Embedding educational equity in the course of study

Equity means fair treatment of all. In developing courses of study from this syllabus, schools should incorporate the concepts of equity outlined on the QSA website <www.qsa.qld.edu.au/10188.html>. Schools should also be familiar with the Special provisions for school-based assessments in Authority and Authority-registered subjects policy found in section 1.2 of the A–Z of Senior Moderation handbook <www.qsa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf>.

All young people in Queensland have a right to gain an education that meets their needs and prepares them for active participation in creating a socially just, equitable and democratic global society. Schools need to provide opportunities for all students to demonstrate what they know and can do. All students, therefore, should have equitable access to educational programs and human and physical resources. Teachers should ensure that the particular needs of the following groups of students are met: female students, male students, Aboriginal students, Torres Strait Islander students, students from non–English-speaking backgrounds, students with disabilities, students with gifts and talents, geographically isolated students and students from low socioeconomic backgrounds.

Subject matter chosen should include, whenever possible, the contributions and experiences of diverse groups of people. Learning contexts and community needs and aspirations should also be considered. In choosing appropriate learning experiences, teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

Resource materials used should be socially and culturally responsive and inclusive.

To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. Assessment techniques should allow students of all backgrounds to demonstrate their knowledge and skills related to the dimensions and standards stated in this syllabus. Teachers make required adjustments to teaching and learning and assessment; however, these adjustments should not impact on judgments made about student achievement.

Equity resources

Teachers should consider equity policies of individual schools and schooling authorities, and may find the following resources useful for devising an inclusive work program:


