



Curriculum review Process paper Version 1.0

August 2020

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Amendment history

Date	Version	Comment
August 2020	1.0	This document describes the processes and timeframes for ACARA's review of the F-10 Australian Curriculum commencing in June 2020. Approved by the ACARA Board on 20 August 2020.

Introduction

In June 2020, the Education Council tasked ACARA to undertake a review of the Australian Curriculum for Foundation – Year 10 (F–10) to ensure it is still meeting the needs of students and is providing clear guidance for teachers.

All eight learning areas from Foundation to Year 10 will be reviewed by the end of 2021 and, subject to ministerial approval, the next version of the Australian Curriculum will be published on the improved [Australian Curriculum website](#) by the start of 2022.

This document describes the process used by ACARA to review the F–10 Australian Curriculum, commencing in June 2020. It includes:

- an outline of the governance and advisory structures with a description of the roles and responsibilities of the key groups involved in the review process
- the broad timeline for the review with a more detailed outline of the phases, key activities and milestones.

This document should be read in conjunction with other key documents, namely:

- [Alice Springs \(Mparntwe\) Education Declaration \(2019\)](#)
- [The Shape of the Australian Curriculum \(version 5.0, June 2020\)](#)
- [Terms of Reference – Review of the Australian Curriculum F–10 \(June 2020\)](#)
- [Curriculum Design Paper \(version 3.1, 2013\)](#).

Context for the review of the F–10 Australian Curriculum

Background

The F–10 Australian Curriculum was developed, written and endorsed in phases:

1. The first F–10 Australian Curriculum was published in December 2012 for English, Mathematics, Science and History, followed by Geography in May 2013.
2. By October 2015, the curriculum for these areas was revised as a result of the 2014 Australian Curriculum Review and republished, along with the Australian Curriculum for:
 - F–6/7 Humanities and Social Sciences (HASS)
 - F–10 The Arts, Health and Physical Education, and Technologies
 - Years 3–10 Civics and Citizenship
 - Years 5–10 Economics and Business
 - Years 9–10 Work Studies (elective)
 - F–10 Languages in Arabic, Chinese, French, Indonesian, Italian, German, Japanese, Korean, Modern Greek, Spanish, Vietnamese.
3. By December 2016, the F–10 Australian Curriculum was complete with the publication of the remaining Languages subjects and frameworks.

The 2015 Australian Government Review of ACARA recommended that “ACARA undertake a six-year cycle of review of the Australian Curriculum”, and this was endorsed by the Education Council at its meeting of 18 September 2015.

Curriculum and school authorities in each jurisdiction have determined the pace and nature of the implementation of the F–10 Australian Curriculum.

In December 2019, the Education Council requested that ACARA generate the terms of reference for a review of the F–10 Australian Curriculum, with the review to be completed by 2022, with Mathematics as an initial priority area alongside conceptual work in Science.

In June 2020, following endorsement of the terms of reference, the Education Council tasked ACARA to undertake a review of the F–10 Australian Curriculum (hereafter referred to as the Review) to ensure it is still meeting the needs of students and is providing clear guidance for teachers.

ACARA’s program of research

As part of the monitoring and evaluation phase of the curriculum development process, ACARA undertook a program of research that informed its advice to the Education Council on the review of the Australian Curriculum. Of specific note, ACARA:

- completed an annual monitoring process since 2015, based on submissions from state, territory and sector education authorities, with published annual reports that can be found at the [‘Monitoring and evaluation’ page of the ACARA website](#)
- completed curriculum comparative studies of other countries and systems, with the comparative studies of the Australian Curriculum with the curriculum of British Columbia, Finland, Singapore and New Zealand, which can be found at the [‘Program of research’ page of the Australian Curriculum website](#)

- participated in the [OECD 2030 Future of Education and Skills project](#) and other international projects such as with the [Center for Curriculum Redesign](#).

ACARA's program of research found no need, nor widespread support for, a major overhaul of the F–10 Australian Curriculum, but did find a broad-based recognition that the current curriculum needs refining, realigning and 'decluttering' to better meet student needs and support teachers with implementation. From ACARA's program of research, it was clear that many schools and teachers are seeking a less crowded curriculum – one that provides flexibility and scope for greater depth of learning, and a more helpful curriculum – one that provides more meaningful connections within and across its three dimensions.

The F–10 Australian Curriculum is well accepted, highly regarded nationally and internationally, and is aligned with the best of recent international developments.

