

Curriculum Development Process

Version 6

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Curriculum Development Process

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Amendment history

Date	Version	Comment
19 February 2009	1.0	Approved version following February 2009 interim National Curriculum Board meeting.
8 May 2009	2.0	Updated to take account of ACARA Board decisions and planning for writing.
11 August 2009	3.0	Updated to take account of ACARA Board decisions about development of key issues position paper and meetings of panels to discuss senior years curriculum.
6 May 2010	4.0	Revisions approved by ACARA Board to take account of issues identified during curriculum development for English, Mathematics, Science and History, including greater clarity about the roles and responsibilities of individuals and groups involved in the process, and the establishment of a national panel.
January 2011	5.0	Revised to take account of areas for improvement identified in the development of English, mathematics, science and history; and to incorporate the curriculum evaluation and review phase. (For internal ACARA use only)
February 2012	6.0	Revised to take account of review of curriculum development process.

Purpose and Context

Purpose

1. This paper describes the curriculum development process used by the Australian Curriculum, Assessment and Reporting Authority (ACARA) to develop the Australian Curriculum. It includes:
 - an outline of the structures and the roles and responsibilities of the individuals and groups involved in the curriculum development process
 - the major features of the four phases of the curriculum development process
 - the key criteria for curriculum development
 - the broad timeframe and milestones for curriculum development, which translate into specific curriculum development timelines for particular activities.

Context

2. *Curriculum Development Process* (v6.0) is to be read in conjunction with other documents including:
 - *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA December 2008)
 - *The Shape of the Australian Curriculum* v3.0 (ACARA 2011)
 - *Curriculum Design* v3.0 (ACARA 2012)
3. ACARA's curriculum development work is guided by the *Melbourne Declaration on Educational Goals for Young Australians*, adopted by the Ministerial Council in December 2008. The Melbourne Declaration emphasises the importance of knowledge, skills and understanding of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support twenty-first century learning.
4. All Australian governments have committed to the goals of the Melbourne Declaration, which are that Australian schooling promotes equity and excellence, and that all young Australians become successful learners, confident and creative individuals, and active and informed citizens. Promoting world-class curriculum and assessment is one of eight interrelated areas for action designed to achieve the Melbourne Declaration goals
5. ACARA is committed to a process of curriculum development that:
 - is based on agreed curriculum design principles
 - involves high-level curriculum expertise nationwide
 - provides opportunities for national consultation
 - establishes achievable timelines with available resources
 - ensures high-quality curriculum documents.

Curriculum elements

6. The design elements of the Australian Curriculum are described in detail in ACARA's *Curriculum Design* paper. The curriculum development process will result in a curriculum that includes the following elements for each learning area or subject:
 - rationale and aims outlining the place and purpose of the area, how it contributes to meeting the goals in the national declaration, and the major learning that students will be able to demonstrate
 - content descriptions that detail the essential knowledge, skills and understanding that students will be taught and are to learn, including consideration of general capabilities and cross-curriculum priorities as appropriate
 - content elaborations (F–10) that provide examples to illustrate the content descriptions
 - achievement standards that describe the learning expected of students at points in their schooling, as a result of being taught the content
 - annotated student work samples that illustrate the achievement standards.

The four phases of the curriculum development process

7. The process for developing the Australian Curriculum has been designed to generate broad engagement with, and discussion and feedback about, the shape and content of the Australian Curriculum.
8. The curriculum development process involves four interrelated phases:
 - curriculum shaping
 - curriculum writing
 - preparation for implementation
 - curriculum monitoring, evaluation and review.
9. The **curriculum shaping** phase produces a broad outline of the Foundation to Year 12 (F–12) curriculum for a learning area¹, firstly as an initial advice paper and then as the *Shape of the Australian Curriculum: <Learning Area>*. This paper, developed with expert advice, provides broad direction on the purpose, structure and organisation of the learning area. Along with the *Curriculum Design* paper, it is intended to guide writers of the curriculum. It also provides a reference for judging the quality of the final curriculum documents for the learning area. This phase includes key periods of consultation — open public consultation as well as targeted consultation with key stakeholders including teachers and schools, state and territory education authorities, parents and students, professional associations, teacher unions, universities and industry and community groups.
10. The **curriculum writing** phase produces an Australian Curriculum for a particular learning area, that is, specifications of content and achievement standards to be used by education authorities, schools and teachers in all states and territories. This phase involves teams of writers, supported by expert advisory groups, and includes key periods of consultation — open public consultation as well as targeted consultation with key stakeholders including teachers and schools (through intensive engagement activities), state and territory education authorities, parents and students, professional associations, teacher unions, universities and industry and community groups. The writing phase incorporates the process for validation of achievement standards and culminates in publication of the Australian Curriculum for the learning area.
11. The **preparation for implementation** phase involves delivery of the curriculum to school authorities and to schools in an online environment in time for school authorities, schools and teachers to prepare for implementation. Implementation and implementation support are the responsibility of state and territory school and curriculum authorities. ACARA works with state and territory curriculum and school authorities to support their ongoing implementation planning by providing briefings, introductory information materials and national facilitation for planning.

