

# Understanding the changes to the Australian Curriculum Version 9.0

Meeting 2 guide: For use with teachers

January 2025

*This resource supports school leaders or their delegate to deliver key messages to their staff around why there have been changes to the Australian Curriculum. It includes information about what support and resources are available to assist schools from the early phase of familiarisation through to the implementation phase of the revised Australian Curriculum. The resource draws on learnings from the QCAA forums for school leaders held during Semester 2, 2022.*



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## Meeting 2 guide

# Understanding the changes to the Australian Curriculum Version 9.0

This meeting guide is provided to support you as you lead and facilitate the first steps into the familiarisation phase of implementation with teachers in your school.

## Purpose

- To become familiar with the need for the Australian Curriculum v9.0.
- To develop a shared understanding of what this version offers students.
- To begin to develop an understanding of the key changes in v9.0.

## Audience

Teachers

## Time required

60 minutes

## Facilitator preparation

Download the QCAA support documents relevant to group, e.g. Science snapshot and summary.

Preview the slideshow presentation and this meeting guide. Adjust the meeting as required for your context, e.g. consider delivering aspects of the meeting across different sessions if 60 minutes is not available.

The slideshow:

- provides a resource and suggested format for introducing teachers to the need for an updated curriculum. Preview in presentation mode. (Press F5 in the open presentation.) **Note:** Some slides contain animated sequences
- has supporting notes and instructional text to provide guidance
- while designed to be meeting ready, allows you to adapt, add or delete activities and slides to align with the needs of your school
- provides space for you to add key messages for your community, your next steps and whole-school planning/approach if you are ready to do this.

## Resources included

- Meeting 2 guide — presenter notes

- Meeting 2 slideshow with detailed talking points — hide or delete Slide 1 before presenting
- handout 'Reflection — moving to the Australian Curriculum v9.0'.

## Materials required

- printed copies of 'Reflection — moving to the Australian Curriculum v9.0' — one per person
- any implementation schedules, planning documentation, dates, processes developed with your leadership team ready for sharing.

## Procedure

Slide	Action	Indicative timing
1	(For presenter information only.)	n/a
2	Introduce the title slide.	8 minutes
3	Follow your school's protocols for Acknowledgment of Country. You may wish to customise this slide for your school's location.	
4	Introduce the learning goals and success criteria for the session.	
5	Provide an opportunity for your teachers to share what they already know about the Australian Curriculum v9.0 with the person sitting next to them. As pairs talk, the presenter might like to listen to some of the responses. These could then be used to make a summary observation before moving on to the next slide, e.g. the presenter could acknowledge apprehensions/excitement or make connections to the learning goals and success criteria.	
6	The presenter delivers an 'elevator pitch' style explanation about why v9.0 is an opportunity for the school and its students. The objective is to create a sense of positivity about change. Use a pitch developed during Meeting 1. Alternatively, examples of a pitch are provided in the notes for this slide. Add relevant dot points to the slide — these should list key messages from your pitch.	
7–10	Slides 7 and 8: Outline the four sections to the meeting and then introduce Section 1. Slides 9 and 10: Provide concise background to the development of the Australian Curriculum v9.0. During this history, you could tell a personal story to illustrate changes that have occurred in the world/Australia since 2011. The intention is to raise teachers' awareness of the need for a contemporary, futures-oriented curriculum to take account of a changing world.	15 minutes
11	After hearing the presenter's story, teachers can work in pairs to consider: <ul style="list-style-type: none"> <li>• How has the world changed since 2011?</li> <li>• Why is a contemporary curriculum essential for our students' future success?</li> </ul> If needed, further prompts could include: <ul style="list-style-type: none"> <li>• How have the ways we communicate changed?</li> <li>• What challenges will students face from 2024?</li> <li>• What would you like to improve for students?</li> </ul>	

