

South Australian Curriculum, Standards and Accountability Framework: The required elements

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Overview of the document

63 page booklet designed to provide an easy reference summary of all Key Ideas, Developmental Learning Outcomes, and Outcomes for each Learning Area at each Standard.

Keywords

Curriculum; essential learnings; learning areas; key ideas; standards; constructivist learning.

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Summary of Contents

GENERAL INTRODUCTION

- Provides a general description of how the booklet may be used.
- Notes that this booklet can be used by educators as an easy reference when using the Key Ideas and Outcomes in the SACSA Framework to: construct teaching and learning programs, conduct assessment, monitor learner progress, and report to learners and their families on learning progress. (p. 4)

KEY ELEMENTS

What theory of learning underpins the Curriculum Framework?

- States that “The SACSA Framework is based on constructivist theories of learning which view the learner as active in the process of taking in information, building knowledge and understanding and applying it in various contexts; in other words, of constructing their own learning.” (p. 5)

What are the key elements of the Curriculum Framework?

- Notes that the single framework is designed to support continuity of learning through all four Curriculum Bands from birth to Year 12:
 - Early Years Band (birth to Year 2).
 - Primary Years Band (Years 3, 4 and 5).
 - Middle Years Band (Years 6, 7, 8 and 9).
 - Senior Years Band (Years 10, 11 and 12).
- Notes that the Curriculum Scope is organised around Learning Areas through which Essential Learnings, Equity Cross-curriculum Perspectives, and Enterprise and Vocational Education are interwoven.
- Notes that the Key Ideas within each Learning Area contain the fundamental concepts of the Framework. (p. 5)
- Notes that there are eight Development Learning Outcomes for learners in the first two phases of the Early Years Band of SACSA. (p. 5)
- Notes that the Standards in the Framework represent the expectations we have for learners, providing a common reference point for educators to use in monitoring, judging and reporting on learner achievement over time. Notes that Standards are made up of sets of Outcomes, each with examples of evidence. (p. 6)
- Identifies two types of Standards in the SACSA Framework:
 1. Curriculum Standards 1 to 5 for reception to Year 10 learners, which are aligned with what we would generally expect learners to achieve towards the end of particular years of schooling, and their achievement means the learner has achieved all Outcomes in all strands for a particular Learning Area.
 2. Year 12 Standards for senior secondary students. These include the use of externally accredited curriculum coupled with the Essential Learnings. (p. 6)
- Defines Curriculum Accountability as the professional responsibility of educators, site leaders and state office personnel to:
 - “provide a comprehensive account of learning and development in relation to the Developmental Learning Outcomes and achievement of the Curriculum Standards by learners
 - explicitly account for the steps taken to improve learning outcomes for all groups of learners.” (p. 6)
- Proposes that the key dimensions of Curriculum Accountability are:
 1. “Constructing a responsive curriculum, based on the SACSA Framework and on an understanding of the diversity of learners and their needs.
 2. Providing ongoing feedback to learners and their families, based on a range of assessment strategies.
 3. Implementing intervention and support programmes, based on analyses of learner achievement data.
 4. Reporting to learners, parents and caregivers, and the community, the learning Outcomes and Standards achieved.” (p. 6)

USING THIS BOOKLET

- Provides additional information for the effective use of the SACSA Framework. (p. 7)

SCOPE AND STANDARDS OVERVIEW

- Presents a diagram that is intended to support an understanding of the elements of the SACSA Framework and how they fit together. (p. 8)

ESSENTIAL LEARNINGS OVERVIEW

- States that “Essential Learnings are understandings, dispositions and capabilities which are developed through the Learning Areas and form an integral part of children’s and students’ learning from birth to Year 12 and beyond.” (p. 9)
- Lists the five Essential Learnings, together with explication and some of their aspects. The five Essential Learnings are identified as:
 - Futures
 - Identity
 - Interdependence
 - Thinking
 - Communication

PLANNING CYCLES USING THE SACSA FRAMEWORK, DESIGNING LEARNER-CENTRED LEARNING USING THE SACSA FRAMEWORK, THE EARLY YEARS PLANNING CYCLE, AND IMPROVEMENT CYCLE: IMPROVING LEARNING OUTCOMES

- These sections present diagrammatic representations of a number of process exemplars that educators could follow to incorporate the elements of the SACSA Framework. (pp. 10-13)

KEY IDEAS AND OUTCOMES OVERVIEWS

- The remainder of the booklet contains a summary of all the Key Ideas, Developmental Learning Outcomes and Outcomes for each Learning Area at each Standard. (p. 14)
- Those for Birth to Age 3 and Age 3 to Age 5 are set out at pp. 16-17.
- Following, each of the eight Learning Areas is dealt with in turn:
 - Arts (pp. 18-19)
 - Design and Technology (pp. 20-21)
 - English (pp. 22-27)
 - Health and Physical Education (pp. 28-29)
 - Languages (Alphabetic) (pp. 30-37)
 - Languages (Non-Alphabetic) (pp. 38-45)
 - Languages (Australian Indigenous) (pp. 46-49)
 - Mathematics (pp. 50-55)
 - Science (pp. 56-59)
 - Society and Environment (pp. 60-61)