

# Australian Curriculum

## What's Happening!!

CMA : August 2014

# Purpose of today's meeting

- To provide latest news regarding the Australian Curriculum
- To investigate assessment practices
- To answer any questions you might have

# State of Play

- F-10 Arts
- F-10 Health & Physical Education
- F-10 Technologies
- 3-10 Civics & Citizenship
- 5-10 Economics & Business
- F-10 Languages\*
- NTC 9-10

# What's Ahead?

- **Aboriginal Languages Framework**
- **Work Samples**
- **Assessment statement**
- **Humanities statement**
- **General capabilities view of the curriculum**
- **Cross-curriculum mapping**
- **Monitoring of the Australian curriculum**
- **Senior secondary**



# Initiatives

- **NAP; online**
- **State/Territory sharing initiatives**
- **Monitoring**
- **A dynamic curriculum: General Capabilities View; Cross-Curriculum Priorities View**

# Principles of Assessment

1. The main purpose of assessment is to inform teaching and improve learning.
2. Assessment is underpinned by equity principles. It takes account of the diverse needs of students and contexts of education.
3. Assessment is aligned with curriculum, pedagogy and reporting. Quality assessment has curricular and instructional validity — what is taught informs what is assessed, and what is assessed informs what is reported.

4. Assessment aligned with curriculum, pedagogy and reporting includes assessment of deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis and critical thinking.
5. Assessment involves collecting evidence about expected learning as the basis for judgments about the achieved quality of that learning. Quality is judged with reference to fixed standards and is based on evidence.
6. Assessment evidence may come from a range of assessment activities. The assessment activity is selected because of its relevance to the knowledge, skills and understanding to be assessed, and the purpose of the assessment.



7. Information collected through assessment activities is sufficient and suitable to enable defensible judgments to be made. To show the depth and breadth of the student learning, evidence of student learning is compiled over time. Standards are reviewed periodically and adjusted according to evidence to facilitate continuous improvement.

8. Approaches to assessment are consistent with and responsive to local and jurisdictional policies, priorities and contexts. It is important that schools have the freedom and support to develop quality assessment practices and programs that suit their particular circumstances and those of the students they are assessing.

# Using the Proficiencies in the Australian Curriculum : Mathematics

# The action words (proficiencies)

- Understanding
  - knowing why, **what, where, ...**
- Fluency
  - knowing how, **when**
- Problem solving
  - finding out how, **when**
- Reasoning
  - finding out why, **what, where, ...**

- In the Australian curriculum
- **Understanding**
  - (connecting, representing, identifying, describing, interpreting, sorting, ...)
- **Fluency**
  - (calculating, recognising, choosing, recalling, manipulating, ...)
- **Problem solving**
  - (applying, designing, planning, checking, imagining, ...)
- **Reasoning**
  - (explaining, justifying, comparing and contrasting, inferring, deducing, proving, ...)

# The proficiencies – why did we change from “working mathematically”?

- These actions are part of the curriculum, not an add on
- Mathematics learning and assessment is more than fluency
- Problem solving and reasoning are in, on and for mathematics
- All four actions are about learning



# Using data to inform instruction

From 2009 NAPLAN

$$2(2x - 3) + 2 + ? = 7x - 4$$

- What term makes this equation true for all values of  $x$  ?
- 15% (Victorians) correct

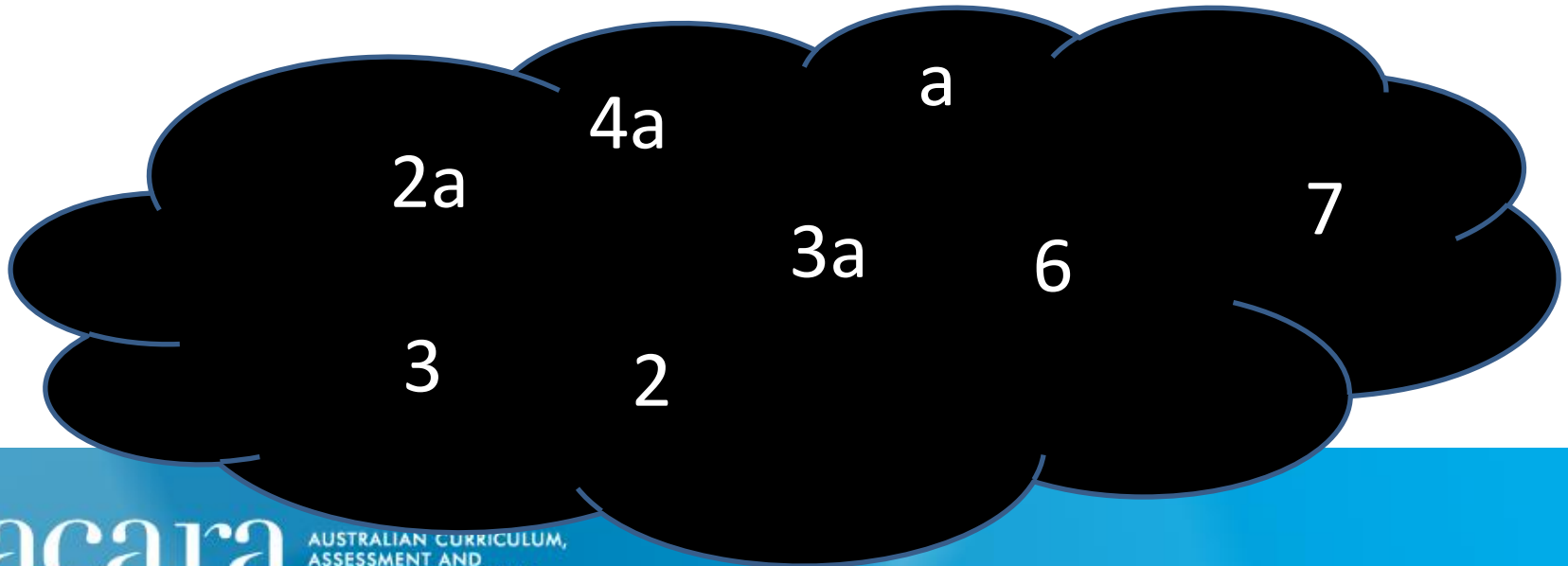
# Tasks

- Race to 10:
  - Start at 0, in turn add on either 1 or 2, first to 10 is the winner
- Race to  $5x + 5y$ 
  - Start at 0, in turn add on either  $x$ , or  $y$ , or  $x + y$ , first to  $5x + 5y$  is the winner

# Task

- Choose some terms from the cloud and write an expression that equals

$$5a + 9$$



# Task

- What might be the missing terms?

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 4x + 3$$

- How might we engage students who could experience difficulty?



- How might we extend students who had finished quickly?

- Which is a better fit?

A square peg in round hole or a round peg in square hole

- How do the proficiencies work in this task?
- What would you do for those students who can't get started?
- How would you extend the top students?

# Questions?



# Questions for clarification