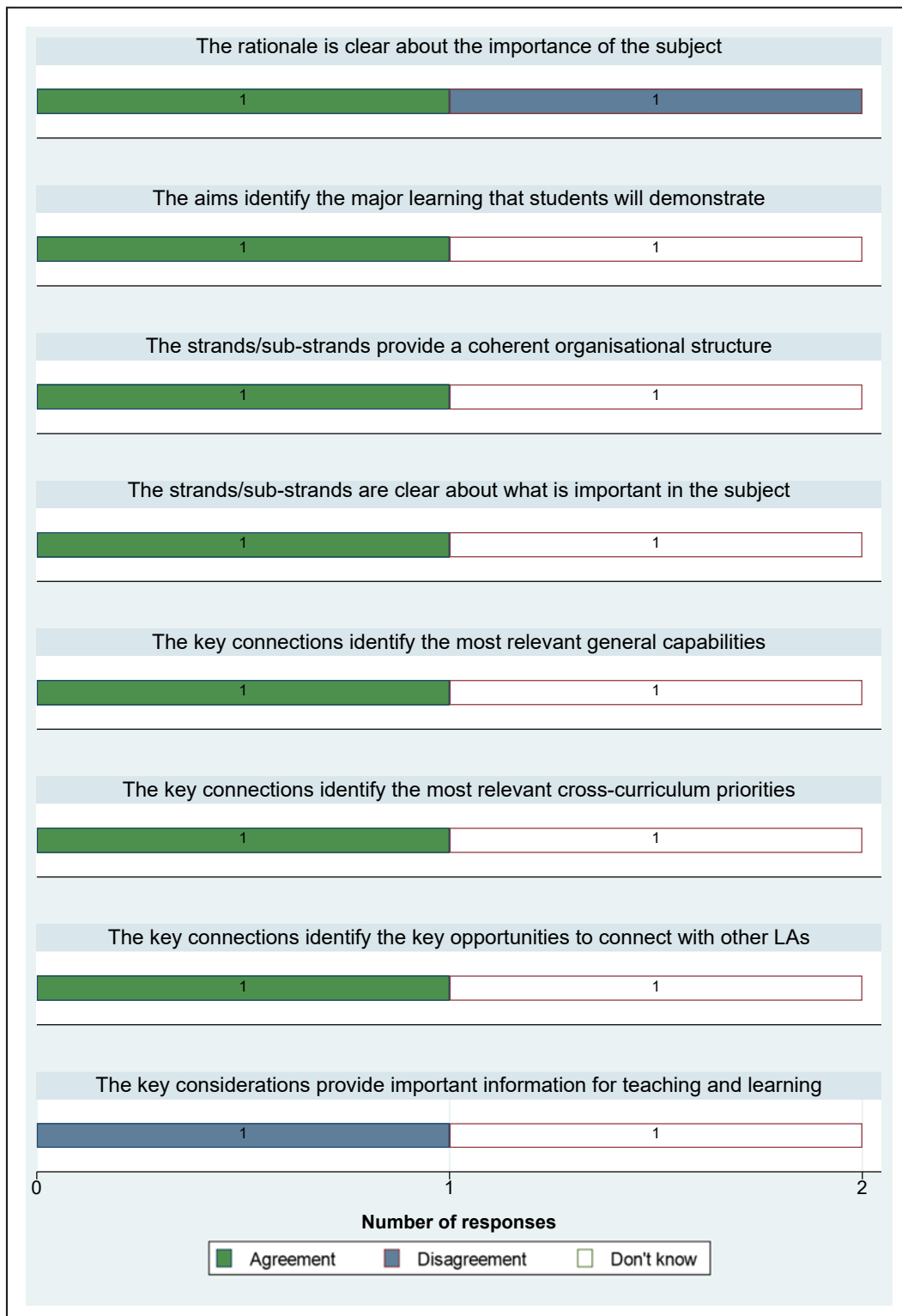
The General feedback part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections: Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results focuses on feedback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

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 Latin curriculum. The results are reported in Figure 20.

Six of the 8 statements, which were concerned with the aims, strand/sub-strand structure and attributes of the key connections attracted one agreement response and one ‘don’t know’ response respectively. One respondent each expressed agreement and disagreement with the proposition that the rationale was clear about the importance of the subject. The statement that the key considerations provide important information for teaching and learning generated one disagreement and one ‘don’t know’ response.

