

## **Outcomes of the National Curriculum and Assessment Roundtable Melbourne, 6 November 2009**

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The purpose of the Roundtable was to explore the connections between curriculum, assessment and reporting on the one hand, and pedagogy and school leadership on the other.

It was an opportunity for the professional associations that make up the Teaching Australia Network to meet with ACARA, to learn about progress and future directions in the development and implementation of the national curriculum, to explore what the national curriculum initiatives mean for teachers and principals and teacher educators; and to see what part professional associations can play in shaping the national agenda and its implementation.

The Roundtable highlighted that national curriculum, including its assessment and reporting framework, is a high priority for the teaching profession and one of the major areas of the national education agenda where profession-driven initiatives can complement and add value to the activities of government.

The Network welcomed ACARA's recognition of the important role to be played by the profession in national curriculum and assessment, and its intention to closely involve professional associations, individually and collectively, as key stakeholders in all aspects of its work. ACARA also signalled its intention to work side by side with the new Australian Institute for Teaching and School Leadership in aligning curriculum and assessment with pedagogy and leadership.

Associations raised a range of concerns that ACARA has committed to addressing more fully in the further development of national curriculum and assessment, including explicit development of students' general capabilities, comprehensive integration of cross-curriculum perspectives, specific provision for students with special needs and guidance on time allocations across the curriculum.

Looking ahead to implementation, the Network welcomed ACARA's recognition that a nationally coordinated approach would assist the transition to the national curriculum. The critical importance of professional development was underlined, as was the need to resource professional associations appropriately for the support they are well placed to provide.

The value of regular conversation between ACARA and the Teaching Australia Network, well demonstrated by the Roundtable discussion, prompted a commitment to making the roundtable a biannual event.