Slide	Action	Indicative timing
	If time allows, ask several pairs to share their responses with the whole group or share responses with other pairs.	
12	Emphasise the vision of a world-class education system and the aims of the Australian Curriculum Version 9.0 with reference to the Mparntwe Declaration. <b>Note:</b> This is a segue to the next activity.	
13	Individually, teachers consider the question: <ul style="list-style-type: none"> <li>What does world-class curriculum and assessment mean to us in our school context?</li> </ul> With a partner, teachers then try to reach a shared understanding of 'world-class'. As time allows, share responses with the whole group and discuss any alignments or areas of interest that emerge. <b>Notes:</b> <ul style="list-style-type: none"> <li>Nominate a teacher or leader to take notes, if desired.</li> <li>The idea of 'world-class' could be discussed further in future staff and/or team meetings. In particular, follow-up might be desirable to further discuss alignments and divergences, and how these influence planning and teaching in the school.</li> </ul>	
14	Elaborate on key ACARA aims for refinement of the curriculum.	
15	Using the image of the three-dimensional model of the Australian Curriculum, explain what has stayed the same, and discuss some of the changes. This slide is designed to provide assurance that, despite refinements, the structure of the curriculum remains largely unchanged.	
16	Introduce Section 2.	10 minutes
17–21	Outline key messages from <a href="#">Memo 043/23</a> about the updated schedules of resource and professional development support from the QCAA. Slide 21 provides a visual representation of the staging of support being provided by the QCAA. If desired, discuss how these schedules have influenced (or are likely to influence) the school's implementation rollout. <b>Note:</b> Adjust Slide 21 to reflect your school or sector's approach to implementation, if necessary.	
22	Introduce Section 3.	
23–30	These slides outline the support offered to schools by the QCAA for teachers in Prep–Year 6 and Years 7–10. Key resources that might be of immediate interest to teachers are illustrated.	
31	The purpose of this activity is to start the process of familiarisation; further time/team meetings will be required to consider the changes in more detail. Due to the time allocated for this activity, it is recommended that engagement with the detailed changes highlighted in the resource Comparison of ACv8.4 to v9.0 occur in a separate context, e.g. when teaching teams are meeting to audit year level plans. Provide time for teachers to explore relevant Snapshots of changes and Summary of changes, focussing on identifying key changes and possible considerations for the school arising from those changes — see slide for specific instructions. Groupings of teachers for this activity can be organised to suit the school context, e.g. in primary schools, a multi-age team may focus on a specific	15 minutes

Slide	Action	Indicative timing
	<p>learning area; in secondary schools, teachers might be organised into faculty groupings.</p> <p>Adapt the instructions on this slide to reflect these decisions.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Resources might be provided in hard copy or teachers can access them digitally from the QCAA website — for links, see Table 1 at the end of this guide. If the latter, consider allocating more time for the task.</li> <li>Depending on time available and the size of the group, elbow partners could report to the whole group, table groups or another, suitable alternative.</li> <li>As you may wish to capture the ideas that are raised, nominate a specific teacher or school leader to make notes as teachers report. Someone at each table should be responsible for recording if reporting will be in table groups.</li> </ul>	
32	Introduce Section 4.	12 minutes
33	<p>Before the presentation, ensure this slide has been revised to suit your context, e.g. based on leadership team discussions from Meeting 1.</p> <p>Take the opportunity to outline some of the considerations and actions for which the school needs to plan in the familiarisation phase. Discuss this within the context of the school's strategic plan, as well as the school's decision-making processes and structure.</p>	
34	<p>If the leadership team has drafted a school implementation plan, this could be presented for consideration.</p> <p>Add further slides if required.</p>	
35–36	Review the topics covered in the meeting and the learning goals.	
37	<p>Distribute copies of the handout 'Reflection — moving to the Australian Curriculum v9.0' — these should be printed before the meeting.</p> <p>Provide time for teachers to complete these and return them to the box (or other relevant receptacle).</p>	
38	<p>Discuss next steps and encourage teachers to commit to at least one action.</p> <p>The suggestions on the slide can be adapted to suit the specific requirements and plans of the school.</p>	
39	Thank teachers for their participation.	

Table 1: Links to QCAA support documents

QCAA support document	Description	Recommended audience
<a href="#">Australian Curriculum Version 9.0 in Queensland QCAA</a>	Provides access to advice, resources and professional development designed to support implementation of the Australian Curriculum v9.0.	School leaders, curriculum leaders, coordinators and teachers
<a href="#">Prep–Year 6 professional development and implementation schedule</a>	Outlines the schedule of the QCAA professional development and support for the phased implementation of the Australian Curriculum learning areas.	School leaders, curriculum leaders, coordinators and teachers
<a href="#">Years 7–10 professional development and implementation schedule</a>	Outlines the schedule of the QCAA professional development and support for the phased implementation of the Australian Curriculum learning areas.	School leaders, curriculum leaders, coordinators and teachers
Go to QCAA's Version 9.0 <a href="#">Learning area webpages</a> for:		
<ul style="list-style-type: none"> <li>• Snapshot of changes</li> </ul>	Supports familiarisation by providing a high-level summary.	School leaders, curriculum leaders and coordinators
<ul style="list-style-type: none"> <li>• Summary of changes</li> </ul>	Supports familiarisation by providing a high-level summary of changes, including information about movement of content or skills.	School leaders, curriculum leaders and coordinators
<ul style="list-style-type: none"> <li>• Comparison of AC v8.4 to v9.0 — each year level for each learning area</li> </ul>	Provides detailed information about changes within each year level/band. Using colour coding, these resources illustrate what has been removed, moved and deleted.  These resources can assist with the auditing of existing planning that was used for Version 8.4, and highlight what consideration will be required to transition to Version 9.0.	Curriculum leaders, coordinators and teachers
<ul style="list-style-type: none"> <li>• Learning area overview presentation</li> </ul>	Provides a self-paced presentation about the structure and content of each learning area.	Teachers
<ul style="list-style-type: none"> <li>• Learning area overview poster</li> </ul>	Provides high-level information about the structure of each learning area on an A3 poster.	School leaders, curriculum leaders and teachers