Annual monitoring feedback from jurisdictions reinforced ongoing support for the three-dimensional nature of the Australian Curriculum: the eight discipline-based learning areas, seven general capabilities and three cross-curriculum priorities. The focus on disciplinary knowledge, skills and understandings in the eight learning areas, and the integration of the general capabilities and cross-curriculum priorities within them are also consistent with international curriculum directions.

Feedback from jurisdictions also strongly supported the need to balance curriculum stability for schools implementing the Australian Curriculum with the need to ensure the curriculum is kept up to date and fit for purpose. Some areas of the Australian Curriculum are relatively new, while others were first published a decade ago. The last subjects of the Australian Curriculum were published at the end of 2016, so some schools across the country are just coming to terms with the Australian Curriculum as a whole. On the other hand, the Australian Curriculum in some learning areas, such as Mathematics and Science, was first published in 2010, and there have been significant developments in these disciplines since then.

A strong and consistent message from many schools and teachers was that the Australian Curriculum is overcrowded and does not allow time to teach for deep understanding of core concepts or application of knowledge in the learning areas. There was also overwhelming stakeholder support for developing the general capabilities through the learning area curriculum. However, this was tempered by the recognition that teachers struggle to understand how to teach and assess the general capabilities and find it difficult to see the connections between the general capabilities and learning area content.

While the Australian Government-commissioned review of the Australian Curriculum in 2014 resulted in improvements to address overcrowding, the staggered approach to curriculum development over three phases and over six years (2010 to 2016) has led to unnecessary repetition and duplication, as well as inconsistency of language, structure and cognitive demand across the learning areas. This is especially visible in the F–6 Australian Curriculum.

ACARA's program of research also found there was stakeholder support to improve the digital presentation of the Australian Curriculum. While ACARA's annual monitoring process confirmed strong endorsement for the online publication of the Australian Curriculum, many teachers and stakeholders also felt the online functionality could be improved to help them more easily use the curriculum and make connections across the three dimensions.

Review terms of reference

Aims of the Review

The Review aims to improve the Australian Curriculum F–10 by refining, realigning and decluttering the content of the curriculum within its existing structure and underpinned by the education goals of the [Alice Springs \(Mparntwe\) Education Declaration \(2019\)](#).

The Review will:

- refine and reduce the amount of content across all eight learning areas of the Australian Curriculum F–10, with a priority on the primary years, to focus on essential content or core concepts
- improve the quality of content descriptions and achievement standards by removing ambiguity and unnecessary duplication, and ensuring consistency and clarity of language and cognitive demand
- rationalise and improve content elaborations, ensuring they are fit for purpose and they suggest to teachers the most authentic ways to treat general capabilities and cross-curriculum priorities when teaching the learning area content
- improve the digital presentation of the Australian Curriculum in line with agreed content changes and user experience requirements.

Scope of the Review

The focus of the Review is on content refinement and reduction within the current structural elements of the F–10 Australian Curriculum as described in [The Shape of the Australian Curriculum \(version 5.0, 2020\)](#), namely:

- the three dimensions – learning areas, general capabilities and cross-curriculum priorities
- the learning area elements – content descriptions, content elaborations and achievement standards.

The Review will be carried out concurrently in all eight learning areas, noting:

- Mathematics and Technologies will be prioritised in the review timeline.
- The review will give a particular focus to the F–6 curriculum in order to reduce overcrowding and provide improved manageability and coherence to the curriculum for the primary years of schooling.
- The scale and magnitude of content refinement and reduction will not be the same across all learning areas.
- The review of all 16 Languages subjects will be completed in stages, with Chinese, French, Italian and Japanese completed first, by the end of 2021, and the other languages completed by 2023.
- The elective Years 9–10 Australian Curriculum: Work Studies will not be included in the review.

The full [Terms of reference of the Review](#) can be found on the ACARA website.

Governance and consultation

A number of formal governance groups will be involved in the Review at both the consultation and decision-making stages of the process.

The key decision-making groups during the Review are the Education Council and the ACARA Board. Consultation with, and advice from, ACARA's existing advisory groups and new reference groups will assist the ACARA Board in their decision-making processes and in their recommendations to Education Council.

