Australian Curriculum:

Implications for school libraries

What's new?

General Capabilities

The Shape of the Australian Curriculum identifies ten general capabilities to be addressed in the Australian curriculum.

The general capabilities are literacy, numeracy, ICT, thinking skills, creativity, self management, teamwork, intercultural understanding, ethical behaviour and social competence. Particular attention has been given to the incorporation of literacy, numeracy, ICT, thinking skills and creativity into the draft Australian curriculum for English, mathematics, science and history.

This work has been undertaken by writing teams, supported by expert advisers. The incorporation of the ten general capabilities into the curriculum is described in the "Organisation of the learning area" section for each learning area.

- **Literacy**
- **Numeracy**
- **ICT Continua**
- The conceptual statements and developmental sequence will be used to inform and review curriculum content descriptions and achievement standards.
- No specific mention of information literacy

Cross curriculum perspectives

In developing the Australian curriculum, ACARA has identified three cross-curriculum perspectives which are to be represented in the learning areas in ways that are appropriate to that area.

These perspectives are (as outlined in *The Shape of the Australian Curriculum p. 13)*:

- Indigenous perspectives, which will be written into the national curriculum to ensure that all young Australians have the opportunity to learn about, acknowledge and respect the history and culture of Aboriginal people and Torres Strait Islanders
- a commitment to sustainable patterns of living which will be reflected in curriculum documents
- skills, knowledge and understandings related to Asia and Australia's engagement with Asia.

The curriculum documents will be explicit on how the perspectives are to be dealt with in each learning area and how links can be made between learning areas.

Aboriginal and Torres Strait Islanders
Sustainability
Asian Literacy

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The foundation for **literacy has been built primarily in English** and the foundation for **numeracy primarily in mathematics**, however, as two of the general capabilities, literacy and numeracy skills are addressed explicitly in the content of all learning areas.

- For each of the other eight capabilities and the three cross-curriculum dimensions, **continuums of learning are being developed over three stages** (end Year 2, end Year 6, end Year 10) to assist curriculum writers in all learning areas.
- **A decision has not yet been made about whether and how the general capability documents will be published, separately but we are assured by Lynn that they will be**.

Oh dear!!!

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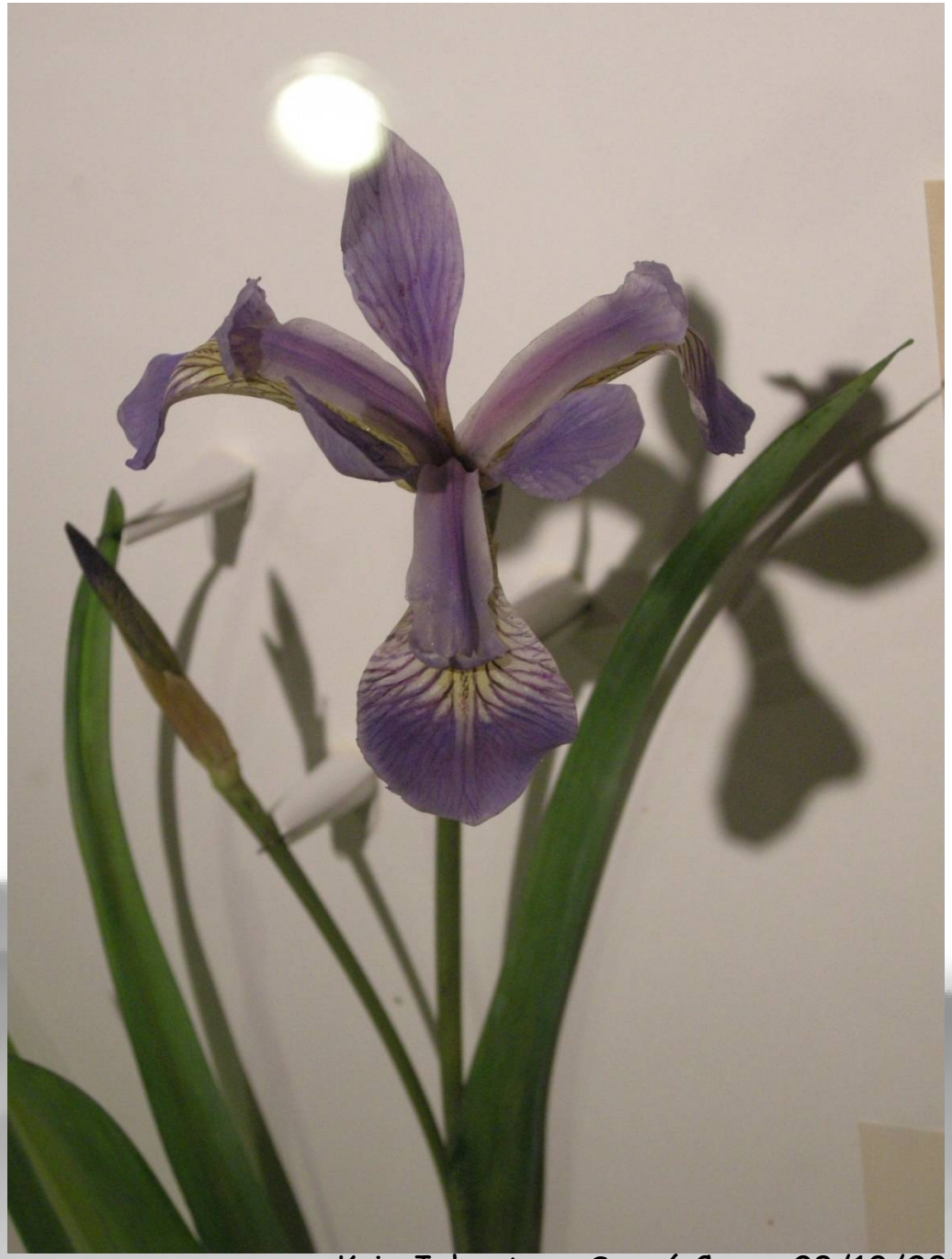
Positioning
-
Focus on what you are good at and promote it



