

General Capabilities – Consultation Draft Questionnaire

Welcome to ACARA's online questionnaire on the draft General Capabilities

The purpose of this questionnaire is to enable individuals and groups to provide feedback on the draft general capabilities conceptual statements and learning continua.

Feedback is sought in relation to the place of the general capabilities in the Australian Curriculum; the nature and scope of each of the capabilities; the pitch of descriptions and progression of learning in each continuum; and presentation of the materials.

You can choose to provide feedback on the General Capabilities Overview and/or one or more of the seven general capabilities.

For each general capability reviewed, please provide a rating for all questions by marking the appropriate box with an X. If you wish to elaborate on your rating or disagree with any of the statements in the questionnaire, there is an opportunity to include comments. These might outline why and how you believe improvements can be made. Comments are optional and can be accessed following completion of the ratings.

If you wish to prepare more detailed feedback, you can submit additional notes to the questionnaire. It will assist analysis if the notes are organised around the headings in the questionnaire which reflect the organisation of the draft general capabilities statements and learning continua.

CONSULTATION CLOSE

Questionnaires can be submitted until **Sunday 7 August 2011**.

Thank you for your feedback.

BACKGROUND INFORMATION

Individual feedback

1. In which state or territory are you based? (Check as appropriate)

- | | |
|------------------------------|-------------------------------------|
| Australian Capital Territory | <input type="checkbox"/> |
| Queensland | <input type="checkbox"/> |
| New South Wales | <input checked="" type="checkbox"/> |
| Northern Territory | <input type="checkbox"/> |
| South Australia | <input type="checkbox"/> |
| Tasmania | <input type="checkbox"/> |
| Victoria | <input type="checkbox"/> |
| Western Australia | <input type="checkbox"/> |

2. Which category of respondent best describes your perspective?

- | | |
|------------------------------|--------------------------|
| Primary teacher | <input type="checkbox"/> |
| Secondary teacher | <input type="checkbox"/> |
| School leader | <input type="checkbox"/> |
| Academic | <input type="checkbox"/> |
| Parent | <input type="checkbox"/> |
| Student | <input type="checkbox"/> |
| Employer | <input type="checkbox"/> |
| Other (please specify) _____ | |

Group feedback

3. If you are providing a group or institutional response (eg school, professional association, university faculty, education authority) which category of respondent best describes your perspective?

- | | |
|--------------------------------|-------------------------------------|
| School | <input type="checkbox"/> |
| Professional association | <input checked="" type="checkbox"/> |
| University faculty | <input type="checkbox"/> |
| Education authority | <input type="checkbox"/> |
| If other, please specify _____ | |

4. Please indicate the name of the group or institution below.

Group/institution name: **Australian Council of TESOL Associations (ACTA)**

5. If group/institution response, how many people have contributed to this response?

The response has been prepared by a working party in consultation with the state and territory TESOL associations.

General capabilities: An overview

1. General capabilities in the Australian Curriculum		Strongly disagree	Disagree	Agree	Strongly agree
1a	The set of seven general capabilities is appropriate (ie they cover the range of knowledge, skills and dispositions expected in a curriculum for the 21 st century).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1b	The role of general capabilities in the Australian Curriculum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1c	<p>Comments</p> <p>The inclusion of general capabilities in the Australian Curriculum is strongly endorsed, as is the explicit link made to the <i>Melbourne Declaration on Educational Goals for Young Australians</i> (MCEETYA 2008).</p> <p>To reflect and reinforce emphasis elsewhere in the document, ACTA recommends the addition of the phrase “within local, regional and global contexts” at the end of the first paragraph, viz.:</p> <p><i>The Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) states that school education is to support all young people in Australia becoming successful learners, confident and creative individuals, and active and informed citizens <u>within local, regional and global contexts.</u></i></p>				
2. General capabilities in the learning areas		Strongly disagree	Disagree	Agree	Strongly agree
2a	The relationship between the general capabilities and the learning areas is explained clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2b	<p>Comments</p> <p>Cross-referencing the general capabilities to the learning area content descriptions and content elaborations is strongly endorsed.</p> <p>However, the achievement standards across all four learning areas do not reflect the broader understandings expected at each year level from the incorporation of general capabilities (and cross-curriculum priorities). Specific reference should be made to aspects of the general capabilities (and cross-curriculum priorities) in the achievement standards.</p>				
3. General capabilities materials for schools and teachers		Strongly disagree	Disagree	Agree	Strongly agree
3a	The purpose of the general capabilities materials for schools and teachers is clearly explained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3b Comments:
Additional support must be provided for schools and teachers in the form of professional learning and sample teaching resources in order for the general capabilities (and cross curriculum priorities) to be effectively incorporated into teaching and learning programs across the learning areas.