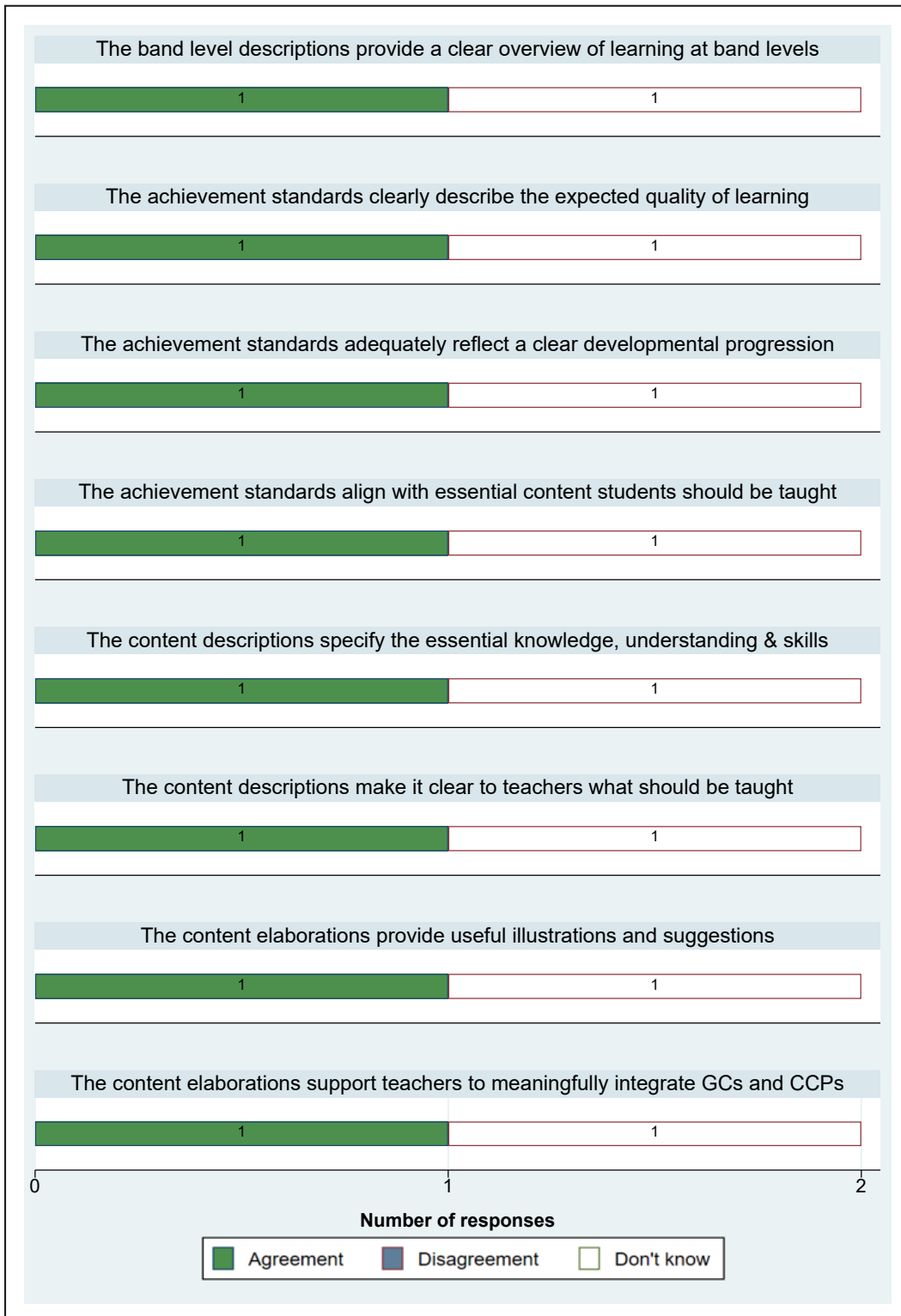
Figure 20: Introductory elements, Latin survey respondents



Curriculum elements

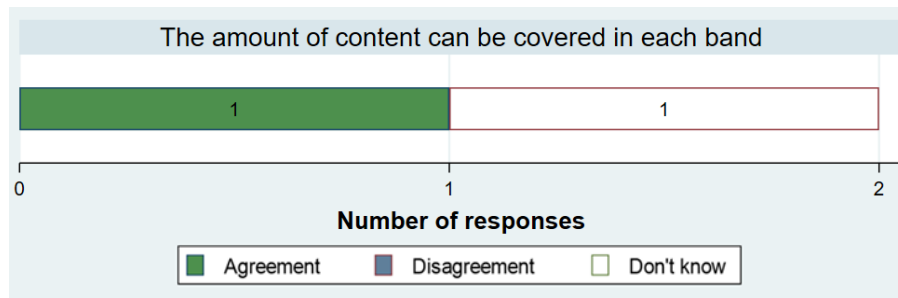
The next section in the questionnaire captured perceptions on 4 curriculum elements: band level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 21. Respectively one respondent provided an affirmative response and one a ‘don’t know’ response for each of these statements.

Figure 21: Curriculum elements, Latin survey respondents



Respondents were also asked whether the amount of content in the content descriptions can be covered in each band. Again, one respond expressed agreement and one gave a 'don't know' response (Figure 22).