¹ Learning area refers to the learning areas and subjects in the *Melbourne Declaration* (2008).

The four phases of the curriculum development process

12. The **curriculum monitoring, evaluation and review** of the Foundation to Year 10 Australian Curriculum will be ongoing, with annual reports to the ACARA Board detailing any issues identified. Analysis of the issues and any recommended actions, including any that might include further investigation, will be included. Monitoring will be coordinated by ACARA and, where relevant data gathering is required, will include partnerships with state and territory curriculum and school authorities. This might include data about areas for which teachers require ongoing support in order to teach the curriculum. Specific monitoring mechanisms will be negotiated with state and territory curriculum and school authorities for the provision of relevant local data about the Australian Curriculum. ACARA will provide a monitoring framework, including research questions and associated data gathering, which can be used by state and territory education authorities as part of their own monitoring strategies, to assist in their collection and provision of state and territory data about the Australian Curriculum to ACARA. The evaluation process may result in minor changes to, or a revision of, the curriculum.

Curriculum development criteria

13. At each phase of curriculum development, the basis for approval or endorsement of curriculum documentation by the ACARA Board involves criteria which focus on the quality of the product and the process.
14. The quality criteria:
 - provide a focus for consultation, with particular attention given to consultation questions asked and the subsequent analysis and reporting of consultation data
 - are supported by the quality assurance process, including a quality assurance checklist
 - are used by the ACARA Board, the F–12 Curriculum Reference Group and advisory groups in their review of draft curriculum materials.
15. Criteria that will be used to judge the quality of the curriculum include:
 - The curriculum is clear about what is to be taught across the years or bands of schooling and the quality of learning expected of students as they progress through school.
 - The curriculum is flexible enough that it:
 - can accommodate the reality of student, teacher and school diversity
 - has high expectations and standards that are challenging yet realistic.
 - The curriculum specifies what all young Australians:
 - should learn as they progress through schooling
 - can be taught well within the overall teaching time and with the resources available to teachers and students.
 - The curriculum is concise and expressed in plain language while preserving a complexity appropriate for professional practitioners and is consistent in terms of language and broad structure.
 - The curriculum is established on a strong evidence base, including the implications of the curriculum for learning, pedagogy and what works in professional practice, and has been benchmarked against international curricula.

Curriculum development criteria

16. Criteria that will be used to judge the quality of the curriculum development process include:
- ACARA has identified and engaged with key stakeholders (and maintained an accurate record of their engagement, contact and feedback).
 - The range of consultation strategies used to elicit feedback and engage stakeholders in the development, consultation and review of the curriculum is appropriate for the range and diversity of stakeholders.
 - The analysis of quantitative and qualitative data is rigorous and findings from consultation are accurately represented and incorporated in reports.
 - ACARA has responded to, and can account for, the range of stakeholder feedback as part of the revision process.
 - The quality control and assurance measures are rigorous, and achievement of key milestones is timely.

Roles and responsibilities

17. There are a number of groups involved in ACARA's curriculum development process at both the consultation and decision-making stages of the process. Their composition and respective roles and responsibilities are outlined below.

Standing Council on School Education and Early Childhood (SCSEEC)

18. Membership of the Standing Council on School Education and Early Childhood (SCSEEC) comprises Australian state and territory, Australian Government and New Zealand ministers with responsibility for school education and early childhood development.
19. The Council aims to ensure all Australian children are fully prepared for learning and life. Consistent with the *Melbourne Declaration on Educational Goals for Young Australians*, the Council will work to ensure high-quality schooling and early childhood development experiences for all young Australians. The Council provides a forum through which strategic policy on school education and early childhood development can be coordinated at the national level, and through which information can be shared and resources used collaboratively towards the achievement of agreed objectives and priorities.
20. The areas of responsibility covered by the Council are:
 - primary and secondary education
 - cross-sectoral matters including transitions and careers
 - early childhood development including early childhood education and care.
21. The ACARA Board reports directly to SCSEEC for information, advice, feedback and final decisions relating to the release of the Australian Curriculum.

Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC)

22. The council is supported by a group of senior officials who meet regularly as the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC). AEEYSOC is directly responsible to the council for the execution of its decisions.
23. The council is also supported by a number of taskforces and working groups, convened as needed for particular tasks. These taskforces have prescribed timeframes and reporting arrangements and are reviewed annually by AEEYSOC.

Roles and responsibilities

ACARA Board

24. The ACARA Board comprises 13 members as set out in the *Australian Curriculum, Assessment and Reporting Authority Act 2008*.

In relation to the development of the Australian Curriculum the ACARA Board:

- authorises policy and procedures for the development of curriculum (for example, curriculum development process, curriculum design)
- endorses draft and final documents for release or for submission to the SCSEEC (for example, shape papers, curriculum documents)
- makes decisions about issues having a significant impact on ACARA's operating environment, including strategic directions, political implications and key relationships.

ACARA Curriculum Group

25. The ACARA Curriculum Group manages the curriculum development projects as they progress through each phase of the curriculum development process.

The Curriculum Group:

- manages the drafting, revision and final quality assurance of curriculum documents
- manages the writing teams and the advisory groups during the shaping and writing processes
- liaises closely with lead writers as they in turn lead, guide and support the writing process
- builds and maintains successful and productive working relationships and communication between the writers and advisory group members and also with key external stakeholders
- communicates key advice from the Board to both the writing teams and the advisory groups and maintains transparent communication and decision-making processes
- provides clear evidence-based advice to the Board and the General Manager, Curriculum about key developments, key issues that require resolution and recommended positions prior to approval
- establishes and maintains consultative networks of key stakeholders
- manages a range of consultation, communication, monitoring, review and evaluation strategies
- ensures that a range of perspectives and views are canvassed and addressed.

Roles and responsibilities

F–12 Curriculum Reference Group

26. The F–12 Curriculum Reference Group provides the ACARA executive with high level advice to advance strategic priorities in ACARA’s work plan. It provides advice on:
 - F–12 curriculum design and development policies and practices, and reviewing and providing feedback on draft documents
 - strategies to respond to issues raised during curriculum development and consultation
 - curriculum and implementation support strategies and materials.
27. Group members endeavour to represent the high-level views of their jurisdiction/organisation on matters discussed by the group and ensure, as far as practicable, that information relating to the work of the group is communicated to the jurisdiction/organisation.
28. The F–12 Curriculum Reference Group consists of:
 - the General Manager Curriculum at ACARA (chair)
 - one nominee from each state and territory drawn from members of the Curriculum Directors Forum
 - one nominee of the National Catholic Education Commission (NCEC)
 - one nominee of the Independent School Council of Australia (ISCA)
 - one nominee of the Department of Education, Employment and Workplace Relations (DEEWR)
 - members of the ACARA Board as determined by the Board.

Lead writer

29. In the curriculum-shaping phase for a learning area, a lead writer is appointed on a contractual basis by ACARA. Depending on the learning area, other discipline contributors may also be appointed to support the lead writer in the shaping phase.
30. Lead writers and discipline contributors are selected because of the esteem in which they are held in the community, their networks and their expertise in the learning area, that is, their deep knowledge of learning, pedagogy and contemporary professional practice.
31. The lead writer:
 - develops an initial advice paper and a draft *Shape of the Australian Curriculum: <Learning Area>* paper based on advice from ACARA, including the position paper for the learning area
 - supports ACARA in the review of consultation feedback on the draft shape paper and in the writing of the final shape paper

Roles and responsibilities

- acts in a consultancy role for ACARA during the shaping and curriculum writing phases
- acts as coach or mentor during the writing phase
- may act as a public advocate for ACARA during all phases of curriculum development.