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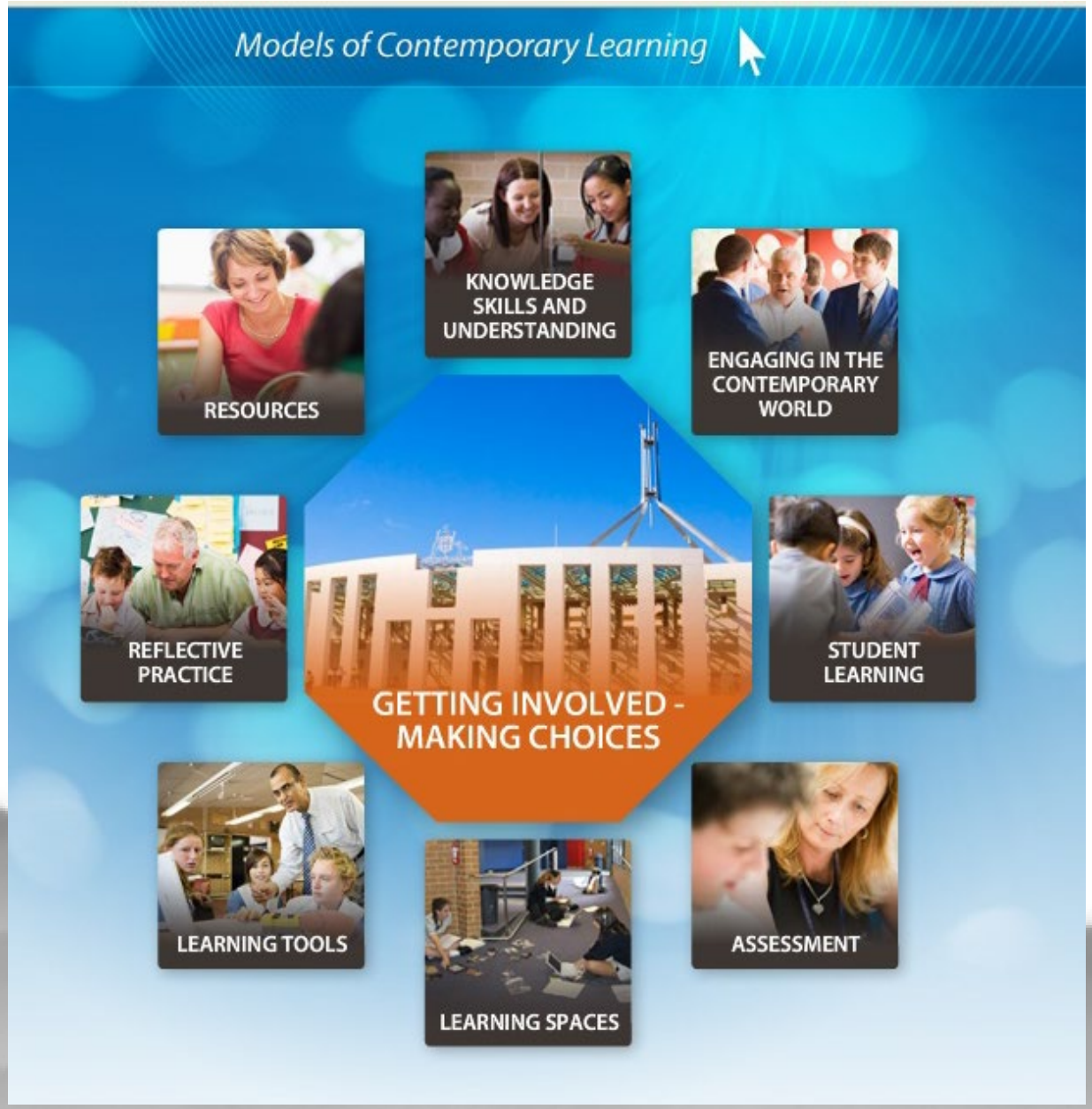
Advocate