Figure 22: Amount of content, Latin survey respondents

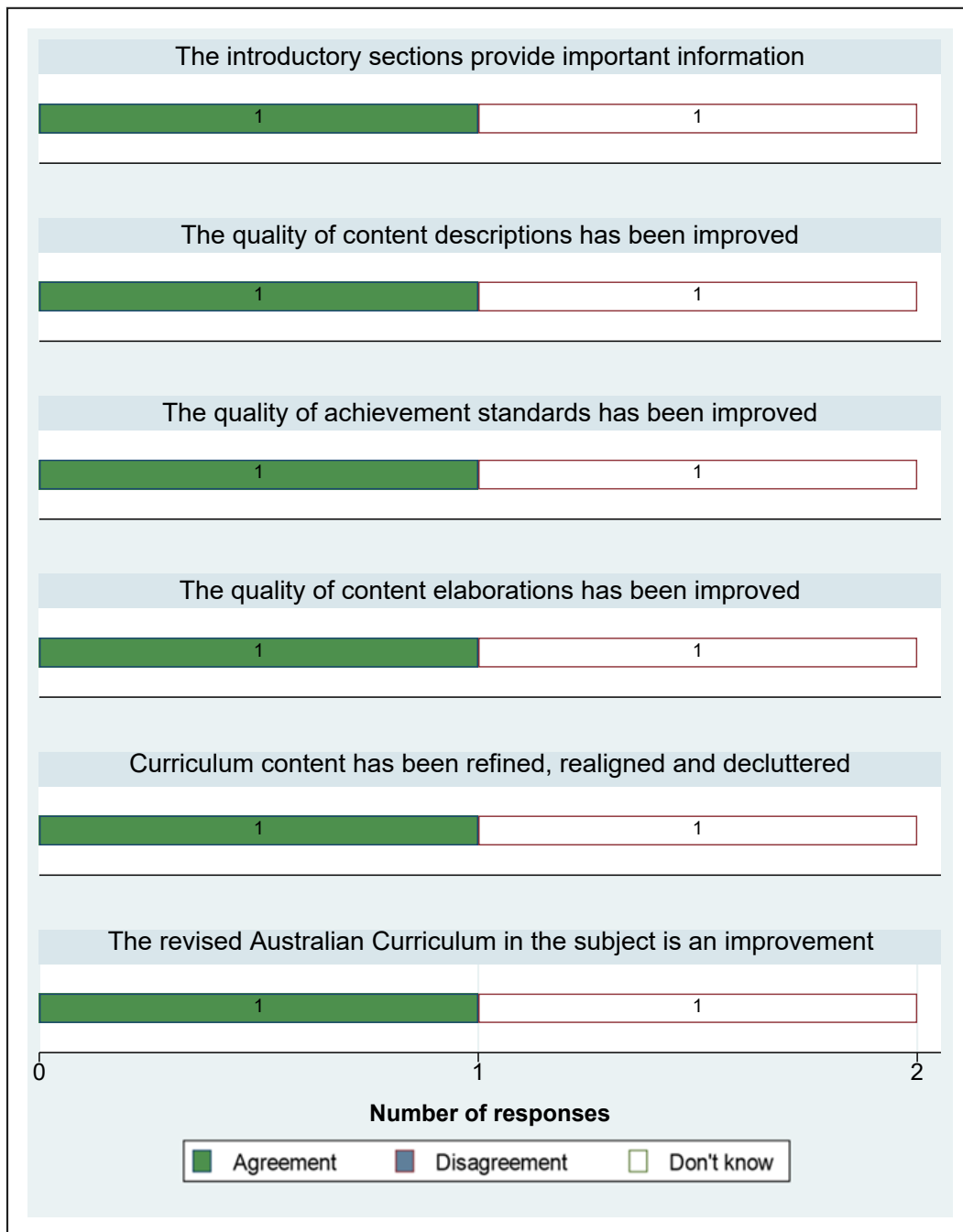


Overall feedback

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 23. Again, each of the statements attracted one agreement and one ‘don’t know’ response.

Figure 23: Overall feedback, Latin survey respondents



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

Respondents could openly comment on aspects of the revised Latin 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 2 survey respondents commented in the 'need further improvement' box.

The one respondent who provided an open-ended response in relation to the Latin Language Curriculum spoke about a perceived lack of government languages education policy, rather than commenting on the proposed revisions to the curriculum. The comment was coded as *Other* according to the codebook, as summarised in Table E4 in Appendix E.

Band-level specific comment

Respondents were also prompted to leave feedback that was specific to individual band levels. None of the 2 respondents provided such detailed feedback.

Differences between stakeholder groups

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

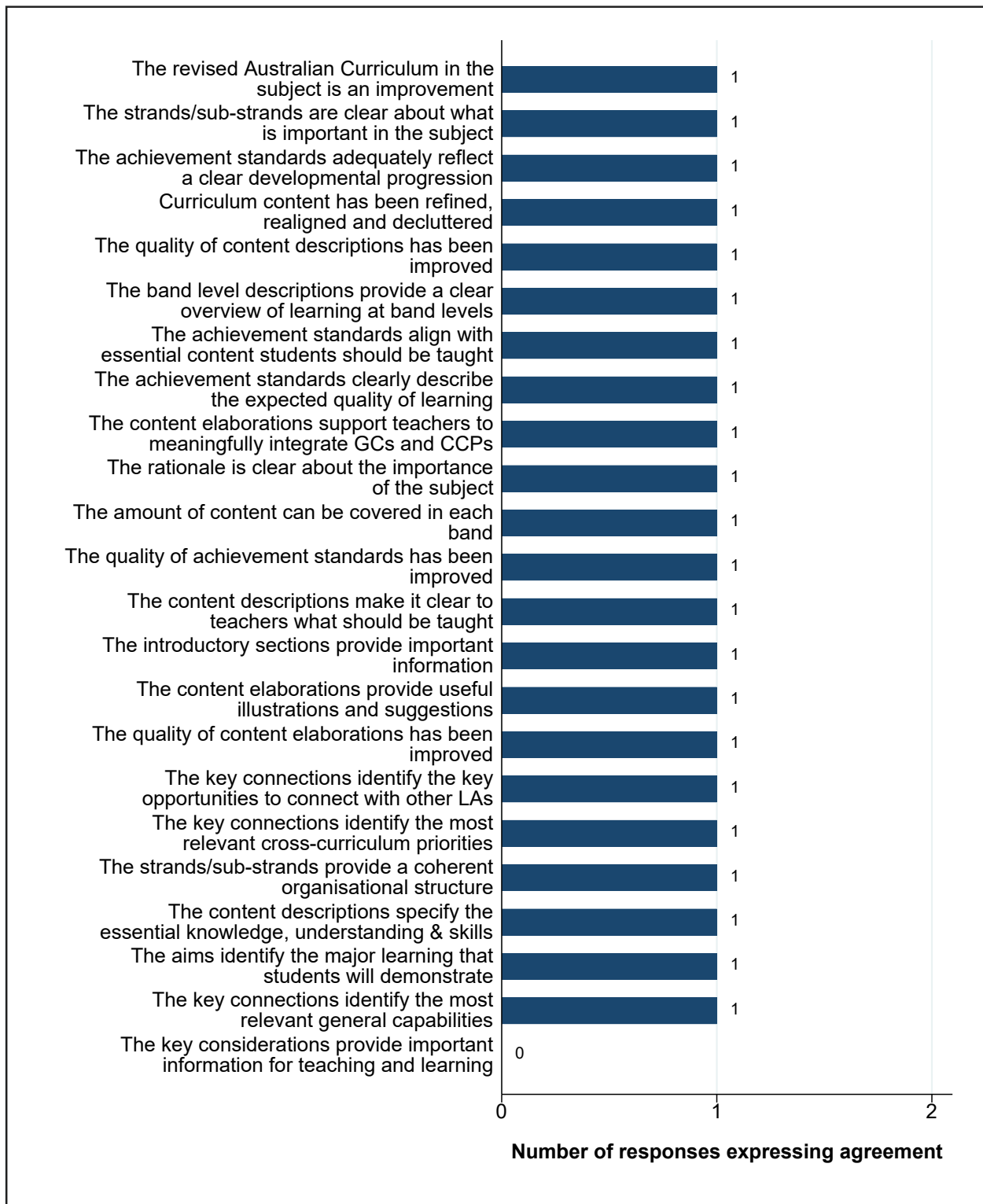
5.4.3 Summary of Latin survey

The Latin survey was completed 2 times. One respondent identified as a teacher and one as an education authority. One respondent came from Tasmania and one from Queensland.

