

**SCHOOL POLICY: CURRICULUM REQUIREMENTS IN ACT PUBLIC SCHOOLS,  
PRESCHOOL TO YEAR 10**

**PUBLISHED:** 2009

**IDENTIFIER:** CRIAPS200903

**LEGISLATION:** Education Act 2004

## **1 POLICY STATEMENT**

- 1.1 The curriculum requirements for students attending ACT public schools (other than in years 11 and 12) are set out in *Every chance to learn: Curriculum framework for ACT schools, preschool to year 10* (the curriculum framework). Schools are to plan curriculum and develop teaching and learning programs that address these curriculum requirements.
- 1.2 Schools will fully implement the curriculum framework in their curriculum plans and teaching and learning programs, preschool to year 10, by the end of 2010.

## **2 RATIONALE**

- 2.1 Student learning and development are at the centre of a school's curriculum. The aim of curriculum is to develop students as learners and as people, empowering them with the knowledge, understandings, capabilities and values to participate as active members of their community and society.
- 2.2 This policy accords with the *Melbourne Declaration on Education Goals for Young Australians (2008)* specifically:
  - Australian schooling promotes equity and excellence, and
  - all young Australians become successful learners, confident and creative individuals, and active and informed citizens.
- 2.3 Under Section 30 of the *Education Act 2004* (the Act,) the Director-General determines the curriculum requirements for students attending public schools (other than in years 11 and 12). These requirements include the framework of the curriculum and the principles on which the curriculum is based.
- 2.4 Under Section 39 of the Act, one of the functions of the school board of a public school is to develop, maintain and review curriculum for the school.
- 2.5 This policy describes how the curriculum framework will be implemented in school curriculum plans and teaching and learning programs in ACT public schools.

### **3 DEFINITIONS**

#### **3.1 Assessment**

The continuous process of gathering and interpreting evidence to make consistent judgements about student learning.

#### **3.2 Bands of development**

Provide the basis for the organisation of essential content and markers of progress in the curriculum framework. There are four bands of development: early childhood (preschool to year 2), later childhood (years 3-5), early adolescence (years 6-8) and later adolescence (years 9-10).

#### **3.3 Director-General**

Refers to the person engaged under Division 3.4 of the *Public Sector Management Act 1994* as the Director-General of the Education and Training Directorate.

#### **3.4 Curriculum**

Is defined in the curriculum framework as all learning planned, guided and implemented by a school or college.

#### **3.5 Directorate**

Refers to the ACT Education and Training Directorate.

#### **3.6 Essential Learning Achievements**

The organisers of the curriculum framework, written as statements of what is essential for ACT students to know, understand, value and be able to do from preschool to year 10.

#### **3.7 Pedagogy**

The term used to describe the art and science of teaching. Pedagogy can be seen in the activity that takes place in classrooms or other educational settings, as well as in the nature of the learning and assessment tasks set by teachers.

#### **3.8 School curriculum plan**

The overall scope and sequence of intended learning across the school years organised in key learning areas, subject or other school-specified categories.

#### **3.9 Teaching and learning program**

A teacher's plan of learning for a group of students in their designated care for a specified length of time, which includes the intended outcomes of the learning, and the planned teaching activities and assessment strategies.

### **4 PROCEDURES**

#### **4.1 Curriculum planning and programming**

##### **4.1.1 School curriculum plans and teaching and learning programs from preschool to year 10 will be based on the principles**

(*Every chance to learn, 2008*, p. 9 -11), and cover the essential content specified under the 25 Essential Learning Achievements (ELAs) in the curriculum framework.

- 4.1.2 Schools are responsible for deciding how they will organise their curriculum to maximise opportunities for students to access learning in the ELAs. Schools, in consultation with their school boards, may also identify additional content for some or all of their students to include in school curriculum plans and teaching and learning programs.
- 4.1.3 School curriculum plans will indicate the scope and sequence of planned teaching and learning against the requirements of the curriculum framework.
- 4.1.4 Teaching and learning programs based on the curriculum framework:
  - are to be provided for each year of schooling
  - will address the needs of all students and be appropriate for the age and band of development
  - will indicate the intended outcomes of the learning, the teaching activities planned and the assessment strategies to be used.