4. General	Strongly disagree	Disagree	Agree	Strongly agree
4a The Overview contains an appropriate level of detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4b The general capabilities materials (ie conceptual statements and continua) are logically structured.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4c The online presentation of the general capabilities materials is user-friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4d Comments
The capacity to see different views of the general capabilities materials and continua (e.g., by using filters to identify where specific general capabilities have been identified in the learning areas) has enhanced the utility of the materials for teachers.

5. Two forms of the continua in tables have been provided for feedback. For the Literacy and Numeracy continua, descriptions are presented in a table in bullet point format. The continua for the other five capabilities are presented in tables in paragraphs with an alternative prose view for each stage of schooling.

Which form is your preference and why?

The use of tables in paragraphs with an alternative prose view for each stage of schooling is preferred. This form provides more flexibility and precision in that the sentence stems for each description can be varied.

Literacy

Conceptual statement

1. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
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1a	The description of Literacy in the Australian Curriculum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1b	The title of the capability adequately reflects the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1c Comments
ACTA recommends that the definition of literacy provided here explicitly acknowledges that students might possess or be developing literacy in a language or languages other than English. For EAL/D learners in particular, home language maintenance and the development of L1 literacy skills provide the foundations for effective English language learning.

In view of the explicit emphasis on global citizenship within the Australian Curriculum, the addition of the words “Standard Australian English language” in the opening sentence is strongly recommended:

In the Australian Curriculum, literacy refers to a repertoire of Standard Australian English language skills that enable students to ...

Thereafter it would be acceptable to use the term “literacy” to refer solely to literacy in Standard Australian English.

2. Scope of Literacy		Strongly disagree	Disagree	Agree	Strongly agree
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2a	The most important elements of Literacy are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2b	The scope of Literacy is coherent (ie the elements make sense as a group).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2c Comments

The use of the word "comprehend" is limiting and the description of "word knowledge" needs to be clarified.

Comprehension of texts is just the beginning; the statement should address the analytical and evaluative processes that good readers go through to demonstrate and clarify their understandings of texts.

ACTA recommends the addition of the words "engage with and respond to texts" in the first bullet point and the second sentence stem, viz.:

[...] To do this, students learn to:

- *Comprehend, engage with and respond to texts through listening, viewing and reading – interpreting, analysing, evaluating and responding to increasingly complex spoken, written and multimodal texts typical of each learning area (Comprehension).*
- *Compose texts through speaking, writing and creating – constructing, editing, presenting and performing increasingly complex spoken, written and multimodal texts typical of each learning area (Composition).*

To comprehend, engage with and respond to and compose effective texts students need to: [...]

The first bullet point in the second paragraph of this section is not clearly expressed, and it does not sufficiently communicate the idea that writers and texts have the power to influence thinking and behaviour and the need for students to develop critical literacy skills. ACTA recommends the reframing of the first bullet point as follows:

To comprehend, engage with and respond to, and compose effective texts students need to:

- *Understand the purpose and structure of different types of texts – learning how texts are consciously constructed by socially and culturally situated writers with particular purposes in mind (text purposes and structures).*

The developmental nature of vocabulary learning is also not sufficiently clear. "Word knowledge" includes more than spelling. ACTA recommends the reframing of the third bullet point in the second paragraph as follows:

To comprehend, engage with and respond to, and compose effective texts students need to: [...]