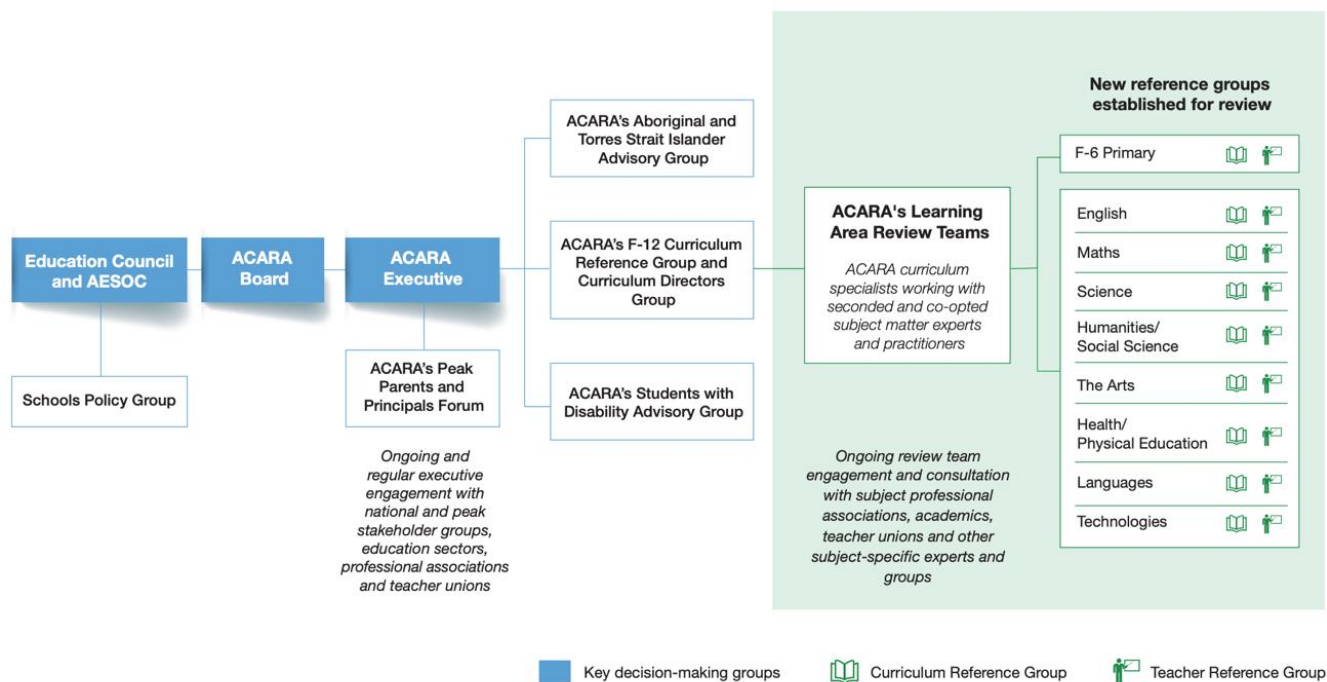
ACARA's existing Aboriginal and Torres Strait Islander Advisory Group, Students with Disability Advisory Group and F–12 Curriculum Reference Group will play an important role in providing expert advice and feedback during the process.

Meaningful consultation with jurisdictions and teachers is critical to the review process, and to support this, ACARA will establish new teacher and curriculum reference groups for each of the eight learning areas and the primary years.

There will also be broad consultation with stakeholders throughout the review process. Teacher professional associations, teacher unions, academics, principal and parent groups and other key stakeholder groups will be extensively engaged by ACARA and consulted throughout the review process in a range of ways determined in consultation with them.

There will be two formal windows for open stakeholder and public feedback on the proposed revisions to the Australian Curriculum content in 2021: the first window, from the end of January to March 2021, seeking feedback on proposed revisions to Mathematics and Technologies; and the second window, from the end of April to June 2021, seeking feedback on the other learning area revisions.

The following diagram identifies the main governance and advisory groups operating during the Review. The composition and respective roles of each group in relation to the Review are detailed below.



Education Council

ACARA is an independent statutory authority and a corporate Commonwealth entity established under Section 5 of the *Australian Curriculum, Assessment and Reporting Authority Act* on 8 December 2008. ACARA's work is directed by the Education Council comprising all education ministers across Australia (state and territory ministers of education and the federal minister of education).

The Education Council tasked ACARA to undertake the Review and endorsed the terms of reference for the Review. The council is responsible for approving the next version of the Australian Curriculum revised as a result of the Review.

It is supported in that process by the Australian Education Senior Officials Committee (AESOC) and the Schools Policy Group (SPG).

ACARA Board

The ACARA Board comprises a chair, a deputy chair and 11 members, nominated by the Australian Government, states and territories, Independent Schools Australia and the National Catholic Education Commission. All nominees must be endorsed by the Education Council and agreed to by the Prime Minister or Cabinet. Appointments to the Board are then approved by the federal minister for education.

