



# **Student Diversity and the Australian Curriculum**

Advice for principals, schools and teachers

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# Overview

## Introduction

ACARA is committed to the development of a high-quality curriculum for all Australian students, one that promotes excellence and equity in education. All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs.

Teachers will use the Australian Curriculum to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students.

## Purpose

These materials are presented as a resource for principals, schools and teachers. They are intended to:

- help ensure that all students are able to access and participate in the Australian Curriculum
- provide advice as to how the three-dimensional design of the Australian Curriculum may be used to address the learning needs of all students
- provide specific advice with regard to meeting the learning needs of students with disability, gifted and talented students, and students for whom English is an additional language or dialect
- provide examples of adjustments to illustrate how students with diverse needs can access and participate in the Australian Curriculum.

## What makes the Australian Curriculum a curriculum for all students?

The Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008) (Melbourne Declaration) provides the policy framework for the Australian Curriculum. It includes two goals:

*Goal 1: Australian schooling promotes equity and excellence.*

*Goal 2: All young Australians become successful learners, confident and creative individuals and active and informed citizens.*

The way in which the Australian Curriculum has been designed to address these goals is detailed in The Shape of the Australian Curriculum Version 3 (ACARA, 2012). The propositions that shape the development of the Australian Curriculum establish expectations that the Australian Curriculum is appropriate for all students. These propositions include:

- that each student can learn and that the needs of every student are important

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- that each student is entitled to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community
- that high expectations should be set for each student as teachers account for the current level of learning of individual students and the different rates at which students develop
- that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

The Melbourne Declaration emphasises the importance of knowledge, understanding and skills from each learning area, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st-century learning. The Australian Curriculum is formed by these three dimensions, and it is the relationship between these dimensions that provides flexibility for schools and teachers to '*promote personalised learning that aims to fulfil the diverse capabilities of each young Australian*' (MCEETYA, 2008, p.7).

## How can the Australian Curriculum be used to meet diverse learning needs?

The online format of the Australian Curriculum provides flexibility in how the curriculum can be viewed: by learning area, by multiple year levels or by year level across learning areas. The curriculum may also be filtered to show where general capabilities and cross-curriculum priorities are embedded in learning area content. While the general capabilities and cross-curriculum priorities are embedded in learning area content descriptions, they can also be viewed separately. These key elements and functions are demonstrated in a guided tour located on the Australian Curriculum homepage.

The general capabilities are organised in continua of learning that typically, but not exclusively, align with years of schooling. As such, each level in the general capability learning continuum is labelled with:

- a heading from Level 1 to Level 6 to emphasise that it presents a sequence of learning independent of student age
- an accompanying statement that the level typically applies to students by the end of a given year of schooling to show the relationship with learning area content descriptions.

The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for student diversity and to personalise learning through curriculum adjustments.

Teachers can help meet individual learning needs by emphasising one or more of the three dimensions of the curriculum. They can incorporate specific teaching of the general capabilities or cross-curriculum priorities through the learning area content (for example,

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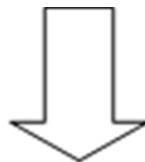
teaching targeted literacy skills through a history lesson or providing opportunities to explore sustainability in a science lesson).

A flowchart has been developed to illustrate the process for using the three-dimensional design of the Australian Curriculum to meet the learning needs of all students. The process applies to all students, regardless of their circumstances, progress in learning or the type or location of school they attend. The process reinforces every student's entitlement to rigorous, relevant and engaging learning experiences across all areas of the curriculum and ensures that all students have the same opportunities and choices in their education.

More detail in relation to applying this process can be found below under the headings *Students with disability*, *Gifted and talented students* and *Students for whom English is an additional language or dialect*.

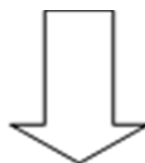
## Flowchart - Using the Australian Curriculum to meet the learning needs of all students

Teachers refer to the Australian Curriculum learning area content that aligns with their students' chronological age as the starting point in planning teaching and learning programs.



Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and personalise learning where necessary through adjustments to the teaching and learning program, according to individual learning need, by:

- drawing from learning area content at different levels along the Foundation to Year 10 sequence
- using the general capabilities and/or cross-curriculum priorities to adjust the learning focus of the age-equivalent learning area content
- aligning individual learning goals with age-equivalent learning area content.



