

Australian Curriculum — Student diversity

Working with the Australian Curriculum

The student diversity materials developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) include advice and resources for schools to provide equitable opportunities for students to progress through the learning described by the Australian Curriculum.

ACARA has developed specific student diversity materials for:

- students with disability¹, including:
 - important considerations when making adjustments
 - using the general capabilities to make adjustments
 - illustrations of adjustments within the Australian Curriculum and advice materials

www.australiancurriculum.edu.au/StudentDiversity/Students-with-disability
- gifted and talented students, including:
 - important considerations when making adjustments
 - illustrations of adjustments within the Australian Curriculum and advice materials

www.australiancurriculum.edu.au/StudentDiversity/Gifted-and-talented-students
- students for whom English is an additional language or dialect, including:
 - important considerations when making adjustments
 - teacher resources and advice materials.

www.australiancurriculum.edu.au/StudentDiversity/Students-for-whom-English-is-an-additional-language-or-dialect

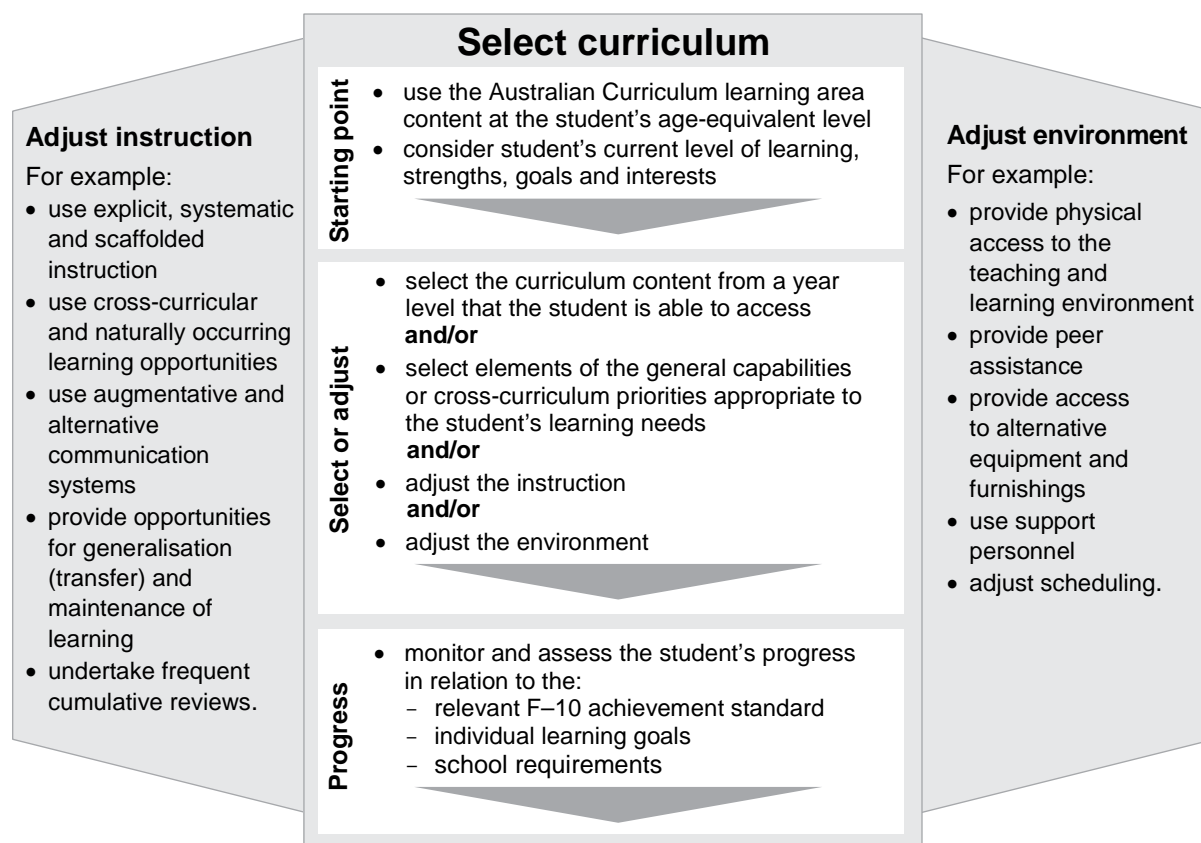
Differentiated learning to meet student needs

The student diversity materials refer to making ‘reasonable adjustments’ to support the diverse needs of all students. Reasonable adjustments can be made in one or more of the areas of curriculum selection, instruction or environment. Figure 1 outlines examples of adjustments that can be made to support the diverse needs of students in teaching, learning and assessment.

The starting point for selecting curriculum is the Australian Curriculum learning area content at the student’s age-equivalent level. This curriculum provides the context for teaching, learning and assessment.

¹ The purpose of this advice is to support teachers in meeting their obligations under the Disability Standards for Education (2005) (Commonwealth of Australia, 2006, deewr.gov.au/disability-standards-education). 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.

Figure 1: Examples of adjustments to support the diverse needs of students in teaching, learning and assessment



Reporting

Schools and teachers make decisions about how they plan and deliver challenging and engaging programs of learning that match the learning needs of their students so the students can demonstrate achievement of the learning expectations — that is, the curriculum content and achievement standards.

Student achievement will be reported against the achievement standard for the year level they are taught.

School sectors and schools make decisions following negotiation with parents/carers about the provision of modified or accelerated learning and assessment programs to meet the learning needs of some students. Reporting achievement for these students should clearly indicate the year level of the curriculum content and the achievement standards against which judgments about student achievement have been made.

Further information is available in the paper *Reporting student achievement and progress in Prep to Year 10*: www.qcaa.qld.edu.au/13634.html.

Resources

ACARA is developing further illustrations of adjustments using the flexible design of the Australian Curriculum: www.australiancurriculum.edu.au/StudentDiversity/Overview.

QCAA resources to support planning, developing and documenting the adjustment of learning experiences and assessment provide information and practical examples about the use of inclusive strategies: www.qcaa.qld.edu.au/18307.html. Additional resources to support the diverse needs of students may be sourced from school sectors.