Curriculum writers

32. For the curriculum-writing phase, a small team of writers is appointed (up to two for each stage of schooling)² following a national selection process, with coordination being undertaken by the ACARA curriculum manager and senior project officer. Writers will be engaged by ACARA to undertake the writing task.
33. Additional specialist writers may be appointed to assist in writing for specific discipline areas in some F–10 learning areas and in the senior secondary curriculum.
34. Writers are selected from an expression of interest register and/or may be nominated by ACARA. Selection takes account of learning area/subject expertise, curriculum development expertise and teaching or related experience.
35. The role of writers is to complete the writing task in accordance with the parameters and writing instructions established through the *Shape of the Australian Curriculum* paper, the relevant *Shape of the Australian Curriculum: <learning area>* paper, the *Curriculum Design* paper, and any other directions provided by ACARA.

Learning area advisory groups

36. The writing team for a learning area or subject is assisted in the curriculum shaping and writing process by a panel of experts, known as a learning area advisory group, which provides advice on draft materials at key stages in the development process.
37. The advisory group is responsible for providing guidance and advice to ACARA on the Australian Curriculum materials as they are drafted.
38. In particular, the advisory group:
 - provides advice to writing teams at prescribed points throughout the project (as defined by the detailed project plan)
 - provides advice on groups or individuals to be consulted
 - reviews documentation prepared during the curriculum development process
 - provides advice to the board and/or the ACARA executive on the suitability and quality of curriculum documents (both for consultation and for final publication).

² This may vary by learning area and disciplines therein.

Roles and responsibilities

39. The chair of each advisory group is a relevant ACARA curriculum manager or ACARA nominee. The relevant senior project officer acts as the executive officer for the group.
40. Each advisory group meets at key stages in the curriculum development process. The meetings include face-to-face meetings and tele/videoconferences. These are negotiated initially as part of the contractual arrangements and reviewed as necessary.
41. Each advisory group comprises 8 – 12 members. Each member has particular expertise in the relevant learning area/subject, with selection of members based on expertise rather than representation. That expertise may be drawn from:
 - established, leading academics in the discipline and the field of education
 - teachers with a range of experience in the learning area from Foundation to Year 12
 - members of peak national bodies in the learning area or subject
 - industry professionals or community members (if applicable)
 - curriculum experts from school and curriculum authorities.
42. Typically, members are appointed for a particular phase of the curriculum development process, that is the curriculum shaping phase, the curriculum drafting phase, or final curriculum writing. Membership is reviewed at the end of each phase and there is a process of closure and re-engagement as necessary.
43. Panel membership is dynamic, in order to reflect the different phases of curriculum development, but some continuity of membership is maintained to assist with continuity of practice and knowledge across phases of the curriculum development process. At particular phases there will be a demand for particular types of expertise and, depending on the learning area, this may require appointing additional specialists.

Across learning area advisory groups

44. ACARA has established advisory groups to provide particular expert guidance and advice on strategic policy directions and on draft curriculum at key stages in the curriculum development process. Three such groups are the Equity and Diversity Advisory Group, the Students with Disability Advisory Group and the Aboriginal and Torres Strait Islander Advisory Group.
45. The Equity and Diversity Advisory Group has been established to provide ACARA with advice on equity and diversity perspectives at key stages in the curriculum development process, including curriculum design and development processes, draft curriculum, and associated information and support materials. Initially the group provides advice about questions to be considered in the curriculum development process to ensure a curriculum that is inclusive of all students. In order to provide final feedback, this group uses these questions to reference its feedback during the consultation process.

Roles and responsibilities

46. The Students with Disability Advisory Group has been established to provide ACARA with explicit guidance and advice concerning students with disability. The advisory group provides advice to writing teams at defined stages throughout the project; provides advice on the groups or individuals who are to be consulted; reviews documentation prepared during the curriculum development process; and provides advice to the ACARA Executive on the suitability and quality of curriculum documents for students with disability.
47. The Aboriginal and Torres Strait Islander Advisory Group has been established to provide ACARA with explicit guidance and advice concerning Aboriginal and Torres Strait Islander histories and cultures. The advisory group provides advice to writing teams at defined stages throughout the project; provides advice on the groups or individuals who are to be consulted; reviews documentation prepared during the curriculum development process; and provides advice to the ACARA Executive on the suitability and quality of curriculum documents.
48. The chair of each advisory group is typically the General Manager Curriculum or a delegated ACARA curriculum manager. The relevant senior project officer acts as the executive officer for the group.
49. Advisory groups meet at key stages in the curriculum development process. The meetings include face-to-face meetings and tele/videoconferences. These are negotiated initially as part of their agreements and reviewed as necessary.
50. Each advisory group comprises 8 – 12 members. Each member has particular expertise in the relevant area/s, with selection of members based on expertise and representation. That expertise may be drawn from:
 - established, leading academics in the discipline and the field of education
 - members of peak national bodies in the relevant area/s
 - industry professionals or community members (if applicable)
 - expertise in schools and education authorities.