In relation to the Review, the role of the ACARA Board is to:

- authorise policy and procedures for the review process (for example, the Review terms of reference, the Review process)
- endorse draft and final documents for release or for submission to the Education Council for approval (for example, updated shape paper, revisions to the curriculum)
- make decisions about issues that have a significant impact on ACARA's operating environment, including strategic directions, political implications and key relationships.

Aboriginal and Torres Strait Islander Advisory Group

The Aboriginal and Torres Strait Islander Advisory Group comprises up to 12 members with expertise in Aboriginal and Torres Strait Islander education. The group provides ACARA with high-level advice and expertise regarding the needs of all young Australians and, specifically, the needs of Aboriginal and Torres Strait Islander students in relation to ACARA's national curriculum, assessment and reporting programs.

In relation to the Review, the role of the group is to provide advice on:

- the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in the Australian Curriculum
- the protocols and cultural sensitivities that need to be taken into account by ACARA business units as ACARA proceeds with the Review.

Students with Disability Advisory Group

The Students with Disability Advisory Group comprises nominees from state/territory education authorities and the non-government sectors holding professional responsibilities in the area of disability, as well as representatives of peak national stakeholder and disability groups. The group provides ACARA with high-level advice and expertise regarding the needs of all young Australians and, specifically, the needs of students with disability in relation to ACARA's national curriculum, assessment and reporting programs.

In relation to the Review, the role of the group is to represent issues that impact on the learning opportunities of students of all abilities and on circumstances affecting student access to the Australian Curriculum.

F–12 Curriculum Reference Group (F–12 CRG)

ACARA's existing F–12 Curriculum Reference Group (F–12 CRG) is an advisory group with oversight of key issues during the Review. The F–12 Curriculum Reference Group comprises senior officials nominated by state/territory education authorities and the non-government sectors with responsibilities relevant to curriculum policy and implementation.

In relation to the Review, the role of the F–12 Curriculum Reference Group is to:

- provide advice on curriculum review processes and guidelines
- review, and provide feedback on, draft documents
- provide advice on strategies and actions to respond to issues arising during the Review
- provide advice on curriculum and implementation support strategies and materials.

In addition to the F–12 Curriculum Reference Group, ACARA convenes the Curriculum Directors Group that includes curriculum leaders from all states and territories and across all schooling sectors, and acts as an information sharing forum.

Learning area teacher reference groups

Eight new learning area teacher reference groups comprise current classroom primary and secondary teachers nominated by state/territory education authorities and the non-government sectors.

The role of the learning area teacher reference groups is to provide practitioner advice and feedback on proposed content changes, with specific regard to ensuring the revisions provide teachers with a curriculum that:

- focuses on essential content or core concepts that underpin learning in the learning area
- uses clear and consistent language
- is free of ambiguity, repetition and unnecessary duplication
- reflects new evidence and research developments in the learning area or subject discipline
- is presented in a digital format that meets user experience requirements
- draws upon their experiences of implementing the Australian Curriculum including, but not limited to, developing learning programs that meet the needs of students in their schools and that also conform to suggested time allocations.

Learning area curriculum reference groups

Eight new learning area curriculum reference groups comprise learning area curriculum officers and specialists nominated by state/territory education authorities and the non-government sectors.

The role of the learning area curriculum reference groups is to provide expert advice and feedback on the refinement, realignment and decluttering of the F–10 Australian Curriculum with a view to:

- representing the high-level views of their jurisdiction or sector on matters discussed by the group
- providing input that balances jurisdiction or sector interests with the broader national interest, as pertinent
- ensuring as far as practicable that information relating to the work of the group is communicated to the jurisdiction or sector.

Primary (F–6) Teacher Reference Group

The new Primary (F–6) Teacher Reference Group comprises current classroom teachers with early years, primary and multi-age class experience. Members are nominated by state/territory education authorities and the non-government sectors.

The role of the Primary Teacher Reference Group is to provide practitioner advice and feedback on proposed content changes, with specific regard to improving the manageability,

consistency and clarity of the F–6 Australian Curriculum, and ensuring the revisions provide teachers with a curriculum that:

- refines and reduces the amount of content in the primary years (F–6) to focus on essential content or core concepts
- uses clear and consistent language
- is free of ambiguity, repetition and unnecessary duplication
- reflects new evidence and research developments in the learning area or subject discipline
- is presented in a digital format that meets user experience requirements
- draws upon their experiences of implementing the Australian Curriculum including, but not limited to developing learning programs that meet the needs of students in their schools and that also conform to suggested time allocations.

Primary (F–6) Curriculum Reference Group

The new Primary (F–6) Curriculum Reference Group comprises primary years curriculum officers and specialists nominated by state/territory education authorities and the non-government sectors.