Teachers assess students' progress through the Australian Curriculum in relation to achievement standards. Some students' progress will be assessed in relation to their individual learning goals. Approaches to assessment and reporting will differ across the states and territories.

# Overview

## Adjustments and the Australian Curriculum

The purpose of this section is to support teachers in meeting their obligations to ensure equity of access to the Australian Curriculum for all students.

The flowchart 'Using the Australian Curriculum to meet the learning needs of all students' broadly outlines the process teachers follow in meeting their obligations and is applicable to every student across all educational settings and contexts without exception.

Starting with learning area content that aligns with students' chronological age enables teachers to:

- plan dignified teaching and learning programs that are respectful of their students' age
- develop rigorous teaching and learning programs that will challenge and engage all students
- ensure all students progress through the Australian Curriculum.

Personalising the teaching and learning program enables teachers to:

- select age-equivalent content that is meaningful and respects students' individual needs, strengths and interests
- use their knowledge of students' learning and support needs to make adjustments in relation to curriculum, instruction and/or environment to enable access to the teaching and learning program.

## Curriculum adjustments

These may include:

- drawing from learning area content at different levels along the Foundation to Year 10 sequence to adjust age-equivalent content (for example, some Year 6 students will be able to plan and conduct a specific investigation making decisions about variables, while others may take part in the same investigation but at a less complex level by exploring and answering questions)
- drawing from and emphasising specific aspects of one or more of the general capabilities to adjust the learning focus in a particular learning area (for example, teaching targeted literacy or social skills through a science lesson)—although there is greater focus in this instance on the general capabilities, integrity of the learning area must be retained
- drawing from and emphasising specific aspects of one or more of the cross-curriculum priorities to adjust the learning focus of a particular learning area (for example, providing opportunities to examine historical perspectives from an Aboriginal or Torres Strait Islander viewpoint).

# Overview

Detailed examples of curriculum adjustments for students with disability and for gifted and talented students are being developed for publication on the Australian Curriculum website under the heading *Illustrations of adjustments*. Examples and strategies for using the Australian Curriculum to meet the needs of students for whom English is an additional language or dialect are available under the heading *Students for whom English is an Additional Language or Dialect*.

## Instructional adjustments

These may include:

- providing alternative representations of teaching and learning materials (for example, using multimedia, Braille, illustrated texts, simplified texts or captioned video)
- motivating students through engagement with personal interests
- modelling and demonstrating skills, knowledge and cognitive strategies
- explicit and systematic instruction
- levels of prompting
- modelling problem solving
- providing opportunities for the student to think aloud (verbalisation)
- scaffolding student learning through guided practice and support
- providing feedback and correction
- identifying key vocabulary for explicit instruction
- organising and connecting knowledge, skills and values to promote generalisation
- using cross-curricular and naturally occurring learning opportunities to enhance individual learning goals
- providing alternative opportunities for students to represent their learning (for example, using technology and augmentative and alternative communication systems)
- frequent cumulative review
- providing opportunities for generalisation and maintenance.



# Overview

## Environmental adjustments

These may include:

- providing physical access to the teaching and learning environment
- providing peer assistance (for example, using buddy systems, peer-assisted learning and peer tutoring)
- providing access to alternative equipment and furnishings
- use of support personnel
- scheduling (for example, a sequence of events)
- use of technology and augmentative and alternative communication systems
- changes to buildings and classrooms.

# Students with disability

## Introduction

The purpose of this advice is to support teachers in meeting their obligations under the *Disability Standards for Education 2005* (Commonwealth of Australia, 2006) (the Standards) to ensure that all students with disability are able to participate in the Australian Curriculum on the same basis as their peers through rigorous, meaningful and dignified learning programs. It builds on the general advice presented in the Overview and applies to all educational settings and contexts, including specialist schools and support classes.

The *Disability Discrimination Act 1992* and the Standards are intended to give students with disability the same rights as other students, including the right to education and training '*on the same basis*' as students without disability.

The Standards apply to education providers, including principals, schools and teachers. Principals and schools can meet their obligations under the Standards by giving consideration to '*reasonable adjustments*' to ensure that students with disability are provided with opportunities to participate in education and training on the same basis as students without disability. Before any adjustments are made, '*consultation*' takes place between the school, student and parents or carers.