- *understand, develop and use vocabulary by meeting new vocabulary in listening and reading activities, producing new vocabulary in speaking and writing activities, moving toward increasingly complex texts, and developing a system of vocabulary learning strategies (word knowledge) [...]*

3. Literacy across the curriculum

Strongly disagree

Disagree

Agree

Strongly agree

3a The distinction between Literacy as a general capability and the Literacy strand in the English curriculum is clear.

3b	The description of the place of Literacy in the learning areas is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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3c Comments
It would be useful to provide a hyperlink to both the Filter and the Continuum in this section.

4. Theoretical framework

Strongly disagree

Disagree

Agree

Strongly agree

4a	The theoretical basis for the Literacy capability is sound.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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4b Comments

The theoretical basis endorses the view that when we refer to literacy we are referring to something that is common to languages across the globe. To acknowledge this, and to further the ACARA goal of working towards global citizenship and also encouraging young people to learn additional languages, ACTA recommends the addition of the phrase “including languages other than English” at the end of the final sentence, viz.:

Literacy is also influenced by the changes in what counts as text in modern societies. When texts were considered as spoken or written “word communications”, literacy involved only abilities related to understanding and producing those spoken and written communications. But with the advent of multimodal and digital communications, literacy can now be considered to include the creation and interpretation of all the modes of communication that modern texts employ (Walsh 2011), including languages other than English.

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5. Identify any elements of Literacy, not currently included, that you believe should be included and explain why.

In order to ensure that the Australian Curriculum is inclusive of all learners, acknowledgement must be given to those students who have or are developing literacy skills in a language or languages other than Australian English.

As noted, for EAL/D learners in particular, home language maintenance and the development of L1 literacy skills provide the foundations for effective English language learning.

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- 6.** Identify any elements of Literacy, currently included, that you believe should not be included and explain why.
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Literacy continuum

7. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
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7a The structure of the continuum is clear.

7b Comments

The Introduction should make it clear that the continuum refers only to literacy in English, as it excludes recognition of students' possible literacies in other languages. This could be addressed by the addition of the phrase "in Standard Australian English" and a final sentence acknowledging students' capacities for literacy and proficiency in another language or languages, viz:

Literacy learning is presented as a continuum that describes the knowledge, skills and dispositions that students can reasonably be expected to have developed in Standard Australian English at particular points of schooling.

[...]

The continuum does not attempt to take account of students' literacy or proficiency in languages, creoles and/or dialects other than Standard Australian English, but teachers are encouraged to recognise, acknowledge and value the language and literacy skills which students bring with them to the classroom.

8. Elements of Literacy		Strongly disagree	Disagree	Agree	Strongly agree
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8a The elements are adequately described.

8b Comments

9. The continuum		Strongly disagree	Disagree	Agree	Strongly agree
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9a The organisation of the continuum (by element and stage of schooling) is easy to follow.

9b Comments

9c There is a logical progression of the knowledge and skills across the stages.

9d Comments

9e Capability descriptions are pitched appropriately (ie the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).

9f Comments

9g Generally, capability descriptions contain an appropriate level of detail.

9h Comments

10. Provide any suggestions for improvement of the Literacy continuum.

Numeracy

Conceptual statement

1. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of Numeracy in the Australian Curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1b	The title of the capability adequately reflects the content.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1c	Comments ACTA supports the inclusion of Numeracy as a general capability.				
2. Scope of Numeracy		Strongly disagree	Disagree	Agree	Strongly agree
2a	The most important elements of Numeracy are addressed.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2b	The scope of Numeracy is coherent (ie the elements make sense as a group).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2c	Comments				
3. Numeracy across the curriculum		Strongly disagree	Disagree	Agree	Strongly agree
3a	The distinction between Numeracy as a general capability and numeracy in the Mathematics curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3b	The description of the place of Numeracy in the learning areas is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3c	Comments				
4. Theoretical framework		Strongly disagree	Disagree	Agree	Strongly agree
4a	The theoretical basis for the Numeracy capability is sound.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4b Comments

5. Identify any elements of Numeracy, not currently included, that you believe should be included and explain why.

6. Identify any elements of Numeracy, currently included, that you believe should not be included and explain why.

Numeracy continuum

7. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
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7a	The structure of the continuum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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7b Comments

8. Elements of Numeracy		Strongly disagree	Disagree	Agree	Strongly agree
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8a	The elements are adequately described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8b Comments

9. The continuum		Strongly disagree	Disagree	Agree	Strongly agree
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9a	The organisation of the continuum (by element and stage of schooling) is easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9b Comments

9c	There is a logical progression of the knowledge and skills across the stages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9d Comments

9e	Capability descriptions are pitched appropriately (ie the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9f Comments

9g	Generally, capability descriptions contain an appropriate level of detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9h Comments

10. Provide any suggestions for improvement of the Numeracy continuum.

ICT competence

Conceptual statement

1. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of ICT competence in the Australian Curriculum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1b	The title of the capability adequately reflects the content.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1c	Comments ACTA supports the inclusion of ICT competence as a general capability.				

2. Scope of ICT competence		Strongly disagree	Disagree	Agree	Strongly agree
2a	The most important elements of ICT Competence are addressed.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2b	The scope of ICT competence is coherent (ie the elements make sense as a group).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2c	Comments				

3. ICT competence across the curriculum		Strongly disagree	Disagree	Agree	Strongly agree
3a	The description of the place of ICT competence in the learning areas is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3b	Comments				

4. Theoretical framework		Strongly disagree	Disagree	Agree	Strongly agree
4a	The theoretical basis for the ICT competence capability is sound.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4b Comments

5. Identify any elements of ICT competence, not currently included, that you believe should be included and explain why.

6. Identify any elements of ICT competence, currently included, that you believe should not be included and explain why.

ICT competence continuum

7. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
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7a	The structure of the continuum is clear.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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7b Comments

8. Elements of ICT competence		Strongly disagree	Disagree	Agree	Strongly agree
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8a	The elements are adequately described.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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8b Comments

9. The continuum		Strongly disagree	Disagree	Agree	Strongly agree
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9a	The two formats of the continuum are easy to follow.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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9b Comments

9c	There is a logical progression of the knowledge and skills across the stages.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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9d Comments

9e	Capability descriptions are pitched appropriately (ie the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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9f Comments

9g	Generally, capability descriptions contain an appropriate level of detail.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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9h Comments

10. Provide any suggestions for improvement of the ICT competence continuum.

Critical and creative thinking

Conceptual statement

1. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of Critical and creative thinking in the Australian Curriculum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1b	The title of the capability adequately reflects the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1c	Comments				

2. Scope of Critical and creative thinking		Strongly disagree	Disagree	Agree	Strongly agree
2a	The most important elements of Critical and creative thinking are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2b	The scope of Critical and creative thinking is coherent (ie the elements make sense as a group).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2c Comments

The definition of “critical thinking” should be more concise and explicit. Critical thinking will not be embraced by teachers (or students) unless it can be described in terms that are readily understandable.

ACTA recommends inclusion of the following definition of “critical thinking”:

Critical thinking is “a process of reasoned reflection on the meaning of claims about what to believe or what to do.” (Unrau, 1997)

This definition asks students to think about “claims”, what they are and what kinds there are. From this starting point they assess and evaluate the evidence used in support of these claims. The definition directs students to consider the writer’s purpose, bias, and the social and/or cultural situation of the claims. They can then map claims and evidence visually in an argument map.

The term “argument” should be used in the way that logicians use it; that is, the simplest form of an argument is a claim and a supporting reason (one kind of evidence).

“Critical thinking” is not only about using evidence in support of an argument, it is about evaluating the evidence in support of the claims that make up argument.