The role of the Primary Curriculum Reference Group is to provide expert advice and feedback on proposed content changes, with specific regard to improving the manageability, consistency and clarity of the F–6 Australian Curriculum with a view to:

- representing the high-level views of their jurisdiction or sector on matters discussed by the group
- providing input that balances jurisdiction or sector interests with the broader national interest, as pertinent
- ensuring as far as practicable that information relating to the work of the group is communicated to the jurisdiction or sector.

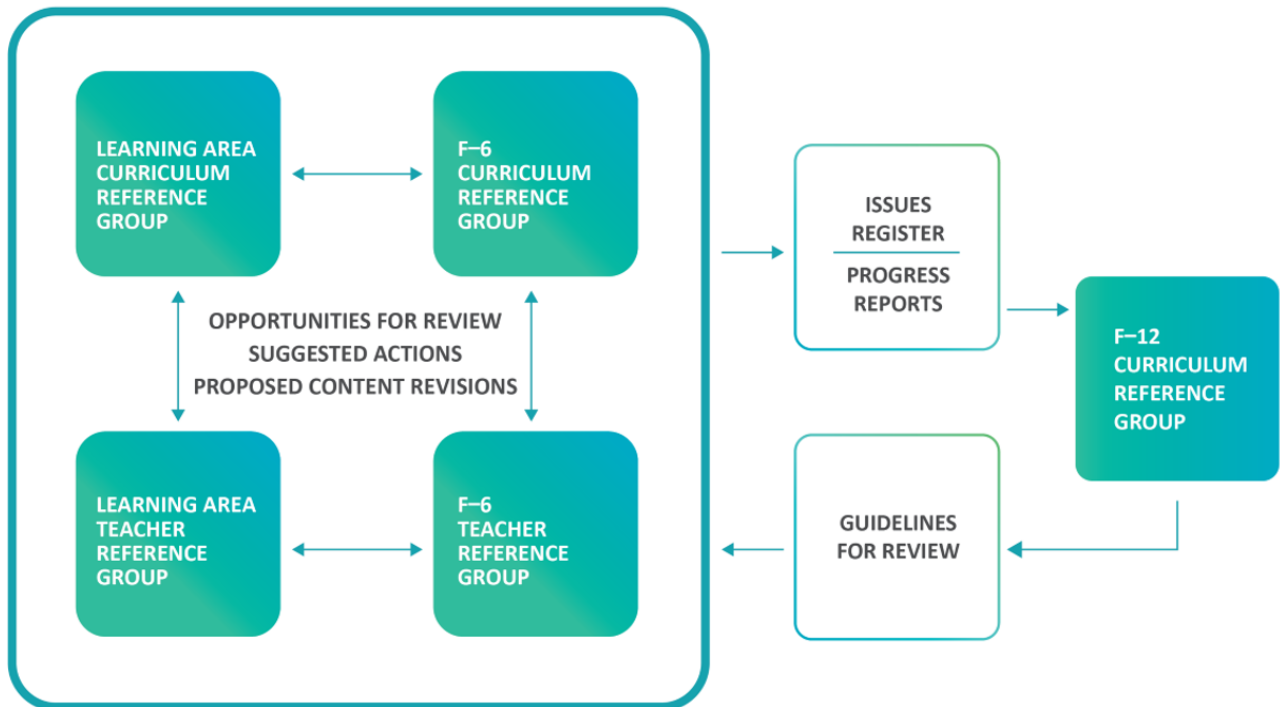
Relationships among the reference groups

Advice from the learning area teacher reference groups will be shared with and inform the considerations of their learning area curriculum reference group, and vice versa, on proposed revisions to the learning area curriculum content.

Advice from the learning area reference groups will also be shared with and inform the considerations of the Primary Teacher Reference Group and Curriculum Reference Group, and vice versa, to maintain a focus on improving the manageability, consistency and clarity of the F–6 Australian Curriculum across all eight learning areas.

Feedback from all the reference groups will assist the F–12 Curriculum Reference Group in their role in considering key issues emerging from across the review process.

The following diagram illustrates the relationships among the different reference groups operating during the Review.



Timeline for the Review

The Review commenced in June 2020, following endorsement of the terms of reference (TOR) by the Education Council, and is to be completed for all learning areas by the end of 2021 (with all Languages subjects completed by the end of 2023).

Once endorsed by the Education Council, the next version of the F–10 Australian Curriculum will be published on the updated Australian Curriculum website and will be available for implementation by the start of 2022. The table below shows the key dates for the review process.