## What does 'on the same basis' mean?

- '*On the same basis*' means that a student with disability should have access to the same opportunities and choices in their education that are available to a student without disability.
- '*On the same basis*' means that students with disability are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and set in age-equivalent learning contexts.
- '*On the same basis*' does not mean that every student has the same experience but that they are entitled to equitable opportunities and choices to access age-equivalent content from all learning areas of the Australian Curriculum.
- '*On the same basis*' means that while all students will access age-equivalent content, the way in which they access it and the focus of their learning may vary according to their individual learning needs, strengths, goals and interests.

## What is 'consultation' and who is involved?

- Schools must '*consult*' with a team of people who have significant knowledge and understanding of the student, including the student and their family members or carers.
- '*Consultation*' can involve the principal, class teachers and support teachers and can include the professional expertise of therapists and other community service providers.

# Students with disability

- The purpose of the '*consultation*' is to identify the barriers to a student's learning and any adjustments that could be made.
- '*Consultation*' should take place regularly and changes made to adjustments if needed.
- '*Consultation*' should continue for the whole time that the student is involved with the school.

## What are 'reasonable adjustments'?

When describing or referring to adjustments, ACARA uses the definition in the Standards while acknowledging that states and territories may use differing terms.

- An '*adjustment*' is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. Examples of adjustments are listed in the section 'Adjustments and the Australian Curriculum'.
- An '*adjustment*' is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the school, staff and other students.
- The process of consultation outlined above is an integral part of ensuring that schools are meeting their obligations in relation to '*reasonable adjustments*'.

## Important considerations when making adjustments

It is important to consider that:

- many students with disability are able to achieve educational standards commensurate with their peers
- not all students with a disability will require adjustments to the curriculum, instruction or environment
- not all students requiring adjustments to the curriculum, instruction or environment will have a disability
- students with disability requiring adjustments to one aspect of their learning may not require the same adjustment, if any, to another
- before making an adjustment, the student and parent must be consulted
- students with the same disability may not require equivalent adjustments
- not every student with a disability will require ongoing adjustments
- students with disability may also be gifted and talented and/or have English as an additional language or dialect
- adjustments must be reviewed regularly, and changed or withdrawn where necessary.

# Students with disability

## Curriculum adjustments

Detailed illustrations of adjustments to teaching and learning programs are being developed to demonstrate how a wide range of students with disability can be provided with equitable opportunities to access age-equivalent learning area content from the Australian Curriculum.

The following points elaborate on the process outlined in the flowchart 'Using the Australian Curriculum to meet the learning needs of all students'. The process starts with learning area content that aligns with students' chronological age—in this instance, Year 6 Science:

In Year 6 Science, students learn about electrical circuits [Year 6 Science Understanding ACSSU097] and plan and conduct an investigation making decisions about variables [Year 6 Science Inquiry Skills ACSIS103; ACSIS104].

The Year 6 Science content provides the starting point for developing the teaching and learning program. The program can be personalised in relation to individual student need through curriculum adjustments which may include the following:

- **Drawing from learning area content at different levels along the Foundation to Year 10 sequence.** For example:

An adjustment may be that a student or group of students take part in a guided investigation using electrical circuits [Year 6 Science Understanding ACSSU097] to explore and answer questions [Year 1 Science Inquiry Skills ACSIS025].

- **Emphasising the general capabilities learning continua to adjust the learning focus.** For example:

An adjustment may be to teach targeted literacy and numeracy skills, identified for an individual or group of students, through the science lesson. These may include following pictorial instructions to build an electrical circuit [Level 1b Numeracy: Using spatial reasoning: Interpret maps and diagrams]; and developing the knowledge of how to structure an information text [Level 2 Literacy: Text knowledge: Use knowledge of text structures] to present a report on the findings of the investigation of electrical circuits [Year 6 Science Understanding ACSSU097].

- **Using the general capabilities learning continua (in particular, Literacy, Numeracy and Personal and social capability) to align goals identified in an individual plan with the Australian Curriculum.** For example:

Adjustments made in response to a student's unique learning needs can affect not only how they access age-equivalent content but also what the focus of that learning will be. This might involve, for example, a greater emphasis on Literacy, Numeracy and Personal and social capability, which represent the essential skills that all students need in order to become successful learners at school and in their lives beyond school.

## Students with disability

Teachers can use these capabilities to align with individual learning goals such as communication or social skills and plan for multiple opportunities to develop these skills across the school day. In the context of this Science example, the goal may be for a student to take part for a short period of time [Level 1 Personal and social capability: Self-management: Develop self-discipline and set goals] in a guided investigation using electrical circuits [Year 6 Science Understanding ACSSU097]. The student explores the electrical circuit and may respond to questions [Year 1 Science Inquiry Skills ACSIS025], using their developing communication skills [Level 1b Literacy: Comprehending texts].

Although there is greater focus in the last point on the general capabilities, the learning still takes place through a Year 6 Science context with an expectation that some Science learning can be achieved.

### Using the General Capabilities to make adjustments

It is important to consider that:

- the general capabilities are an integral part of the Australian Curriculum
- the general capabilities are not an alternative curriculum to the learning areas but can support access to and progress through the learning areas
- through a focus on the general capabilities of Literacy, Numeracy, Personal and social capability in particular, students with disability can access teaching and learning programs drawn from age-equivalent learning area content that is relevant to their individual learning needs
- for Literacy and Numeracy the number of additional levels developed for Level 1 are different. An additional four levels in Literacy (Levels 1a-1d) are described under Comprehending and Composing to represent communication development associated with early literacy. One additional level (Level 1a) in Numeracy represents early numeracy skills which have a particular focus on the language of numeracy in everyday contexts.

### Relevance of the Literacy capability for students with disability

Literacy involves students:

- developing the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society
- listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts

# Students with disability

- understanding how the English language works in different social contexts and critically assessing writers' opinions, biases and intents, assisting them to make increasingly sophisticated language choices in their own texts.

## **Literacy is important for students with disability because:**

- a focus on literacy is considered essential for all students, regardless of disability
- the ability to communicate enables learning across the curriculum, the school day and life outside of school
- language, verbal or non-verbal, is critical for the development of literacy skills
- in many cases, developing literacy skills supports the development of communication skills and vice versa; this is the case for students who use augmentative and alternative communication as well as students who use speech to communicate.

## **Organisation of the Literacy continuum:**

- The Literacy continuum is organised in six elements:
  - Comprehending texts through listening, reading and viewing
  - Composing texts through speaking, writing and creating
  - Text knowledge
  - Grammar knowledge
  - Word knowledge
  - Visual knowledge
- The elements of Comprehending and Composing represent the processes of receptive and expressive language which can be applied across the whole curriculum.
- The Comprehending and Composing elements of the Literacy continuum describe early literacy skills in the first four levels of the learning sequence (Levels 1a–1d) with a particular focus on communication. Level 1a begins with unintentional communication progressing to intentional symbolic communication at Level 1d. Level 1e begins to focus on the application of literacy skills.

## **Considerations when using the Literacy continuum:**

- Each level on the Literacy continuum can apply to students at any point in their schooling.
- Any literacy skills, knowledge, behaviours and dispositions identified as focus learning for a student with disability must be delivered through teaching and learning programs drawn from age-appropriate learning area content.
- The focus of teaching for students operating within these four levels is to extend the range of communication functions the student can consistently express with increasing

## Students with disability

- independence across the curriculum and school day, and to create literacy opportunities that are appropriate to students' communicative abilities.
- Although literacy is presented as a continuum of learning, some students move slowly between levels or may remain at one level of the continuum throughout their entire schooling. This must not restrict their entitlement to progress through the Australian Curriculum by accessing rigorous, relevant and meaningful teaching and learning programs drawn from age-appropriate learning area content.
- The presence of a disability does not by itself mean that a student needs adjustments that specifically emphasise the Literacy continuum.
- Some students who have a disability may be communicating at a level that is commensurate with their year of schooling, even if their mode of communication is not speech.
- Students who cannot rely on speech to communicate require augmentative and alternative communication strategies to access and participate in the curriculum and meet their literacy needs, as well as their learning needs in other areas across the curriculum.
- Principals, schools and teachers, in collaboration with the student and their family, should seek specialised advice, including speech pathology, in determining how best to support a student's communication skills.

### Relevance of the Numeracy capability for students with disability

#### Numeracy involves students:

- recognising and understanding the role of mathematics in the world
- developing the dispositions and capacities to use mathematical knowledge and skills purposefully
- increasing their autonomy in managing everyday situations.