One of the two respondents respectively expressed agreement with 22 of the 23 statements they were presented with (Figure 24). None of the 2 indicated agreement with the proposition that the key considerations provided important information for teaching and learning.

One of the two respondents provided a comment when promoted to do so at the end of the Overall feedback section, which was to do with Tasmania's state-level languages education policy and did not make reference to the curriculum contents itself.

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



5.5 Learning Area Languages – survey summary

Overall, the Languages surveys in the Fourth Phase of the Australian Curriculum Review were completed 18 times. These survey completions were distributed across the 4 subjects that were in scope of the Fourth Phase of the Review. The Chinese Background/First Language-specific questionnaire was completed 9 times, the Classical Languages Framework questionnaire 5 times and the Classical Greek and Latin questionnaires 2 times each.

Survey respondents came from 5 states with nearly half of them based in Queensland (n=8). Respondents consisted of teachers (n=8), a student, other individuals (n=3), schools (n=2) and an education authority, the latter of which completed each of the 4 surveys. Of 11 respondents with professional or student ties to schools, 9 had ties to schools in metropolitan areas, 2 had ties to a school in a regional area; and 7 were linked to Government schools.

The number of respondents in each of the 4 surveys was too low for meaningfully reporting percentage breakdowns of results, and too low for comparing results across subjects. Overall, there was majority agreement with all statements presented to respondents across the 4 languages surveys. Between 12 and 16 of the 18 respondents agreed or strongly agreed with the 23 statements posed in the surveys (Figure 25).

Aspects of the introductory sections, including those related to the rationale, aims and key connections rated highly across the four surveys as did some of the TOR statements, such as that the quality of the content elaborations had improved and that the curriculum content had been refined, realigned and decluttered (all with n=16 agreement responses).

Lower agreement overall was achieved for the statements on aspects of the content descriptions and achievement standards including the TOR statement that the quality of the achievement standards had improved, as well as the proposition that the band level descriptions provided a clear overview of learning at band levels (all with n=13 agreement responses). Least agreement was reserved for the statement that the key considerations provided important information for teaching and learning (n=12 agreement responses).

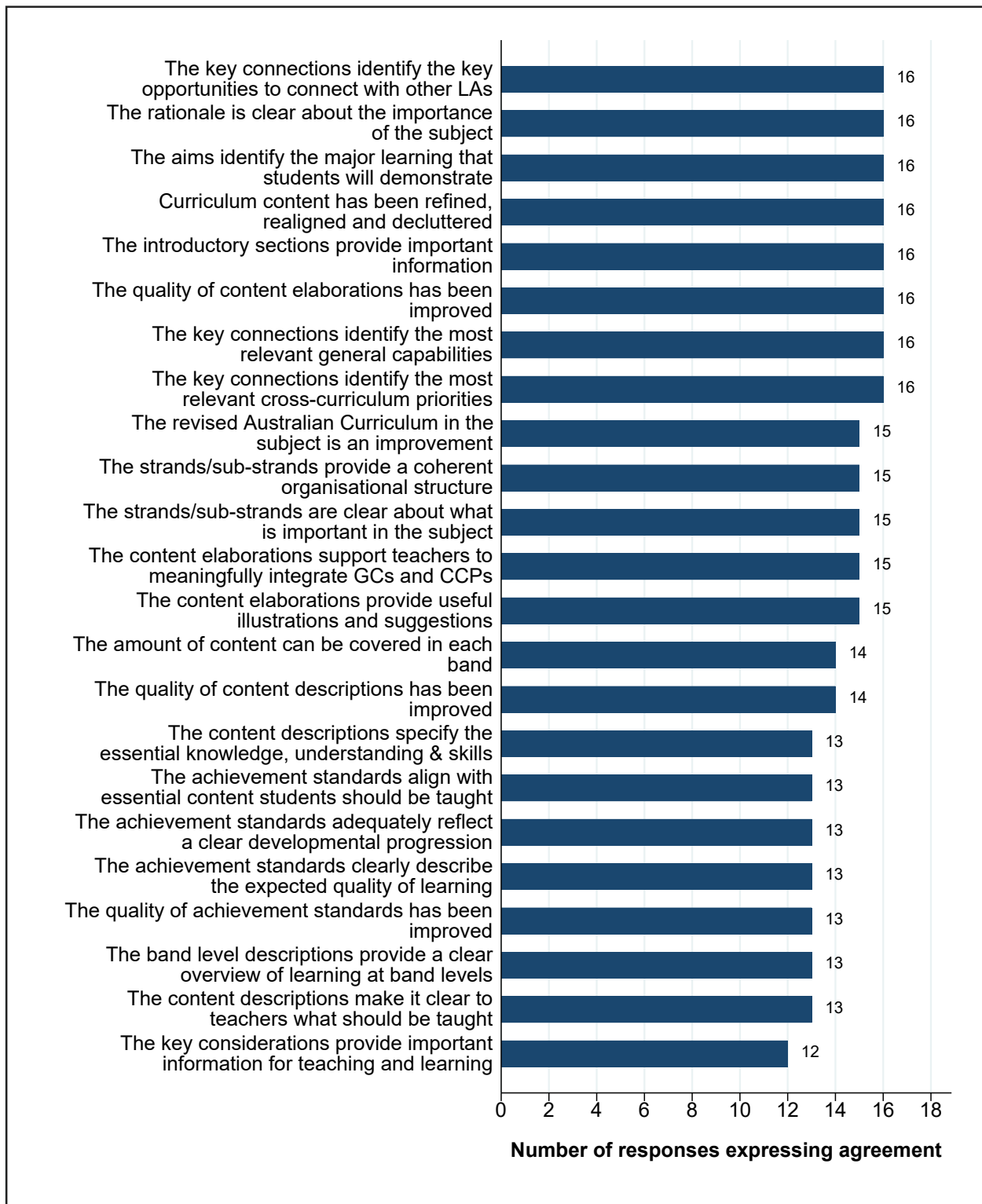
There was also some disagreement among Chinese Background/First Language survey respondents (n=3 of 9) with the suggestion that the amount of content could be covered in each band.