Reference

Unrau, N.J. (1997). *Thoughtful Teachers, Thoughtful Learners*. Pippin, Ontario.

3. Critical and creative thinking across the curriculum	Strongly disagree	Disagree	Agree	Strongly agree
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3a	The description of the place of Critical and creative thinking in the learning areas is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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3b Comments

4. Theoretical framework	Strongly disagree	Disagree	Agree	Strongly agree
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4a	The theoretical basis for the Critical and creative thinking capability is sound.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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4b Comments

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5. Identify any elements of Critical and creative thinking, not currently included, that you believe should be included and explain why.

A statement to the effect that “Oral interaction is integral to critical and creative thinking, and in learning how to learn” should be incorporated into this section.

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6. Identify any elements of Critical and creative thinking, currently included, that you believe should not be included and explain why.

Critical and creative thinking continuum

7. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
7a	The structure of the continuum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7b	Comments				

8. Elements of Critical and creative thinking		Strongly disagree	Disagree	Agree	Strongly agree
8a	The elements are adequately described.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8b	Comments				

9. The continuum		Strongly disagree	Disagree	Agree	Strongly agree
9a	The two formats of the continuum are easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9b	Comments				
9c	There is a logical progression of the knowledge and skills across the stages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9d	Comments				
9e	Capability descriptions are pitched appropriately (ie the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9f	Comments				
9g	Generally, capability descriptions contain an appropriate level of detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9h	Comments				

10. Provide any suggestions for improvement of the Critical and creative thinking continuum.

Personal and social competence

Conceptual statement

1. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of Personal and social competence in the Australian Curriculum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1b	The title of the capability adequately reflects the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1c	Comments				

2. Scope of Personal and social competence		Strongly disagree	Disagree	Agree	Strongly agree
2a	The most important elements of Personal and social competence are addressed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b	The scope of Personal and social competence is coherent (ie the elements make sense as a group).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2c	Comments				

The scope is not complete, nor is it strong enough.

The first bullet point should include reference to “prejudice” because unless negative attitudes and behaviours are made explicit, they may not be addressed in the classroom curriculum. ACTA suggests the following addition:

As they develop personal and social competence students learn to:

- recognise and understand their own emotions, values, prejudices and strengths, and have a realistic assessment of their own abilities and a well-grounded sense of self-confidence (Self-awareness)***

3. Personal and social competence across the curriculum		Strongly disagree	Disagree	Agree	Strongly agree
3a	The description of the place of Personal and social competence in the learning areas is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3b Comments

As above, ACTA recommends the addition of the word “prejudices” in the first and third bullet points, viz.:

To develop their personal and social competence across the curriculum students need regular opportunities to:

- ***identify and assess personal strengths, interests, prejudices and challenges***
- ***recognise and respond to the viewpoints and experiences of others***
- ***discuss their emotions, prejudices, reactions and interactions with others***
[...]

4. Theoretical framework

4a The theoretical basis for the Personal and social competence capability is sound.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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4b Comments

5. Identify any elements of Personal and social competence, not currently included, that you believe should be included and explain why.

6. Identify any elements of Personal and social competence, currently included, that you believe should not be included and explain why.

Personal and social competence continuum

7. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
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7a	The structure of the continuum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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7b Comments

8. Elements of Personal and social competence		Strongly disagree	Disagree	Agree	Strongly agree
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8a	The elements are adequately described.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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8b Comments

9. The continuum		Strongly disagree	Disagree	Agree	Strongly agree
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9a	The two formats of the continuum are easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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9b Comments

9c	There is a logical progression of the knowledge and skills across the stages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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9d Comments

9e	Capability descriptions are pitched appropriately (ie the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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9f Comments

9g	Generally, capability descriptions contain an appropriate level of detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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9h Comments