	Content review	Website upgrade
2020, June	Education Council agreement to ACARA's terms of reference Publish TOR and updated shape paper Seek jurisdiction nominees to reference groups	Undertake user experience research and development of design requirements for the rebuild of the Australian Curriculum website
2020, from July	Publish Curriculum Review Process paper Develop project management systems Engage extra staff and establish reference groups Begin review across all learning areas	
2020, December	Progress report to the Education Council with a focus on substantive progress on proposed revisions to Mathematics and Technologies, as well as conceptual work in Science	Functional design requirements for website finalised Prepare for online public consultation process
2021, from end of January to March	Public consultation window on proposed revisions to the F–10 Mathematics and Technologies curriculum (10 weeks)	Build new website platform and start user testing with current Australian Curriculum Complete build of website platform and continue user testing of new website platform
2021, April	Respond to consultation on Mathematics and Technologies Finalise revisions in other learning areas and prepare documents for public consultation process	
2021, from end of April to June	Public consultation window on proposed changes to the F–10 Australian Curriculum in the other learning areas (10 weeks)	
2021, June	Revisions to F–10 Australian Curriculum in Mathematics and Technologies to the Education Council for endorsement	

2021, by August	Feedback from consultation on all other learning areas considered and final content revisions complete	
2021, September	Revisions to F–10 Australian Curriculum in all other learning areas to the Education Council for endorsement	Finalise user testing
2021, September–December	Refreshing existing work samples and other resources to align with revised curriculum. Preparation of teacher and parent communication materials	Populate new website with approved Australian Curriculum content
Start of 2022	New Australian Curriculum website goes live Ongoing development of additional work samples and support resources Continue review of the other 12 Languages subjects (to be finalised by end 2023)	

Review phases and key activities

Within the broad timeline, the review process will involve five overlapping phases. The phases recognise the interdependencies for revisions to the three dimensions of the Australian Curriculum.

1. **Planning.** This phase establishes the foundations for communication, engagement and project management of the Review process. It involves the publication of the Review terms of reference and information updates on the website, reaching out to key stakeholder groups, establishing new reference groups and putting in place project management processes and plans.
2. **Research.** This phase involves desktop research, literature scans and analysis of ACARA's program of research to identify opportunities for refinement in all three dimensions of the Australian Curriculum and options for addressing them. In this phase, mapping of the current curriculum will be completed, review directions will be explored with critical friends and key stakeholders, and reference groups will convene and discuss review directions.
3. **Revision.** This phase produces draft revisions to the curriculum for public consultation. It involves, as the first step, reviewing and updating the continua for the general capabilities and organising frameworks for the cross-curriculum priorities to help inform some of the revisions to the learning area content. Learning area content is reviewed based on the terms of reference, and proposed revisions are made.
4. **Consultation and refinement.** This phase involves publication of proposed revisions to the Australian Curriculum for each learning area for a 10-week open consultation window, with final revisions made based on consolidating feedback from that process. This phase concludes once the Education Council approves the revisions to the curriculum for each learning area.
5. **Curriculum support.** This phase prepares the revised curriculum for publication on the updated Australian Curriculum website and develops information materials to communicate what has changed in the new version of the curriculum. It also involves the review and realignment of existing support resources, such as work samples, to match the revised curriculum content and standards and the development and publication of new resources.

The following table outlines the key activities under each phase of the Review of the Australian Curriculum, each with milestones and key audiences or approval points identified.

Key activities	Milestone	Key audience
PLANNING PHASE (BY AUGUST 2020)		
Develop communication and engagement strategy	ACARA communication and engagement plan	Internal document
Publish the Review's TOR and communication materials once endorsed by the Education Council	Communication materials on new AC review, ACARA webpage	Public audience
Seek nominations and establish new curriculum and teacher reference groups	Membership of reference groups confirmed	Jurisdiction nominees
Develop and publish new Reference Group Hub with new SharePoint folders	Reference Group Hub live	Reference groups F-12 CRG
Schedule the first meetings of all reference groups and put in place meeting procedures and protocols	Diary schedule Templates for meeting papers BlueJeans user guides Issues register	Reference groups Curriculum review teams
Scope options for database creation and management to support curriculum mapping and revision processes	Database	Internal process
Establish project planning and monitoring tool	Project plan	Internal working document
Finalise the Curriculum Review Process paper	Curriculum Review Process paper published	F-12 CRG ACARA Board approve
Develop guidelines for curriculum review teams to guide review process	Curriculum review guidelines – internal working document	Curriculum review teams Advisory groups F-12 CRG
RESEARCH PHASE (BY END SEPTEMBER 2020)		
Scan literature and other curriculum models related to each learning area to identify any recent developments and insights Scan literature and desktop research related to each general capability or cross-curriculum priority to identify recent developments and insights	Literature scans	Internal working document
Reach out to key learning area stakeholders and experts, communicate the Review TOR, discuss engagement opportunities and identify critical friends	Identified learning area critical friend networks and experts Agreed engagement mechanisms with key stakeholder groups	Internal process