Seven of the 18 respondents commented when prompted at the end of the Overall feedback sections.

Overall, respondents who commented perceived improvements to the curriculum as part of the proposed revisions, generally seeing the curriculum as more refined. Content descriptions and elaborations were frequently mentioned across languages as being better aligned and improved, offering useful illustrations, clarity and meaning. However, there were also suggestions for further improvements, with a common concern being that generic content could not always appropriately accommodate and enable teaching for diverse learners' interests and capabilities. Calls for further improvements or refinements were discussed more often in relation to the Chinese Background/First Language curriculum.

All survey results were based on very small samples of participating stakeholders and should be interpreted with caution.

Figure 25: Introductory elements, curriculum elements and overall feedback, level of agreement, All Phase 3 Language survey respondents



6. Email Submissions

There were no email submissions in relation to any of the languages covered in the Phase 3 of the Review.

7. Jurisdictional feedback

7.1 Stakeholder profile

Submissions were invited from each state and territory as well as national sector peak bodies. Six submissions were received in total: Victoria, Western Australia, South Australia, Queensland, New South Wales, 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.

Of the 6 jurisdictions that submitted feedback on the revised Languages Learning Area, the Australian Capital Territory provided general feedback on the Phase 3 Languages learning area. South Australia provided feedback on the Chinese Background/First Language subject only, as this is the only language taught in South Australia. Western Australia provided detailed feedback on the Chinese Background/First Language subject and broad feedback on the Phase 3 Languages learning area. Victoria provided broad feedback on the Phase 3 Languages learning area, as well as specific feedback on Chinese Background/First Language, Latin, Classical Greek, and the Framework for Classical Languages. Queensland provided specific feedback for Classical Languages and Chinese Background/First Language. New South Wales provided broad feedback on Chinese Background/First Language and the Framework for Classical Languages. Those jurisdictions that provided specific feedback on particular Languages subjects offered suggested changes to specific Content descriptions and Content elaborations as part of their feedback.

No submissions were received from Independent Schools Australia, or the National Catholic Education Commission. Tasmania noted that none of the Phase 3 Languages are taught in Tasmanian government schools and therefore no feedback was provided. The Northern Territory indicated that Classical Greek and Latin are not taught in that jurisdiction and that only one community school teaches Mandarin to background learners.

7.2 Jurisdictional responses to Overall feedback survey statements

As part of seeking their feedback, the invited jurisdictions were encouraged to respond to the 6 survey statements from the Overall feedback section of the survey. Five of the 6 participating jurisdictions (Victoria, Western Australia, Queensland, New South Wales, and the Australian Capital Territory) provided responses to these questions. Queensland provided separate responses for the Classical Languages and Chinese Background/First Language subjects. Table 10 presents these results individually for the 5 jurisdictions that responded to the 6 survey statements. Queensland's responses are reported in two columns.

It is evident from the table that all 5 jurisdictions that responded to the TOR statements regarded the revised Languages curriculum as improved. One exception were Queensland's ratings for the Chinese Background/First Language, which suggested that the curriculum overall, as well as the quality of the achievement standards, the content descriptions and the content elaborations had not improved overall. However, in their commentary Queensland suggested that "Overall, the Languages curriculum content has been refined and realigned, making it clearer and more accessible". Further commentary by Queensland also suggested that the achievement standards, content descriptions and content elaborations had improved despite its survey ratings in Table 10 indicating disagreement with the proposition that these had improved.

"Overall, the content descriptions' clarity and quality has improved."





































"The significant refinement of the Languages achievement standards is a welcome improvement."





"The content elaborations refinements have improved alignment to the content descriptions."

A key concern in Queensland's feedback was lacking differentiation in content descriptions and achievement standards for the three different Chinese (background, first language and second language) learner

pathways. Its rating responses shown in the table then appear to reflect the perceived need for further improvements rather than a denial that the suggested changes had improved the Chinese Background/First Language curriculum.

Table 10: Overall feedback by jurisdictional stakeholder

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

 Strongly agree
  Agree
  Disagree
  Strongly disagree

7.3 Major themes and subthemes

The themes that were most prominent in participating jurisdictions' feedback across the learning area and subjects were, in order, *Clarity*, *Introductory elements*, *Inclusive content*, and *Implementation*. Each of the 6 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 not all jurisdictions provided feedback around specific subjects, this section explores the major themes and subthemes in relation to the Phase 3 Languages learning area generally 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 *Clarity*, all 6 responding jurisdictions noted improvements in the revised curriculum:

"The [Chinese Background/First Language] content descriptions are more concise and clearer." (Victoria)

"There has been a significant reduction in the content of the achievement standards [in Latin], which has vastly improved their readability and thereby their usability." (Victoria)

"The revised curriculums show improved clarity of achievement standards, content descriptions and content elaborations." (New South Wales)

"Overall, the Languages curriculum content has been refined and realigned, making it clearer and more accessible." (Queensland for Chinese Background/First Language)

"In particular, the clarity of the achievement standards and content descriptions has improved, and content elaborations are more detailed and more accessible for teachers." (Queensland for Classical Languages)

Some jurisdictions also suggested that there could be more clarity in some instances:

“The achievement standards are more succinct, however, there is a lack of clarity around the expected level of language use complexity for background and first language learners. The addition of levelled work samples for background learners would assist.” (South Australia)

“In combining the content descriptions to ‘reduce’ content in the Languages curriculum, the descriptions have become undefined and lack clarity.” (Western Australia)

“The achievement standards are unclear, vague and generic, and do not clearly articulate sophistication of language use in communication and depth of conceptual understanding.” (Western Australia)

In terms of *Introductory elements*, all 6 participating jurisdictions agreed these are improved in the revised curriculum:

“NSW supports the retaining of two Strands and having four revised Sub-strands across these two Strands. This allows for consistency with other ACARA Languages curriculums and closely aligns with the design of the NSW K-10 Classical Languages syllabus.” (New South Wales)

“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)

“In Chinese Background/ First language learner pathway, 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. This renaming also provides a coherent organisational structure for the associated sub-strands.” (Queensland)

Also in terms of *Introductory elements*, the Australian Capital Territory recommended that some detail from Version 8.4 could be reincorporated, while Western Australia felt that renaming the strands and sub-strands was not effective:

“In Version 8.4, for the context of the language being provided there is 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 should be reconsidered if it were going to be deleted.” (Australian Capital Territory)

“Renaming the strands and sub-strands to allow for a more flexible approach to communicative knowledge, skills and understanding of the target language has not improved clarity.” (Western Australia)

While Queensland noted that the key connections provided *“authentic and valuable links to the General capabilities”*, recommendations for improvement to alignment with the Aboriginal and Torres Strait Islander histories and cultures cross-curricular priority were also made in relation to both Chinese Background/First Language and Classical languages:

“It is recommended the content elaborations aligning with the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority are revised to ensure they provide authentic and relevant examples that connect with the target language.” (Queensland)

Victoria also suggested that alignment with this cross-curricular priority could be further improved:

“In the section describing links to the Aboriginal Languages and Torres Strait Islander Languages CCP, we wondered whether it should be made clearer that the reference to seeking consent is related to creating an Aboriginal Language or a Torres Strait Islander language program and/or using First Nations resources (e.g. stories, artwork, etc)? This may help make it clear to Chinese BL/FL teachers that they are not seeking permission to teach a Chinese Program. This is clear from the paragraphing but given that some teachers of this language pathway may not feel as confident in English, it could be helpful to spell this out even more clearly.” (Victoria)

Most responding jurisdictions felt that the revised Phase 3 Languages curriculum had improved in terms of *Inclusive content*:

“It is acknowledged that the variation of verbs within the content elaborations allows for some differentiated teaching.” (South Australia)

“NSW supports collating L1 and BL E7-10 sequence with differentiation provided at elaboration level as it is more inclusive and offers more flexibility allowing teachers to adapt teaching and learning to suit the context of learners in their classrooms.” (New South Wales)

“The inclusion of information in all bands about the learners, what they bring to the classroom, assists with planning to accommodate these learners in the languages classroom.” (Western Australia)

“The wording “Students strengthen and extend their communication...” acknowledges that students bring a degree of language skill with them to the classroom.” (Victoria)

However, some jurisdictions indicated that the revised curriculum could be further refined to achieve greater inclusivity:

“For future language curriculum updates, further consideration could be given as to how the language learner pathways can be effective in capturing language learners who are in a bilingual setting rather than limiting it to first language learners. Perhaps with an overarching framework like the Aboriginal Languages and Torres Strait Islander Languages Framework could be applied to any language.” (Australian Capital Territory)

“On page 9 of the Latin ‘all elements’ document, there is a reference to colour-coding to illustrate gender or subject/verb agreements. Is there a danger that indicating colour coding for gender could infer that particular colours should be used for particular genders?” (Victoria)

“The Queensland Department of Education’s position is that combining the curriculum for Chinese Background learners and First language learners implies that these two groups have the same sophistication of language knowledge, which appears to contradict the definitions provided in the introduction section and makes it more difficult for teachers to cater to the needs of the respective learners.” (Queensland)

Most responding jurisdictions also left comment that was coded to the theme of *Implementation*. This included both affirmation of the practical support offered by the revised curriculum, as well as identifying ways that implementation could be better supported. Some of the positive feedback about the ways in which the revised curriculum offers practical support to schools and teachers include:

“NSW welcomes the reduction of pathways for the Chinese curriculums. The decision to combine the Chinese Background and First Language speaker pathways reflects the NSW approach.” (New South Wales)

“Provision of a Language guide as a resource for the grammatical elements, structures, language examples, suggestions and topics is welcomed.” (Western Australia)

“For the Australian Curriculum Version 9.0, the anticipated language specific guides are a sensible resource for each of the languages. It would be good to see the language specific guides in the process of consultation.” (Australian Capital Territory)

Some suggestions expressed ways the revised curriculum could offer better practical support to teachers and schools:

“The content descriptions are sufficient, stating what teachers are expected to teach; however, they may be open to interpretation because of their general nature. Some teachers participating in the workshop recommend the inclusion of topics and/or themes.” (Western Australia)

“The addition of levelled work samples for background learners would assist [with clarity around expected level of language use complexity for background and first language learners]”. (South Australia)

“Consideration needs to be given to how teachers can elicit evidence of student’s reflection on identity [in Chinese Background/First Language]. Appropriate cognitive verbs are needed in the achievement standards to allow teachers to elicit evidence on a five-point scale.” (Queensland)

Other notable patterns in the jurisdictional feedback include that all 6 responding jurisdictions commented that *Content has improved* in some manner:

“The addition of new content descriptions, such as ACL9LL10U03: explain how Latin vocabulary, structures and features extend understanding of English, using metalanguage, is welcomed, as it contemporises and contextualises the study of Latin at school levels lower than senior secondary, thus giving it more relevance in the broader curriculum context, as well as aligning it more effectively with other Languages curricula.” (Victoria)

“The focus of the content descriptor on interpretation (making connections across language systems) in the Understanding strand is welcomed as particularly relevant to background learners.” (South Australia)

“The content elaborations provide guidance on how to plan and teach the content, providing rich examples of language use.” (Western Australia)

The theme of *Sequencing* received mixed feedback from responding jurisdictions. For example, in relation to Classical Language, Queensland agreed that the achievement standards adequately reflect a clear developmental progression while highlighting opportunities for further refinement. The Australian Capital Territory was supportive of the development progression in the revised Languages curricula, while Western Australia and Victoria also highlighted opportunities for further refinement:

“There are appropriate cultural and language references in the Content Descriptions and Content Elaborations. These match with the progression of the learning of language. They are appropriately increasing in expectation and complexity as students mature and progress through their schooling years.” (ACT)

Some achievement standards in the early years of primary school may be too challenging for students as students are only beginning to develop their English literacy [and] the scoping of content descriptions in the sub-strand: Understanding systems of language across Years 1-6 does not reflect a clear and appropriate developmental progression.” (Western Australia)