10. Provide any suggestions for improvement of the Personal and social competence continuum.

Ethical behaviour

Conceptual statement

1. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
1a	The description of Ethical behaviour in the Australian Curriculum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1b	The title of the capability adequately reflects the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1c	Comments				
	ACTA strongly endorses the reference to students taking their place as citizens in a pluralist society. It suggests a strong correlation with the general capability of intercultural understanding.				
2. Scope of Ethical behaviour		Strongly disagree	Disagree	Agree	Strongly agree
2a	The most important elements of Ethical behaviour are addressed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b	The scope of Ethical behaviour is coherent (ie the elements make sense as a group).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2c	Comments				
	There is no acknowledgement that ethical behaviour often links to cultural and religious values and that there may be tension over these in a pluralist society. ACTA recommends that these aspects are made explicit and connected to the general capability of intercultural understanding.				
3. Ethical behaviour across the curriculum		Strongly disagree	Disagree	Agree	Strongly agree
3a	The description of the place of Ethical behaviour in the learning areas is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3b	Comments				
4. Theoretical framework		Strongly disagree	Disagree	Agree	Strongly agree
4a	The theoretical basis for the Ethical	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

behaviour capability is sound.

4b Comments

5. Identify any elements of Ethical behaviour, not currently included, that you believe should be included and explain why.

6. Identify any elements of Ethical behaviour, currently included, that you believe should not be included and explain why.

Ethical behaviour continuum

7. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
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7a	The structure of the continuum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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7b Comments

8. Elements of Ethical behaviour		Strongly disagree	Disagree	Agree	Strongly agree
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8a	The elements are adequately described.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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8b Comments

9. The continuum		Strongly disagree	Disagree	Agree	Strongly agree
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9a	The two formats of the continuum are easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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9b Comments

9c	There is a logical progression of the knowledge and skills across the stages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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9d Comments

9e	Capability descriptions are pitched appropriately (ie the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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9f Comments

9g	Generally, capability descriptions contain an appropriate level of detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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9h Comments

10. Provide any suggestions for improvement of the Ethical behaviour continuum.

Intercultural understanding

Conceptual statement

1. Introduction	Strongly disagree	Disagree	Agree	Strongly agree
1a The description of Intercultural understanding in the Australian Curriculum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1b The title of the capability adequately reflects the content.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c Comments				

ACTA strongly endorses the inclusion of this capability. It is a valuable and powerful addition to Australian Curriculum.

However, the title suggests that the content focuses solely on understanding at the cost of action, which is not true across the conceptual statement as a whole, since it includes statements such as “relate to and communicate across cultures”, “developing and acting with intercultural understanding”, “engage with their own and others’ cultures”, “interacting with people from different linguistic and cultural groups”, “act with empathy and respect for people from different cultural groups”, etc.

Therefore ACTA recommends that the title “Intercultural competence” is used as it is more representative of the capability as described as well as being more widely-used internationally.

ACTA also recommends the following changes to the third paragraph to enhance clarity and precision:

The capability addresses education’s role in building a society that is ‘cohesive and culturally diverse and that values Australia’s Indigenous cultures’ (MCEETYA 2008, p. 4). It supports active and informed citizenship, in particular an appreciation of Australia’s social, cultural, linguistic and religious diversity, including the Australian Aboriginal and Torres Strait Islander cultures. It supports an appreciation of all cultures within Australia as well as outside Australia, and the ability to demonstrate cross-cultural sensitivity in communications, especially with the peoples of Asia and the Pacific in which Australia is positioned.

2. Scope of Intercultural understanding	Strongly disagree	Disagree	Agree	Strongly agree
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2a The most important elements of Intercultural understanding are addressed.

	X		
		X	

2a The most important elements of Intercultural understanding are addressed.