Key activities	Milestone	Key audience
Collate all findings from the program of research (comparative studies, monitoring reports and literature scan) relating to each learning area, which raise issues with the current AC and identify potential opportunities or insights for revision	Background paper: research program highlights for each learning area	Reference groups
Distil all the information from the program of research and literature scan, and identify opportunities for review and suggested actions to revise each learning area	Draft 'Opportunities and actions' table Discussion paper: review opportunities for the learning area	Internal working document Reference groups
Confirm and prioritise opportunities for review in each learning area and suggest actions to address each opportunity	Discussion paper: opportunities and suggested actions	Reference groups
Identify experts who could act as critical friends to each general capability and cross-curriculum priority review	Identified expert panels	Internal process
<i>Learning area conceptual framework review</i> Desktop research to identify core concepts in each learning area and determine conceptual framework for each learning area	Clearly defined learning area conceptual framework	Reference groups
Map core concepts to existing content descriptions and achievement standards	Mapping spreadsheet	Internal working document
Map each general capability and cross-curriculum priority against current content descriptions, achievement standards and content elaborations	Mapping spreadsheet	Internal working document
Evaluate each general capability continuum against desktop research and mapping to existing learning area content to identify opportunities to revise	Opportunities to revise analysis	Internal working document
Evaluate each cross-curriculum priority organising framework against desktop research and mapping to existing learning area content to identify opportunities to revise	Opportunities to revise analysis	Internal working document
REVISION PHASE (FOR START OF PUBLIC CONSULTATION WINDOW)		
General capability revision (by October 2020 for learning area review process)		
Review and revise, as required, the general capability continua based on advice from expert critical friends, and informed by the literature and analysis	Proposed revisions to general capability continuum (v1)	Expert critical friends Curriculum review teams
Consult with, and gather feedback on proposed revisions to the general capability continua	Proposed revisions to general capability continuum (v1)	Students with Disability Advisory Group Reference groups F-12 CRG

Key activities	Milestone	Key audience
Based on feedback, finalise proposed revisions to general capability continua with expert critical friends	Proposed revisions to general capability continuum (v2)	Expert critical friends F–12 CRG
Provide final revised general capability continua to learning area curriculum review teams for content review process	Revised continua for each general capability	Curriculum review teams ACARA Board note (October–November) Education Council note (December)
Cross-curriculum priority revision (by October 2020 for learning area review process)		
Review and revise, as required, the organising frameworks for each cross-curriculum priority based on advice from expert critical friends, and informed by the literature and analysis	Proposed revisions to cross-curriculum priority organising framework (v1)	Expert critical friends Curriculum review teams
Consult with and gather feedback on proposed revisions to cross-curriculum priority organising frameworks	Proposed revisions to cross-curriculum priority organising framework (v1)	Aboriginal and Torres Strait Islander Advisory Group Reference groups F–12 CRG
Based on feedback, finalise proposed revisions to cross-curriculum priority organising frameworks with expert critical friends	Proposed revisions to cross-curriculum priority organising framework (v2)	Expert critical friends Aboriginal and Torres Strait Islander Advisory Group F–12 CRG
Provide final revised cross-curriculum priority organising frameworks to learning area curriculum review teams for content review process	Revised cross-curriculum priority organising frameworks	Curriculum review teams ACARA Board note (October–November) Education Council note (December)
Learning area revision (by start of public consultation windows)		
<i>Essential content – core concept alignment review</i> Identify essential content (using core concepts, where identified, to curate content) – i.e. identify content that should remain, be removed, be de-emphasised, be emphasised or is missing	Updated mapping spreadsheet Recommendations for content revisions	Reference groups
<i>Structural framework review</i> Determine if any changes are required to the structure of the learning area as a result of core	Recommendations for structural revisions	Reference groups F–12 CRG ACARA Board

