

What's in the Western Australian Curriculum and Assessment Outline

Early Years Learning Framework

The principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school.

Kindergarten Curriculum Guidelines

Complement the Early Years Learning Framework and the Pre-primary curriculum to support seamless transitions within and across early years settings.

P-10 Curriculum

Prescribed content and achievement standards which schools will use to plan Pre-primary to Year 10 learning programs, assess student progress and report to parents.

Alternative Curriculum Recognition

The process for recognition of well-established alternative curriculum (and/or reporting on student achievement) as meeting the Outline's requirements.

PowerPoint Presentation

A detailed overview and extensive speaker notes about the Outline for Principals and school leaders.

Values

The values of schooling students should value as a result of the programs they undertake.

Teaching, Learning and Assessment Principles

The key principles of a school and classroom environment that is intellectually, socially and physically supportive of learning.

Phases of Schooling

Guidance about the sorts of curriculum experiences likely to support students at each phase as they move through the years of schooling.

Kindergarten and Pre-primary Statement

Sets expectations for the development of high quality Early Childhood learning and teaching environments in Western Australia.

CURRICULUM K-10

THE WESTERN AUSTRALIAN CURRICULUM

- Early Years Learning Framework
- Kindergarten Curriculum Guidelines
- P-10 Curriculum
- Alternative Curriculum Recognition

GUIDING PRINCIPLES

- Values
- Teaching, Learning and Assessment Principles
- Phases of Schooling
- Kindergarten and Pre-primary Statement

Assessment Principles and Reflective Questions

Support teachers in reflecting on their own practices in relation to each of the assessment principles.

Snapshots

Illustrations of the assessment principles within a classroom or school context.

Overview of Assessment Research

The most recent research into best practice in assessment and the impact of assessment in improving student learning.

Judging Standards

A tool to support teachers when reporting against the achievement standards; when giving assessment feedback; and when explaining the differences between one student's achievement and another's.

Assessment Activities

Sample assessment activities which show a range of approaches to assessment.

Reporting Policy

The requirements and guidelines for schools reporting on student achievement from Pre-primary to Year 10.

Curriculum Framework Materials

Resources (Curriculum Guides, Progress Maps, K-10 syllabuses) to support teachers to plan and assess teaching and learning programs for Health and Physical Education, Languages, Society and Environment, Technology and Enterprise and The Arts.

Curriculum Planning Resources

Resources to support teachers to plan teaching and learning programs for English, Mathematics, Science and History.

Links
Links to other useful websites.

Outline Downloads
Information from the Outline in document form.

WESTERN AUSTRALIAN CURRICULUM AND ASSESSMENT OUTLINE

<http://p10outline.wa.edu.au/outline.asp>

Sets out the knowledge, understanding, skills, values and attitudes that K-10 students are expected to acquire, and guidelines for the assessment of student achievement.

RESOURCES

POWERPOINT PRESENTATION

FREQUENTLY ASKED QUESTIONS

OUTLINE DOWNLOADS

LINKS

CURRICULUM PLANNING RESOURCES

CURRICULUM FRAMEWORK MATERIALS

REPORTING POLICY: PRE-PRIMARY TO YEAR 10

ASSESSMENT ACTIVITIES

OVERVIEW OF RESEARCH

JUDGING STANDARDS

ASSESSMENT PRINCIPLES AND REFLECTIVE QUESTIONS

SNAPSHOTS

Western Adelaide Region Australian Curriculum

Nasser Mansour, Rupert Wegerif



Western Adelaide Region Australian Curriculum:

Australian National Bibliography ,1978 **Hosseini Valamanesh** Mary Knights,Ian North,2011 Deceptively simple Valamanesh s work is often made with elemental substances natural materials found objects for example Persian Carpets an old photo of his grandmother or a pair of worn shoes resonating with cultural and personal associations *Second International Handbook of Science Education* Barry J. Fraser,Kenneth Tobin,Campbell J. McRobbie,2011-12-13 The International Handbook of Science Education is a two volume edition pertaining to the most significant issues in science education It is a follow up to the first Handbook published in 1998 which is seen as the most authoritative resource ever produced in science education The chapters in this edition are reviews of research in science education and retain the strong international flavor of the project It covers the diverse theories and methods that have been a foundation for science education and continue to characterize this field Each section contains a lead chapter that provides an overview and synthesis of the field and related chapters that provide a narrower focus on research and current thinking on the key issues in that field Leading researchers from around the world have participated as authors and consultants to produce a resource that is comprehensive detailed and up to date The chapters provide the most recent and advanced thinking in science education making the Handbook again the most authoritative resource in science education International Handbook of Primary Technology Education Clare Benson,Julie Lunt,2011-11-16 This international handbook offers an in depth study of the development of primary Technology or Design and Technology education worldwide It is unique in that it focuses on the way in which the building blocks for this subject have been established providing much needed research and information for those involved with secondary education and beyond to draw on The inclusion of Technology education into primary curricula has gathered momentum for the last two decades as its importance and relevance to children s lives has been realised by educators This handbook offers a detailed insight into the many and varied ways in which countries have incorporated the subject into children s primary school experiences and issues that have arisen during its implementation The authors all work in the field of primary technology education and have been actively involved in curriculum development and research in their own countries The first part of the book is devoted to the introduction the development and implementation of Technology education into the primary curricula of countries worldwide Reasons for this movement successes and barriers to development are discussed and speculation about the future of Technology education is reflected upon The second part of the book relates to issues that have arisen as the subject has grown over the last twenty years and consideration needs to be given to these if future successes are to be achieved Classroom practice including designing and ICT teacher education enterprise sustainability and indigenous technology are all reflected upon and support the notion of technology as a valued and valuable part of the primary curriculum This book should be of interest to undergraduate and graduate students practitioners researchers curriculum developers policy makers and professional development providers who are involved

with and have an interest in primary technology education worldwide [Australian National Bibliography: 1992](#) National Library of Australia,1988 **Online Classroom: Australian Geography Series - Year 3** Lisa Craig,2019-03-01 Online Classroom Australian Geography Series Year 3 is a package that includes Interactive Online Resource The online resource can be viewed on smart whiteboards tablets and laptops This interactive resource includes videos audio clickable buttons graphics and more It is specifically targeted at engaging Year 3 students and bringing classroom lessons to life Teachers Guide The teachers guide includes step by step instructions to using the online resource All you will need to know about using the online resource is provided in this guide The code and registration details are provided in this guide too BLM Activity Sheets Photocopiable BLM activity sheets which link to the online content are included in this package Originally created for our popular BLM Australian Geography Series Book 3 Places Are Similar And Different these activity pages have been modified for this package Students can complete the activities after viewing the online content All of the activity sheets have been carefully created to meet the requirements of the Australian Curriculum Online Classroom brings Year 3 Geography to life The curriculum linked topics include Section 1 Australian Boundaries In this section learn about divisions and boundaries in Australia as well as well known Australian natural features Section 2 Australia And The Pacific Islands In this section learn about similar and different human and natural characteristics in places located in Australia and the Pacific Islands Section 3 Diverse Climates In this section learn about the difference between the weather and climate and investigate different weather patterns and climates around the world Section 4 Place In this section learn about people s relationship with different places how we can protect and preserve places the different types of places where Australians choose to live and how place affects lifestyle Online Classroom can be used to plan and present your lessons generate lively class discussions set up group work foster independent learning on individual devices set online homework and digital research tasks [Research in Mathematics Education in Australasia 2008-2011](#) Bob Perry,Tom Lowrie,Tracy Logan,Amy MacDonald,Jane Greenlees,2012-09-11 This is the eighth edition of the four yearly review of mathematics education research in Australasia Commissioned by the Mathematics Education Research Group of Australasia MERGA this review critiques the most current Australasian research in mathematics education in the four years from 2008 2011 The main objective of this review is to celebrate and recognise significant findings highlight relationships between research identify themes and forecast further research directions This theme based review has produced a comprehensive analysis of Australasian research in a politically challenging time producing a manuscript with implications for a wider international audience As the 2009 Felix Klein medal winner Gilah Leder states A substantial body of research is captured in the chapters of this review It encompasses the labours of a community of active researchers with varied interests and diverse theoretical perspectives Some of the issues explored in the period covered by this volume clearly resonate with questions and concerns particularly pertinent to the changing educational environment others are more aptly described as continuing or renewed explorations of