Other advisory or working groups

51. From time to time ACARA will establish other advisory groups to provide ACARA with particular expert advice or to undertake particular curriculum-related tasks.
52. From time to time ACARA will establish specific purpose working groups to undertake particular curriculum-related tasks, for example, the English as an Additional Language or Dialect (EAL/D) Working Group.

Roles and responsibilities

National panels

53. National panels are responsible for providing state, territory, and professional association feedback to ACARA at key points in the shaping and writing phases of the curriculum development process. In particular, identifying from their perspectives the key risks, challenges and opportunities at those critical points.
54. The national panel for each Foundation to Year 12 learning area, subject or senior secondary subject consists of members with relevant curriculum expertise and curriculum development experience and is representative, including:
 - up to two education authority representatives from each state and territory
 - one representative from the Department of Education, Employment and Workplace Relations (DEEWR)
 - representatives of relevant national professional teacher associations (who may meet separately to the education authority representatives).
55. National panels are convened at critical stages in the development process to review:
 - the draft shape paper prior to national consultation
 - the revised draft shape paper in response to national consultation feedback
 - the draft learning area broad overview and scope and sequence
 - the draft Australian Curriculum for the learning area prior to national consultation
 - the national consultation feedback and proposed ways forward
 - the revised draft Australian Curriculum in response to national consultation.
56. National panel meetings are chaired by the General Manager Curriculum or by delegation to the Senior Manager Curriculum.

National forums

57. National forums of key stakeholders are occasionally constituted to gauge broader stakeholder opinion on the Australian Curriculum materials as they are drafted.
58. A national forum is conducted in the shaping phase to review the initial advice paper.
59. The forums are expert and representational including:
 - Up to five nominees from each state and territory (three teachers — lower primary, upper primary, lower secondary; and two non-school-based — primary and secondary)
 - Up to four representatives of professional teacher associations
 - Up to six tertiary representatives (with discipline and education backgrounds)
 - Other stakeholder experts as nominated by ACARA.
60. In some cases, for example as in Languages or the Arts, there may be a variation to the membership profile to best meet the needs of the area under development.

Roles and responsibilities

Curriculum Directors Forum

61. The Curriculum Directors Forum provides advice on ACARA's curriculum development program (shaping, writing, preparation for implementation and monitoring, review and evaluation). By keeping informed of work in progress, members of the forum are also able to play a key communication role within their jurisdictions.
62. The Curriculum Directors Forum provides advice to ACARA on:
 - key structural and organisational matters in relation to curriculum, including assessment and reporting
 - key process and engagement matters, including advice on communication and preparation for implementation.
63. The Curriculum Directors Forum comprises a nominee from each curriculum authority and school authority in each state and territory (that is, four from each jurisdiction) with additional representatives from DEEWR. The group meets four times a year, with dates set by ACARA once the year's curriculum development program is set. In between meetings forum members communicate via email and via a dedicated SharePoint site.
64. Forum members are encouraged to play an active role in providing input and feedback as experts in their own right. They can also provide a state/territory perspective on certain topics for discussion.
65. Each state and territory nominates an officer to be a key contact or liaison with ACARA on operational matters related to curriculum development and consultation activity, including any school engagement activity. These officers are responsible for conveying relevant information to and from the relevant system and sectors within their state or territory.

Roles and responsibilities

Intensive engagement schools

66. As part of the consultation on the draft curriculum, ACARA selects up to 50 schools to participate in a more intensive engagement program with the draft curriculum for each learning area. (Typically one or two teachers in each school are selected/nominated to trial the curriculum, that is, a maximum of 100 teachers in total).
67. The aim of the intensive engagement program is three-fold:
 - to gain feedback on the manageability of draft curriculum through short-term intensive classroom activities
 - to collect a range of planning and assessment documents to assist in preparation for implementation of the Australian Curriculum
 - to collect a range of samples of student work to exemplify student achievement of the standards.
68. The final selection of schools will ensure that there is reasonable representation in terms of geographical location (rural, remote, metropolitan), school system (independent, Catholic, government), stage of schooling (F–2, 3–6, 7–10, 11–12), socioeconomic status (low, medium, high), coverage of all subjects within disciplines, states and territories, and representation of Aboriginal and Torres Strait Islander students, learners of English as an Additional Language or Dialect (EAL/D) and students with disability.