Key activities	Milestone	Key audience
concepts, proposed content revisions or updated curriculum guidelines		
Check across learning areas for proposed changes to learning area structures in F–6; identify opportunities for greater coherence and manageability	Recommendations for learning area structural revisions	F–6 reference groups
<i>Content description and achievement standards quality review</i> Refine and update content descriptions and achievement standards, remove ambiguity and unnecessary duplication, improve coherence and clarity Check across learning areas for duplication of content and agree on the placement of the content and/or alignment of learning area content Check for focus on general capabilities and cross-curriculum priorities	Draft content descriptions and achievement standards	Reference groups F–12 CRG Advisory groups
Check across learning areas for proposed content changes in F–6; identify areas of duplication and proposed treatment	Draft content descriptions and achievement standards	F–6 reference groups
<i>Year/band level description review</i> Refine year/band level descriptions to match any revisions to content descriptions and achievements standards	Draft year/band level descriptions	Reference groups F–12 CRG
<i>Content elaborations review</i> Refine existing and develop new content elaborations for agreed content descriptions, include general capabilities and cross-curriculum priorities when most authentic	Draft content elaborations	Reference groups Advisory groups F–12 CRG
<i>Introductory section review</i> Review the 'How the learning area works' section to determine revisions – and propose amendments to this section of the curriculum	Proposed 'How the learning area works' revisions paper	Reference groups F–12 CRG
<i>Produce draft document and revisions table</i> Finalise all revisions to produce draft document proposing all revisions to the learning area curriculum, summarise revisions in key changes table	Proposed revisions to AC – 'What's changed' table	Reference groups Advisory groups F–12 CRG ACARA Board
Finalise the Curriculum Review Guidelines paper	Curriculum Review Guidelines paper	F–12 CRG ACARA Board approve

Key activities	Milestone	Key audience
CONSULTATION AND REFINEMENT PHASE (BY SEPTEMBER 2021)		
Australian Curriculum: Mathematics and Australian Curriculum: Technologies		
Develop publication platform, survey process and communication materials for the open public consultation windows Approve materials for publication	Website functionality Feedback survey Communication materials Curriculum Review Guidelines paper	F–12 CRG ACARA Board approve
Prepare Mathematics and Technologies revisions for public consultation	Proposed revisions to AC Maths and AC Technologies	Reference groups F–12 CRG ACARA Board approves
Publish proposed revisions to AC Mathematics and AC Technologies, along with proposed revisions to the general capabilities and cross-curriculum priorities (10 weeks)	First open public consultation period (10 weeks)	General public All stakeholders
Promote the first open public consultation period, hold webinars and other engagement strategies to promote teacher understanding of proposed revisions and encourage feedback	Engagement strategies	ACARA communications team ACARA executive Curriculum review teams
Collate and analyse feedback for recommended refinements and prepare consultation report	Consultation report on Mathematics and Technologies	F–12 CRG ACARA Board approves
Prepare final revisions to AC Mathematics and AC Technologies for approval processes	Paper to June Education Council with recommended version 9 of AC	Reference groups F–12 CRG
Endorsement of final revisions to the F–10 AC in Mathematics and Technologies	Version 9 of AC	ACARA Board endorses AC Education Council approves AC
Other learning areas		
Prepare revisions to other learning areas for public consultation	Proposed revisions to AC	Reference groups F–12 CRG ACARA Board approves
Publish proposed revisions to other learning areas AC and promote the second open public consultation period (10 weeks)	Second open public consultation period (10 weeks)	General public
Hold webinars and other engagement strategies to promote teacher understanding of proposed revisions and encourage feedback	Engagement strategies	Curriculum review teams ACARA executive

Key activities	Milestone	Key audience
Prepare final revisions to other learning area AC for approval processes	Paper to September Education Council with recommended version 9 of AC	Reference groups F–12 CRG
Endorsement of final revisions to the F–10 AC in other learning areas	Version 9 of AC	ACARA Board endorses AC Education Council approves AC
CURRICULUM SUPPORT PHASE (BY START OF 2022)		
Prepare communication and information materials outlining what has changed from version to version in each aspect of the AC	Communication materials	F–12 CRG ACARA Board
Develop a communication and engagement plan, including stakeholder briefings, on final revisions	Communication and engagement plan	Directors, CSR and Curriculum
Revisit existing work sample portfolios, review and realign, where necessary, to retain them as support for the revised AC Explore opportunities to identify or develop new work samples for publication (especially where there may be gaps)	Work sample portfolios	ACARA Curriculum team
Revisit and realign as necessary other existing support materials for publication on the new website	Support materials and other resources	ACARA Curriculum team
Prepare a strategy and a four-year work plan for the development and publication of new support resources for the updated AC	ACARA curriculum support strategy and work plan	F–12 CRG ACARA Board
Publication of the approved AC and curriculum support resources on the new Australian Curriculum website	New website's go-live by start of 2022	ACARA IT team