A missing element is the existence and power of racism. Intercultural understanding includes the nature of institutional and individual racisms and non-racism and anti-racism. To strengthen the scope in regard to a citizen's responsibilities, ACTA recommends the following changes:

- (a) include “prejudices” in the last sentence in the first paragraph, viz.: *offering opportunities for students to consider their own beliefs, attitudes and prejudices in a new light*
- (b) add “and recognising racial prejudice when they encounter it, and recognising their own racist views for what they are” at the end of bullet point 1
- (c) add “acting against racism and supporting others to do likewise” at the end of bullet point 2
- (d) In addition to taking responsibility for themselves in relation to others, students should also be expected to take some responsibility for supporting minority groups – add “and acting on behalf of others who are experiencing cultural disadvantage or discrimination” to bullet point 2.

Suggested rewording:

[...] It develops students’ abilities to empathise with others and to analyse intercultural experiences critically, offering opportunities for students to consider their own beliefs, attitudes and prejudices in a new light and so gain insight into both themselves and others.

The capability incorporates six interrelated elements. Students develop intercultural understanding through:

- *recognising and learning about their own languages and cultures and those of others, and recognising racial prejudice when they encounter it, and recognising their own racist views for what they are (Recognising)*
- *interacting with people from different linguistic and cultural groups with a shared interest in understanding and relating to one another, acting against racism and supporting others to do likewise, and acting on behalf of others who are experiencing cultural disadvantage or discrimination (Interacting)*
- *reflecting on their learning as a means of better understanding themselves and people they perceive to be different from themselves (Reflecting).*

ACTA also recommends the addition of the term “literacies” in the third sentence of the first paragraph, viz.:

It involves students learning about their own languages, literacies and cultures and those of others.

learning about their own languages, literacies and cultures’.

3. Intercultural understanding across the curriculum	Strongly disagree	Disagree	Agree	Strongly agree
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3a The description of the place of Intercultural understanding in the learning areas is clear.

	X		
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3b **Comments**
 The description of the place of Intercultural understanding in the learning areas is clear.
While the first sentence is accurate, it fails to make visible the force of the less-than-intercultural understandings that students may bring with them to the classroom. Racist views hamper intercultural understanding, and this needs to be acknowledged.

The second sentence seems unnecessarily weak. Both Science and Maths have indicated areas for developing intercultural understanding, albeit briefly. And both have considerable potential for showing intercultural relationships among culturally different ways of perceiving the world over time and space. The points brought out by the disciplines should be brought out here too, and powerful examples provided.

4. Theoretical framework	Strongly disagree	Disagree	Agree	Strongly agree
	<input style="width: 50px; height: 20px;" type="text"/>	<input checked="" style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>

4b **Comments**

The framework is a good start but is too heavily based on languages education. The definitions of culture commonly used in the intercultural competence field are more dynamic than the one used for the capability. The current definition implies an exclusively transmission model of cultural knowledge and understanding, thereby envisaging culture as a static system rather than as a continuous process subject to intercultural influences and evolution.

There needs to be some indication in the capability that culture develops in response to new technology, encounters with different cultures, and new societal and environmental needs and demands (DeCapua & Wintergerst 2004, p.12). Additionally, people do not only “establish and exchange shared meaning and ways of seeing the world”, they contest them as well. The theoretical framework needs further work to strengthen these aspects.

Reference

DeCapua, A., & Wintergerst, A. (2004). *Crossing Cultures in the Language Classroom*. Ann Arbor: The University of Michigan Press.

5. Identify any elements of Intercultural understanding, not currently included, that you believe should be included and explain why.

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- 6.** Identify any elements of Intercultural understanding, currently included, that you believe should not be included and explain why.
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Intercultural understanding continuum

7. Introduction		Strongly disagree	Disagree	Agree	Strongly agree
7a	The structure of the continuum is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7b	Comments				
8. Elements of Intercultural understanding					
8a	The elements are adequately described.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8b	Comments				
9. The continuum					
9a	The two formats of the continuum are easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9b	Comments				
9c	There is a logical progression of the knowledge and skills across the stages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9d	Comments				
9e	Capability descriptions are pitched appropriately (ie the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9f	Comments				
9g	Generally, capability descriptions contain an appropriate level of detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9h	Comments				

10. Provide any suggestions for improvement of the Intercultural understanding continuum.
