

Hi, I'm Rachael Whitney-Smith, and I'm part of the ACARA team, working on the review of the Australian Mathematics Curriculum.

The overall aim of the review is to improve the Australian Curriculum. In Mathematics, we are doing this in Foundation to Year 10 by refining, realigning and decluttering the content of the curriculum. In particular, we're working to refine and reduce the amount of content and duplication where we can. We are also focused on improving the quality of content descriptions and achievement standards.

We want the Australian Mathematics curriculum to be clear about what is most important for students to learn and therefore what teachers have to teach.

In reviewing the Mathematics curriculum we accessed the latest research, looked at international curriculum developments and talked to key academics, our stakeholders, and professional associations.

In particular, we reviewed the approaches to Mathematics in other countries and systems, such as Singapore, New Zealand, Finland and British Columbia.

We accessed existing national and international learning progressions and the associated research and reviewed the PISA and TIMSS assessment frameworks.

We collaborated with Cambridge Mathematics, engaging with their mathematics framework and research summaries, particularly for statistics.

We also collaborated with the Center for Curriculum Redesign to identify core concepts in Mathematics and a process for determining essential content.

We have the opportunity to further review and compare the Australian Curriculum to other international curriculums by participating in the OECD Education 2030 Mathematics Curriculum Document Analysis.

We heard what teachers had to say as they shared their experiences about implementing the Australian Curriculum.

We have established two new Mathematics reference groups, one comprising of teachers and others made up of curriculum officers from across Australia. These reference groups have helped guide and inform the review.

We also had a separate reference group with primary-school expertise. They've been able to give feedback on the manageability of the curriculum, looking across all the learning areas at specific year levels or bands.

Drawing on the background research and working with reference groups we identified some key areas where Mathematics curriculum could be improved.

Provide greater clarity for teachers about what they need to teach and the expected student achievement.

Show how the proficiency strands of mathematics are put into practice.

Make explicit the use of digital tools to support the development of conceptual understanding, enquiry and problem-solving in Mathematics.

And give a greater focus on core concepts, thinking skills and processes within the strands, particularly in statistics and probability.

And so we have proposed the following revisions to the Mathematics curriculum.

We identified core concepts to frame the content and its development over the years.

We've simplified the structure of the curriculum by integrating the form of proficiency strands explicitly into content descriptions and achievement standards and ensured there are clear connections between content descriptions and the achievement standards.

We've revised content descriptions to give more specific guidance to teachers. You will see they are longer but they are clearer about what to teach.

We have given explicit emphasis to exploration, experimentation, investigation, modelling and computational thinking to develop conceptual understanding and thinking and reasoning skills and processes.

And we have provided more support for teachers through greatly improving the number and the coverage of content elaborations, supporting the general capabilities, cross-curriculum priorities, with an emphasis on numeracy and critical and creative thinking.

We've created a What's Changed and Why document. This document gives you more detail about the revisions we've proposed for the Mathematics curriculum. Take the time to have a good look at this document.

So, now, we're looking to hear from you. This is a simple three-step process - read the consultation curriculum, familiarise yourself with the survey, and, finally, complete the survey.

It's really important we hear your views. We want to hear all your feedback, positive and negative. Your responses will help shape the Australian curriculum for the next generation of children.

To give your feedback, simply complete the survey.