areas of long standing concern *APAIS 1992: Australian public affairs information service* , **Geography NSW Syllabus for the Australian Curriculum Stage 5 Years 9 and 10 Textbook and Interactive Textbook** Catherine Acworth,David Butler,Rex Cooke,Kate Thompson,Tony Eggleton,David Lergessner,Karlson Hargroves,Simon Miller,Xiumei Guo,Dora Marinova,Margaret Robertson,Heather Ruckert,Peter Newman,Ken Purnell,Jesmond Sammut,Andrew Walker,Fiona Tonizzo,2016-07-22 *EBOOK: ASSESSING TECHNOLOGY* Richard Kimbell,1997-09-16 How did the development of assessment practices influence the emerging technology curriculum How does practice in the UK compare to practice in the USA Germany Taiwan and Australia For thirty years the UK has been evolving a distinctive technology curriculum In part one of this book Richard Kimbell explores the thorny issues of assessment that have been raised by and that helped to define the technology curriculum in the UK Richard writes as an insider who was closely involved in the evolution of GCSE in the battles that characterised the development of national curriculum assessment and in the single biggest research venture in the assessment of technology the Assessment of Performance Unit project of 1985 91 He analyses the successes and the mistakes and brings these together in chapter 6 into a series of lessons that we should have learned about technology and about assessment In part two Richard presents four vignettes of curriculum and assessment practice in technology from the USA Germany Taiwan and Australia In each case the education system the technology curriculum and its associated assessment practices are outlined Thereafter in the final chapter Richard brings together the lessons learned in the UK with those that might reasonably be learned from practice in the four case study nations

Language in Epistemic Access Caroline Kerfoot,Anne-Marie Simon-Vandenberg,2018-07-26 This book focuses on how to address persistent linguistically structured inequalities in education primarily in relation to South African schools but also in conversation with Australian work and with resonances for other multilingual contexts around the world The book as a whole lays bare the tension between the commitment to multilingualism enshrined in the South African Constitution and language in education policy and the realities of the dominance of English and the virtual absence of indigenous African languages in current educational practices It suggests that dynamic plurilingual pedagogies can be allied with the explicit scaffolding of genre based pedagogies to help redress asymmetries in epistemic access and to re imagine policies pedagogies and practices more in tune with the realities of multilingual classrooms The contributions to this book offer complementary insights on routes to improving access to school knowledge especially for learners whose home language or language variety is different to that of teaching and learning at school All subscribe to similar ideologies which include the view that multilingualism should be seen as a resource rather than a problem in education Commentaries on these chapters highlight evidence based high impact educational responses and suggest that translanguaging and genre may well offer opportunities for students to expand their linguistic repertoires and to bridge epistemological differences between community and school This book was originally published as a special issue of Language and Education Comprehensive Healthcare Simulation:

Mobile Medical Simulation Patricia K. Carstens, Paul Paulman, Audrey Paulman, Marissa J. Stanton, Brian M. Monaghan, Douglas Dekker, 2020-02-13 This book provides information to support the new and growing field of medical simulation training using mobile simulation vehicles These mobile training programs bring vehicles equipped with spaces to simulate patient care areas task trainers and mannequins directly to the medical provider This concise reference introduces programs that bring necessary training to providers and offers step by step guidance on how to establish and run a mobile medical simulation program Divided into two main sections the first analyzes the methods and techniques to implement a program including marketing finances and program evaluation The second section then delves into greater detail regarding the actual teaching and training including chapters on educational methodology scenario design and how to prepare for a simulation session Part of the groundbreaking Comprehensive Healthcare Simulation Series Mobile Medical Simulation is an ideal guide for administrators and managers who design and implement mobile simulation training programs as well as educators and trainers working in the field