#### Organisation of the Numeracy continuum:

- The Numeracy continuum is organised in six elements:
  - Estimating and calculating with whole numbers
  - Recognising and using patterns and relationships
  - Using fractions, decimals, percentages, ratios and rates
  - Using spatial reasoning
  - Interpreting and drawing conclusions from statistical information
  - Using measurement.

## Students with disability

- Each element of the Numeracy continuum begins at Level 1a, which describes the beginning of numeracy development with a focus on the language of numeracy in everyday contexts. Level 1b begins to focus on the application of numeracy skills.

### **Numeracy is important for students with disability because:**

- calculating and estimating and the development of number sense enable students to deal with numbers encountered in everyday life
- understanding patterns and relationships helps students make sense of and describe change
- using fractions, decimals, percentages, ratios and rates helps students understand practical matters such as fuel consumption, mobile phone packages and mortgages
- using spatial reasoning helps students learn to navigate and make sense of their surroundings
- understanding statistical information helps students to develop skills supporting self-determination, including setting goals and using graphic means to show progress
- measurement assists with time management, estimating capacity of containers and following a recipe.

### **Considerations when using the Numeracy continuum:**

- The Numeracy continuum does not replace the role of the Mathematics learning area for students with disability.
- Teachers can identify specific numeracy skills, knowledge, behaviours and dispositions that a student needs to develop in relation to their individual learning needs and plan for opportunities to develop these across the curriculum and throughout the school day.
- The skills, knowledge, behaviours and dispositions at the beginning of the Numeracy continuum assume students are able to communicate with intent. For students who have an *unintentional level of communication*, teachers should refer to the beginning of the Literacy continuum to identify a focus for learning. This does not exclude the student from the Numeracy general capability, but rather places the learning focus on communication.



# Students with disability

## Relevance of the Personal and social capability for students with disability

### Personal and social capability involves students:

- recognising, understanding and labelling their own emotions, values, strengths and capacities
- managing and regulating their own emotions and behaviour, and persisting in completing tasks and overcoming personal obstacles
- perceiving and understanding other people's emotions and viewpoints, and showing understanding and empathy for others
- forming strong and healthy relationships, and managing and positively influencing the emotions and moods of others.

### Organisation of the Personal and social capability continuum:

- The Personal and social capability continuum is organised in four interrelated elements:
  - Self-awareness
  - Self-management
  - Social awareness
  - Social management.
- Each element of the Personal and social capability continuum begins at Level 1.

### Personal and social capability is important for students with disability, because students with well-developed social and emotional skills:

- find it easier to manage themselves
- relate to others
- develop resilience and a sense of self-worth
- resolve conflict
- engage in teamwork
- feel positive about themselves and the world around them.

### Considerations when using the Personal and social capability continuum:

- Teachers can use the Personal and social capability continuum to identify particular skills, knowledge, behaviours and dispositions that a student needs to develop in relation to their individual learning needs and plan for opportunities to develop these across the curriculum and throughout the school day.

## Students with disability

- The Personal and social capability continuum does not provide the context for learning. Teaching and learning programs are developed from age-equivalent learning area content, through which teachers may specifically target the development of personal and social capabilities.
- Each level on the Personal and social capability continuum can apply to students at any point in their schooling.
- The skills, knowledge, behaviours and dispositions at the beginning of the Personal and social capability continuum assume students have a sense of self and are able to communicate with intent. For students who have an *unintentional level of communication*, teachers should refer to the beginning of the Literacy continuum to identify a focus for learning. This does not exclude the student from the Personal and social capability continuum, but rather places the learning focus on communication.

### Illustrations of adjustments within the Australian Curriculum for students with disability

Illustrations of adjustments are being developed to demonstrate the process of using the three-dimensional design of the Australian Curriculum to meet the learning needs of all students with disability as described above and in the flowchart.

Illustrations will be developed for both primary and secondary school contexts and will reflect regular, support and specialist school settings. They will demonstrate how the integrity of the learning areas is maintained while addressing individual learning needs.

There are many sources of advice about planning quality teaching and learning programs that are inclusive of students with disability. The websites of state and territory education authorities are a good starting point.

# Gifted and talented students

## Introduction

Gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals. ACARA acknowledges that there are numerous models of curriculum adjustment relating to gifted and talented students, although these are not referenced specifically in this advice.