“... it may be advisable to review the wording at Years 1-2 to ensure that there is an appropriate progression from Foundation. In the Years 1-2 achievement standard, it suggests that students ‘use simple formulaic language’. If they are Background Learners, or have Chinese as their mother tongue, simple formulaic language may be too elementary, especially if it is describing what they can do by the end of their third year of schooling.” (Victoria)

“The Queensland Department of Education is concerned that the similarity in achievement standards between the Chinese Background/ First language learner pathway and the Chinese Second language learner pathway does not represent a clear delineation between the language subjects.” (Queensland)

Several jurisdictions expressed support for introducing Foundation as a separate year level, and/or for play-based learning as an approach to learning in the early years:

“The separation of Foundation from Years 1–2, and the reference to the Early Years Learning Framework and ‘play-based and action-related learning’ for this group of learners is appropriate.” (Western Australia)

“... the clear references to play-based activities in some elaborations will assist Victoria in the adapting of this curriculum to reflect Victorian priorities, such as alignment with the Victorian Early Years Learning and Development Framework (VEYLDF).” (Victoria)

“The Australian Curriculum Version 9.0 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.” (Australian Capital Territory)

“The separation of Foundation in the Chinese Background /First language learner pathway curriculum is a welcome improvement.” (Queensland)

It is notable that most responding jurisdictions agreed that the revised curriculum is more manageable (South Australia did not offer feedback in relation to manageability). Some jurisdictions indicated this in their response to the 6 survey statements, while others offered additional written feedback:

“[R]efined and reduced content ... more adequately addresses the needs of BL and L1 learners.” (New South Wales)

“There has been a significant reduction in the content of the achievement standards [in Latin], which has vastly improved their readability and thereby their usability.” (Victoria)

“The amount of content [in Classical Languages] has been decluttered. As such, the content now seems more achievable.” (Queensland)

Western Australia, however, felt that *“the reduction in the number of sub-strands from eight to five by amalgamating the three sub-strands Translating, Reflecting and Language variation and change to other sub-strands, has not resulted in a reduction of content in the F–10 and 7–10 Languages sequences”*.

Additionally, Victoria questioned whether some important detail had been lost, noting that *“some of the ‘plain English’ aspects of the Version 8.4 content descriptions were helpful in their specificity”*. Some examples from specific Content descriptions were provided by Victoria.

Generally, responding jurisdictions indicated that the Achievement standards were better aligned with Content descriptions in the revised curriculum.

“The learning described in the achievement standards [for classical languages] aligns with the essential content that students should be taught.” (Queensland)

“Improved coherence of content and better alignment of the cognitive demand across achievement standards, content descriptions and content elaborations.” (New South Wales)

“The achievement standards are aligned to the content descriptions in the band levels.” (Western Australia)

Queensland (see further above) and Victoria also indicated that the achievement standards in Chinese Background/First Language could be further improved:

“Please consider reviewing the wording of the achievement standard [on p. 4 i.e., “Students strengthen and extend their communication...”] and the content descriptions to ensure it suggests a higher expectation and that it reflects the higher level of capability of this particular student cohort.” (Victoria)

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”*. The Australian Capital Territory also noted that considering time allocations given to languages across the states and territories would *“be a move to support the valuing of Languages, as one of the eight learning areas and ensure equal weight as other learning areas in the Australian Curriculum”*. Western Australia agreed that time allocation was an issue, noting that *“Concerns about time required to teach the curriculum being inconsistent with the time actually allocated by schools continue to be raised”*.

South Australia, the Australian Capital Territory, and Victoria highlighted some complexities associated with their jurisdictions:

“The drawing together of background and first-language learners into one pathway presents complication in the South Australian context, as these two learner cohorts diverge at SACE level. It

is left to the teacher to interpret the curriculum and determine the required preparation for Band 9/10 learner types in the combined v9 context. Discussions with teachers during consultation highlighted this confusion. Essentially, in simplifying the curriculum, its potential application has become more complex as learner pathways do not align in the AC to SACE transition. This is a state jurisdictional issue that ACARA should be cognisant of.” (South Australia)

“Each state and territory in Australia have a different entry point and different policy requirement for language provision in schools. It would therefore be constructive if ACARA consider providing a languages curriculum that was based on entry point rather than on year level or band level, like the New Zealand Curriculum. An approach like this would significantly reduce teacher load when attempting to catch up on curriculum. It would provide opportunity for students to start at the beginning of the curriculum, no matter where they commence their language study in their schooling years. (Australian Capital Territory)

“Since reviewing the first phases of the Languages review, we have confirmed that Victoria will maintain its commitment to an F-2 band, which involves adapting rather than adopting the new Years 1-2 band. However, the process of adapting has been made easier through ACARA’s inclusion of clearly articulated progressions in the Years 1-2 achievement standards, so we thank the Languages team for this work.” (Victoria)

7.4 Summary

Overall, the revised Languages curriculum was regarded as improved by all jurisdictions although Queensland expressed notable concern about the lacking differentiation in content descriptions and achievement standards for the three different Chinese (background, first language and second language) learner pathways. Similar concerns were also, however, less strongly expressed by Victoria, Western Australia and South Australia.

Clarity was generally regarded as improved, with some opportunities for further refinement noted by some jurisdictions. Similarly, the *Introductory elements* were also regarded as improved. While there was a general sense that the revised curriculum was inclusive and offered ways to cater to diverse learners, some jurisdictions offered suggestions to further improve *Inclusivity*.

All jurisdictions agreed that the revised curriculum had been decluttered and made more manageable, with some suggesting further opportunities for decluttering and refinement and others expressing concern that some valuable detail and guidance had been lost. A separate Foundation year was welcomed by Western Australia, the Australian Capital Territory and Queensland.

While there were suggestions for implementation support, some of which fall outside the scope of the Review, there was also positive commentary around the ways the revised curriculum offers improved practical support for the day-to-day work of teachers and schools. Western Australia, Victoria, and Queensland offered some particularly fine-grained feedback on specific Content descriptions and Achievement standards for ACARA’s consideration.