Science Education for Diversity Nasser Mansour, Rupert Wegerif, 2013-06-18 Reflecting the very latest theory on diversity issues in science education including new dialogic approaches this volume explores the subject from a range of perspectives and draws on studies from around the world The work discusses fundamental topics such as how we conceptualize diversity as well as examining the ways in which heterogeneous cultural constructs influence the teaching and learning of science in a range of contexts Including numerous strategies ready for adoption by interested teachers the book addresses the varied cultural factors that influence engagement with science education It seeks answers to the question of why increasing numbers of students fail to connect with science education in schools and looks at the more subtle impact that students individually constructed identities have on the teaching and learning of science Recognizing the diversity of its audience the book covers differing levels and science subjects and examines material from a range of viewpoints that include pedagogy curricula teacher education learning gender religion and ICT as well as those of in service and trainee teachers at all levels

Global Teachers, Australian Perspectives Carol Reid, Jock Collins, Michael Singh, 2013-09-04 This is the first book on global teachers and the increasingly important phenomenon of brain circulation in the global teaching profession A teaching qualification is a passport to an international professional career the global teacher is found in more and more classrooms around the world today It is a two way movement This book looks at the growing importance of immigrant teachers in western countries today and at teachers who exit from western countries emigrant teachers seeking teaching experience in other countries Drawing on the international literature in Europe North America Asia and elsewhere supplemented by rich insights derived from recent Australian research the book outlines the personal institutional and structural processes nationally and internationally underlying the increasing global circulation of teachers It identifies the key drivers of global teacher mobility a range of factors including family lifestyle classroom experience travel opportunities for advancement discipline linguistic skills

taxation rates cultural factors and institutional frameworks and policy support The book is the first detailed contemporary account of the experiences of Australian immigrant and emigrant teachers in the schools and communities where they teach and live It makes an important and original theoretical and empirical contribution to the contemporary fields of sociology of education and immigration studies Official Year Book of the Commonwealth of Australia No. 51 - 1965 Commonwealth Bureau of Census and Statistics,1965 Prepared under instructions from the Right Honorable the Treasurer by K M Archer Commonwealth Statistician

The Making of Geography as a Secondary School Subject John Mortimer,Tom O'Donoghue,2021-06-02 No work has ever been produced previously that shows how historically geography has been constructed as a subject for the senior years of secondary schooling in Western Australia from 1917 to 1997 In doing so this book contributes to the existing corpus of international research on the history of curriculum and particularly the history of geography as a senior secondary school subject Much of it is based on primary sources including the textbooks and atlases used along with syllabus manuals and geography examination papers It also provides a framework for investigating the construction of senior secondary school geography curricula in other constituencies and could act as a model for engaging in further research in curriculum history for other school subjects state wide nationally and internationally The book also makes an important contribution to the fields of curriculum design curriculum development and curriculum innovation It will be of great interest to historians of education comparative educationists education leaders policy makers and librarians APAIS 1991: Australian public affairs information service ,

Proceedings of the Fifth International Congress on Mathematical Education CARASS,2013-03-14 International Congresses on Mathematical Education ICMEs under the auspices of the International Commission on Mathematical Instruction are held every four years Previous Congresses have been held in France Lyons England Exeter the Federal Republic of Germany Karlsruhe and the United States of America Berkeley The Fifth International Congress on Mathematical Education ICME 5 was held in Adelaide Australia from August 24 30 1984 More than 1800 participants from over 70 countries participated in the Congress while some additional 200 people attended social functions and excursions The program for ICME 5 was planned and structured by an International Program Committee and implemented by the National Program Committee in Australia For the main body of the program Chief Organisers assisted by Australian Coordinators were invited to plan and prepare the individual components of the program which addressed a wide range of topics and interest areas Each of these teams involved many individuals from around the world in the detailed planning and preparation of the working sessions for their area of program responsibility For the actual working sessions at the Congress the smallest group had some 60 members while the largest had well over 300 In addition to the working sessions there were three major plenary addresses several specially invited presentations and over 420 individual papers in the form of short communications either as posters or brief talks

Official Year Book of the Commonwealth of Australia No. 45 - 1959 , **Annual Bibliography** Australian Institute of Aboriginal Studies,1983

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Western Adelaide Region Australian Curriculum Introduction

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