The curriculum development process — broad timeframe and milestones

69. The following table provides an outline and indicative timeframe for ACARA's curriculum development process.

Deliverables	Activities	Approval steps
CURRICULUM SHAPING PHASE (9 MONTHS)		
Project plan	<p>Project plan including a communications strategy and a risk assessment analysis</p> <p>Project plan aligned with corporate documents including the ACARA Strategic Plan and the Risk Management Plan</p> <p>SharePoint site established</p> <p>Analysis of stakeholders including who the stakeholders are, what their issues are, who will be engaged in the development process and why, when and how</p>	GM, Curriculum approves project plan
Scan and literature review	<p>Environmental scan and desktop mapping of state, territory and international curricula and national and international literature review</p> <p>F–12 Curriculum Reference Group provides feedback on scan, mapping and review</p>	GM, Curriculum approves literature review and mapping
Position paper on key issues	<p>Identification of experts in the field to attend position paper workshop</p> <p>Workshop with experts to identify key issues that will guide development of a position paper.</p> <p>Development of draft position paper</p> <p>Cross-curriculum and inclusivity check to ensure appropriate attention has been given to general capabilities, cross-curriculum priorities, students with disability and equity and diversity³</p> <p>F–12 Curriculum Reference Group provides feedback on position paper</p>	<p>GM, Curriculum approves position paper</p> <p>Board provides advice on key issues in the position paper</p>

³ This refers to collaborative work undertaken between learning area officers and those responsible for general capabilities and cross-curriculum priorities, to identify opportunities for effective embedding and representation.

The curriculum development process — broad timeframe and milestones

Deliverables	Activities	Approval steps
Initial advice paper drafted	<p>Lead writer appointed</p> <p>Small advisory group appointed to support the lead writer</p> <p>Lead writer prepares initial advice paper with feedback from ACARA</p> <p>F–12 Reference Group provides strategic advice on the draft paper</p> <p>Cross-curriculum and inclusivity check</p>	<p>Board provides advice on lead writer and advisory group membership</p> <p>GM, Curriculum approves appointment of lead writer and advisory group</p> <p>GM, Curriculum approves initial advice paper for submission to Board</p> <p>Board approves initial advice paper for national forum</p>
National forum consultation on initial advice paper	<p>ACARA officers prepare invitation list and seek nominations</p> <p>National forum conducted</p> <p>Consultation feedback from forum analysed and key directions for redrafting established</p>	<p>GM, Curriculum approves national forum feedback report and key directions for redrafting</p>
Draft shape paper prepared	<p>Lead writer commences drafting shape paper</p> <p>Cross-curriculum and inclusivity check</p> <p>Draft shape paper reviewed and commented on by learning area advisory group</p> <p>National panel meeting to collect feedback</p> <p>F–12 Curriculum Reference Group provides feedback on draft shape paper</p> <p>Draft shape paper finalised</p> <p>Consultation questions and online questionnaire prepared by ACARA</p> <p>Draft shape paper published for online consultation (consultation period — 10 weeks)</p> <p>Promotion of consultation on draft shape paper to stakeholders</p>	<p>GM, Curriculum approves draft shape paper, online questionnaire and consultation plan for submission to Board</p> <p>Board approves draft shape paper for national consultation</p>

The curriculum development process — broad timeframe and milestones

Deliverables	Activities	Approval steps
Draft shape paper finalised	<p>Consultation feedback analysed and consultation report prepared with proposed actions</p> <p>Draft shape paper revised</p> <p>Shape paper and consultation report published on ACARA website</p>	<p>GM, Curriculum approves consultation report and final shape paper for submission to Board</p> <p>Board approves shape paper and consultation report</p>