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
- Technologies
 - Digital Technologies
 - Design and Technologies
- 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
 - Arabic
 - Hindi
 - Vietnamese
 - Turkish
 - Chinese Background/First Language
 - Classical Languages Framework
 - Classical Greek
 - Latin

The survey has 3 sections.

1. Background information:

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

2. General questions

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

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

There is also a section called *Overall feedback*, where you will be asked to respond to some overall statements related to the terms of reference for the Review.

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

3. Year/band level specific feedback

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

Section 1: Background information questions

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

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

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

Individual

Group

Individual response follow up questions

In which state or territory are you based?

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

Group response follow up questions

In which state or territory are you based?

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

Which CATEGORY best describes you?

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

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

Which CATEGORY best describes you?

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

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

In which sector is your school?

- Government
- Catholic
- Independent

Describe the membership of your group.

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

What best describes your school's location?

- Metropolitan
- Regional
- Remote

Section 2: General feedback

Indicate your level of agreement with the following statements.

Introductory elements

Rationale

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

Aims

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

Organisational structure

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

Key connections

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

Key considerations

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

Curriculum elements
Year/band level descriptions

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

Achievement standards

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

Content descriptions

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

Content elaborations

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

Overall feedback

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

Optional comments:

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

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

Section 3: Band/level specific feedback (optional)

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

- Yes
- No

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

If you answer Yes, you will be asked which year or band levels you would like to provide feedback on.

Then you will be invited to provide specific feedback in comments boxes for the following 2 questions.

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

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

Appendix B – Changes to survey statements in reporting

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

Wording in questionnaire	Wording in report
The strands/sub-strands 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 have improved
The strand/sub-strands need further improvement
The key connections have improved
The key connections need further improvement

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

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

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

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

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

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

Various other LA specific content that should be removed

Evidenced-based content: This theme captures comments about the extent to which the curriculum is seen as being based on evidence/science. The subthemes are as follows:

The included content appears evidence-based

The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence

Inclusive content: This theme captures comments about the extent to which the content is considered appropriate and inclusive for students. The subthemes are as follows:

The curriculum content is inclusive of diverse learners' interests and capabilities

The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.

There are concerns around the age-appropriateness of content

Manageability (amount of content): This theme reflects comments about the extent to which the curriculum is seen as being manageable or cluttered with content. The subthemes are as follows:

Decluttering of content evident, the amount of content is more manageable

Still too much content/further decluttering needed

Sequencing of content: This theme reflects views about the suitability of the developmental progression of content. The subthemes are as follows:

The sequencing of content has improved

The sequencing of content needs further improvement

Achievement standards: This theme reflects views about the suitability of the achievement standards. The subthemes are as follows:

Achievement standards align with content descriptions

Achievement standards need better alignment with content descriptions

Clarity: This overarching theme encompasses the readability and ease of understanding the documentation. The subthemes are as follows:

The overall language of the curriculum is clearer and/or easier to understand

The overall language of the curriculum could use further revision to be clearer and/or easier to understand

The wording of the content descriptions is clearer and/or easier to understand

The wording of the content descriptions could use further revision to be clearer and/or easier to understand

The wording of the achievement standards is clearer and/or easier to understand

The wording of the achievement standards need further clarity

The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand

The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand

Implementation (out of scope): This theme captures comments that raise issues around implementation. Whilst these comments are technically out of scope of the terms of reference of the Review, they were considered predominant enough in the responses to be coded. The subthemes are as follows:

Pedagogy - this overarching theme encompasses feedback about how children should be taught

Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.

Support for implementation

Other: Any comments that could not be captured in the themes above, were coded here.

Sub-themes indicating improvement

Sub-themes indicating further refinements

Appendix D – Groups participating in the languages consultation

Group name provided (alphabetical order)

Queensland Department of Education

Appendix E – Themes from open-ended survey feedback

Table E1: Aspects that have improved/need further improvement, Chinese Background/First Language 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	0%
General views that content has improved	1	11%
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	0%
General views that additional or new content should be added	1	1%
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)	1	11%
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	2	22%
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.	2	0%
There are concerns around the age-appropriateness of content	0	0%
Manageability (amount of content)	2	22%
Decluttering of content evident, the amount of content is more manageable	2	22%
Still too much content/further decluttering needed	0	0%
Sequencing of content	0	0%

Theme/Subtheme	Number of respondents	Percent of total
The sequencing of content has improved	0	0%
The sequencing of content needs further improvement	0	0%
Achievement standards	1	11%
Achievement standards align with content descriptors	1	11%
Achievement standards need better alignment with content descriptors	0	0%
Clarity	2	22%
The overall language of the curriculum is clearer and/or easier to understand	2	22%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	1	11%
The wording of the content descriptions is clearer and/or easier to understand	1	11%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	2	22%
The wording of the achievement standards is clearer and/or easier to understand	0	0%
The wording of the achievement standards need further clarity	2	22%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	1	11%
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 4 respondents. Percentages are based on all 9 Chinese Background/First Language survey respondents.

Table E2: Aspects that have improved/need further improvement, Classical Languages 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	1	20%
The strand/sub-strands have improved	1	20%
The strand/sub-strands need further improvement	1	20%
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	8%
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	1	8%
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	1	8%
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%

Theme/Subtheme	Number of respondents	Percent of total
The sequencing of content needs further improvement	0	0%
Achievement standards	0	0%
Achievement standards align with content descriptors	0	0%
Achievement standards need better alignment with content descriptors	0	0%
Clarity	0	0%
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	1	20%
The wording of the content descriptions is clearer and/or easier to understand	1	20%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	1	20%
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	1	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 one respondent. Percentages are based on all 5 Classical Languages survey respondents.

Table E3: Aspects that have improved/need further improvement, Classical 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	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	0	0%
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	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	50%
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	1	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	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)	1	50%
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	50%
Other	0	0%

Comments were provided by one respondent. Percentages are based on all 2 Classical Greek survey respondents.

Table E4: Aspects that have improved/need further improvement, Latin 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	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	0	0%
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	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	0	0%
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	0	0%
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	1	50%

Comments were provided by one respondent. Percentages are based on the 2 Latin survey respondents.



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