## **4.2 Pedagogy and assessment**

- 4.2.1 Schools will use the Quality Teaching model of pedagogy, adapted from NSW for use in ACT schools, to underpin the implementation of the curriculum framework.
- 4.2.2 School leaders should use the ACT Quality Teaching model to focus professional discussion and critical reflection on classroom and assessment practices in their school as they implement the curriculum framework.
- 4.2.3 Teachers use a variety of assessment approaches and strategies to assist them to plan, guide and implement learning in their classrooms.
- 4.2.4 Teachers gather evidence for learning and exercise sound interpretation and judgement whether the purpose is to make formative assessments of student learning (assessment for learning), or summative assessments of student learning (assessment of learning).

## **4.3 Preschool to year 6 requirements**

- 4.3.1 Teaching and learning programs from preschool to year 6 must incorporate the essential content for the relevant band of development from the curriculum framework.
- 4.3.2 All students within each band of development must have opportunities to learn the essential content in each of the 25 ELAs.
- 4.3.3 Schools have flexibility in how they implement their curriculum plans and deliver their teaching and learning programs, provided that:
  - the preschool year has a play-based learning environment with a focus on the social, emotional, cognitive and physical development of the individual student
  - priority is given each day to the development of literacy and numeracy skills from preschool to year 6

- in the preschool years, the development of literacy and numeracy skills and concepts occurs through play-based experience
- each year, from kindergarten to year 6, schools provide students with a minimum of 25-30 minutes per day of moderate to vigorous physical activity as part of planned physical education and sport programs
- each year, from year 3 to year 6, schools provide students with a minimum of 60 minutes per week of languages education in one of the eight priority languages – French, German, Italian, Spanish, Indonesian, Japanese, Chinese/Mandarin and Korean.

#### **4.4 Years 7 to 10 requirements**

4.4.1 Teaching and learning programs from years 7 to 10 must incorporate the essential content for the relevant band of development from the curriculum framework.

4.4.2 All students within each band of development must have opportunities to learn the essential content in each of the 25 ELAs.

4.4.3 Schools have flexibility in how they implement their curriculum plans and deliver their teaching and learning programs, provided that:

- in years 7 and 8, schools provide students with a minimum of 150 minutes (or one line) per week of languages education in one of the eight priority languages - French, German, Italian, Spanish, Indonesian, Japanese, Chinese/Mandarin and Korean
- each year, from year 7 to year 10, schools provide students with a minimum of 150 minutes per week of moderate to vigorous physical activity as part of planned physical education and sport programs.

#### **4.5 Support for implementation and evaluation**

4.5.1 The Directorate will support schools and teachers to implement the policy through the provision of advice, print and online resources, professional learning and curriculum support officers.

4.5.2 Principals will lead and manage the implementation of the policy in schools, reporting their evaluations annually to their school directors and through the school board report.

4.5.3 School Network Leaders will monitor the implementation of the policy by the principals of their schools and inform the Director, Learning and Teaching of any identified development needs.

4.5.4 The Director, Learning and Teaching will monitor the overall implementation of this policy and report annually, or as required, to the Director-General.

**Policy Owner:** Director, Learning and Teaching

#### **Related Documents:**

*Early childhood schools: a framework for their development as learning and development centres for children (birth to eight) and their families (2008)*

*Every chance to learn: Curriculum framework for ACT schools preschool to year 10 (2007)*

*Get a move on: the importance of school-based initiatives to increase children's physical activity (2007)*

*Languages support plan (2008 - 2010)*

*Physical Education and Sport draft policy (2008)*

*Quality teaching in ACT schools: a classroom practice guide (2008)*

*Quality teaching in ACT schools: an assessment practice guide (2008)*