- National Professional Standards for Teachers
- TTA (Teacher Training Australia) is currently seeking Victorian Primary and Secondary teachers interested in becoming PD presenters
- Political lobbying
- Submission writing

Pedagogy – How will teaching practice change?

- Perhaps not much
- Focus on process not content
- Leads to greater emphasis on:
  - Information Literacy
  - Information Skills
  - Thinking Skills
- Impact on students??
- Familiarize yourself with the frameworks

Models of Contemporary Learning - Scootle



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CEO Learning Centred Schools

The Contemporary Learning Schema

Supporting the Learner	Enabling the Learner	Engaging the Learner in the Contemporary World
POWERFUL TEACHING		POWERFUL LEARNING
Learning Opportunities that are:	**Core knowledge, skills and understanding** developed through:	**Developing deep understandings about self, others and the world** through:
Rigorous and relevant	Reflecting and planning	Exploring multiple perspectives
Rich in assessment: for, of, as learning	Thinking and working creatively	Considering religious, social, cultural, historical, political and ethical influences
Personalised	Communicating and collaborating	Experiencing, analysing, conceptualising, applying
Explicit and scaffolded	Exploring, experimenting and creating new knowledge	
Equitable		
Learning Environments that are:	**Contemporary Literacies** that involve:	**Building Relationships** through:
Connected to local and global networks	Developing culturally relevant and valued literate practices	Connecting and learning with others within and beyond the classroom over time and space
Collaborative	Creating and interacting with print, non-print and multimodal texts	**Contributing to Community** through:
Secure and safe	Engaging critically and effectively in a multi-modal world	Taking responsibility for self
Flexible	Communicating appropriately in a range of social contexts	Taking action that matters
Supportive of innovation		Committing to service and justice
Inquiry focussed		Developing partnerships
		Active citizenship

Contemporary Tools used for: Research, Thinking and Analysis — Publishing — Communication and Collaboration — Design

A Sacred Landscape

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Contemporary Learning

All students will succeed

Students build upon their existing knowledge

Learning experiences deepen understandings about the world

Uses a range of Contemporary Tools

Is personalised

Is differentiated, interactive and co-created

Builds capacity for lifelong learning

Identifies multiple perspectives

Catholic Education Office
Archdiocese of Melbourne

Resourcing

- New Tools
  - Prezi
  - Jing
  - E-books
    - Wesley
    - Macmillan
- Portable Devices
  - Have the debate
  - Trial their use in a timely and critical way
- Positioning for online delivery and resource management
- Learning management systems

Challenges

- Staffing
- Learning Spaces.
- Learning frameworks
- For ourselves - staying abreast in General and ICT Professional Learning
- What is out there?
  - Smartboard

Library focus

- Expertise in General Capabilities
- Course Auditing and Documentation
- Curriculum support
- Staff Professional development
- Continuing our own learning
- Have we done this before??
- Seize the opportunity

Be the
Australian
Curriculum
tall poppy
for as long
as you can.

Key Characteristics of learning spaces

- Flexibility and Diversity
  - Think big, think bold, think ahead
- Reflective, Creative, Interactive Zones
- Indoor/ Outdoor Spaces
- Supportive and enterprising designs
- Pedagogy as a focus
  - Collaboration
  - Creativity
  - Inclusivity
  - Flexibility

21C Learning Environments

'Spaces change and shape practice' : MCEETYA ICT in Schools Taskforce

Garry Putland

General Manager

Education Services Australia

Catholic Education Melbourne

June 2, 2010

Classrooms themselves are constraints to new ways of teaching and learning.

Education Services Australia

A merger of

curriculum corporation

education.au