The purpose of this advice is to focus on how teachers use the flexible design of the Australian Curriculum to meet the individual learning needs of gifted and talented students and make necessary adjustments to meet their individual learning needs. This may include:

- drawing from and emphasising specific aspects of the general capabilities learning continua to adjust the focus in a particular learning area (for example, developing the higher order cognitive skills of Critical and creative thinking through a history lesson)
- drawing from and emphasising specific aspects of the cross-curriculum priorities (for example, providing opportunities to analyse sustainability issues in depth in a science lesson)
- drawing on learning area content from later levels along the Foundation to Year 10 sequence and/or from local state and territory teaching and learning materials.

Additional material will be added to this section throughout the year.

## Important considerations when making adjustments

It is important to consider that:

- gifted and talented students are not a homogeneous group and may require different adjustments according to their individual learning needs, interests, strengths and goals
- gifted and talented students may also have a disability and/or English as an additional language or dialect
- gifted and talented students requiring adjustments to one aspect of their learning may not require the same, or any, adjustment to another
- before making an adjustment, the student and parent must be consulted
- adjustments must be reviewed regularly and changed where necessary.

# Gifted and talented students

## Illustrations of adjustments within the Australian Curriculum

Illustrations of adjustments are being developed to demonstrate the process of using the three-dimensional design of the Australian Curriculum to meet the learning needs of gifted and talented students as described above and in the flowchart.

Illustrations will be developed for both primary and secondary school contexts and reflect a range of different settings. They will demonstrate how the integrity of the learning areas is maintained while addressing individual learning needs.

There are many sources of advice about planning quality teaching and learning programs for gifted and talented students. The websites of state and territory education authorities are a good starting point.

# Students for whom English is an additional language or dialect

## Introduction

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have varying educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there is a significant number of students who are not literate in their first language and have had little or no formal schooling.

While the objectives of the Australian Curriculum are the same for all students, EAL/D students make progress towards these objectives while simultaneously learning a new language and learning content and skills through that new language. As a result, EAL/D students may require adjustments in relation to curriculum, instruction, and/or environment to ensure equity of access to the Australian Curriculum. This may include additional time and support, along with teaching that explicitly addresses their individual language learning needs. Students who have had little or no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings. EAL/D students require specific support to build the English language skills needed to access the Australian Curriculum, in addition to learning area-specific language structures and vocabulary. Each area of the curriculum has language structures and vocabulary particular to its learning domain, and these are best taught in the context in which they are used. All teachers are responsible for teaching the language and literacy demands of their learning areas.

## Important considerations when making adjustments

It is important to consider that:

- EAL/D students are not a homogeneous group and may require different adjustments according to their individual learning needs, interests, strengths and goals
- EAL/D students may also be gifted and talented and/or have a disability
- EAL/D students requiring adjustments to one aspect of their learning may not require the same, or any, adjustment to another
- before making an adjustment, the student and parent must be consulted
- where available, teachers should also use the expertise of specialist EAL/D teachers who can draw on their own resources in collaborative planning
- adjustments must be reviewed regularly and changed where necessary.

# Students for whom English is an additional language or dialect

## English as an Additional Language or Dialect Teacher Resource

ACARA has developed the *English as an Additional Language or Dialect Teacher Resource* to support teachers as they develop teaching and learning programs in the Australian Curriculum: Foundation to Year 10 with EAL/D students.

The *English as an Additional Language or Dialect Teacher Resource* includes several related publications:

- Overview and EAL/D Learning Progression
- Learning Area Annotations: English Foundation to Year 10
- Learning Area Annotations: Mathematics Foundation to Year 10
- Learning Area Annotations: Science Foundation to Year 10
- Learning Area Annotations: History Foundation to Year 10
- EAL/D Student Work Learning Progression Foundation to Year 10

The *English as an Additional Language or Dialect Teacher Resource* has been developed to:

- advise teachers about areas of the Australian Curriculum that EAL/D students may find challenging and why
- assist classroom teachers to identify where their EAL/D students are broadly positioned on a progression of English language learning
- help teachers understand students' cultural and linguistic diversity and how this understanding can be used in the classroom
- provide examples of teaching strategies supportive of EAL/D students
- complement existing state and territory resources for teaching EAL/D
- provide an overview for teachers who may not have specialist training in the area of EAL/D or access to specialist EAL/D teachers.

As further learning areas/subjects in the Australian Curriculum are developed, additional components of the resource will be published.

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