The curriculum development process — broad timeframe and milestones

Deliverables	Activities	Approval steps
CURRICULUM WRITING PHASE (20 MONTHS)		
Broad outline of curriculum drafted (F–10 rationale, aims, scope and sequence; senior secondary overview – rationale, aims, content scope)	<p>Expressions of Interest for writers and advisory group members</p> <p>Selection of writers and advisory group members</p> <p>Writing work plan and templates developed</p> <p>Induction of writers and learning area advisory group</p> <p>Cross-curriculum and inclusivity check</p> <p>Development of broad outline by writers with advisory group led by ACARA officers</p> <p>Broad outline of aims, rationale and scope and sequence developed, reviewed and commented on by learning area advisory group</p> <p>National panel meeting to provide response to broad outline and overview of curriculum</p> <p>Broad outline of curriculum revised</p>	GM, Curriculum approves broad outline
Detailed curriculum materials drafted	<p>Advisory group membership reviewed</p> <p>Drafting of curriculum content descriptions, elaborations and achievement standards</p> <p>Cross-curriculum and inclusivity check</p> <p>Consultation plan prepared</p> <p>Identification and confirmation of trial schools and activity</p>	
Finalisation of draft curriculum materials	<p>Draft curriculum reviewed and commented on by learning area advisory group</p> <p>National panel meeting to provide response to draft curriculum materials</p> <p>Preparation for online consultation including online questionnaire</p> <p>Communication plan developed</p>	<p>GM, Curriculum approves draft curriculum for submission to Board</p> <p>Board approves draft curriculum for consultation</p>

The curriculum development process — broad timeframe and milestones

Deliverables	Activities	Approval steps
Draft curriculum published and released for online consultation	<p>Publish and promote draft curriculum (consultation period — 10–12 weeks)</p> <p>Trial school activity, collection of work samples and monitoring by ACARA</p> <p>Consultation workshops and/or presentations</p>	
Consultation report, trial school report and proposed responses to key findings published	<p>Consultation feedback analysed</p> <p>Draft consultation report, trial schools report, and directions for revision prepared</p> <p>F–12 Reference Group provides strategic advice on consultation report and directions for revisions</p> <p>Cross-curriculum and inclusivity check</p> <p>Consultation report published on ACARA website and promoted</p>	<p>GM, Curriculum approves consultation reports</p> <p>Board approves consultation reports for publication</p>
Draft curriculum materials revised	<p>Preparation of work samples to be included with final curriculum</p> <p>Revisions to curriculum in response to consultation report</p> <p>Cross-curriculum and inclusivity check</p> <p>Revised draft curriculum reviewed and commented on by learning area advisory group</p> <p>National panel meetings to provide feedback on draft revisions</p> <p>Revised draft curriculum finalised for publication</p>	<p>GM approves revised draft curriculum for placement on the website</p>
Revised drafts available publicly on the Australian Curriculum website for viewing and for comment for up to 6 weeks	<p>Revised draft curriculum uploaded to the website for viewing and comment</p> <p>Consultation with state and territory authorities seeking feedback on revised draft curriculum</p> <p>Work samples finalised</p>	<p>GM, Curriculum approves revised curriculum prior to validation</p>

The curriculum development process — broad timeframe and milestones

Deliverables	Activities	Approval steps
Curriculum validated (The validation process will focus on the extent to which the achievement standards are coherent, well sequenced and pitched appropriately)	Validation process includes two national meetings of teachers and some online collaboration Achievement standards validated Final validation report prepared	GM, Curriculum approves validation report
Publication of final curriculum	Final revised curriculum (and work sample portfolios) prepared for publication Final revised curriculum prepared for Board approval Information materials prepared Communication plan for launch and implementation prepared Curriculum published on Australian Curriculum website	GM, Curriculum approves final revised curriculum (and work samples) Board endorses final curriculum Standing Council approves final curriculum

PREPARATION FOR IMPLEMENTATION (12 MONTHS)

Development of stakeholder briefing packages highlighting:

- public information materials on the ACARA website,
- how it will ‘impact’ stakeholders concerned
- support strategies available.

Review and publication of revised information sheets and multimedia material (for example, video).

Briefing sessions held with state and territory authorities and other key stakeholder groups.

Summaries of implementation strategies of state and territory school and curriculum authorities to be shared on the ACARA website.

Work with Curriculum Directors Forum and the F–12 Curriculum Reference Group to collect feedback on implementation issues and any useful materials such as work samples.

A report on implementation issues to be provided to the ACARA Board.

Collection, collation and analysis of data on use of Australian Curriculum.