Institute for
Social Science Research

THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Australian Curriculum Monitoring Framework

November 2025

Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.

The Brisbane River pattern from *A Guidance Through Time* by Casey Coolwell and Kyra Mancktelow.

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Project purpose

To develop a monitoring process for the Australian Curriculum F-10 that:

- provides the basis to make informed decisions for future refinement of the curriculum and the development of Terms of Reference

- can be managed by ACARA's Curriculum team as a business-as-usual activity and within operating costs

- provides a manageable approach for states, territories and jurisdictions

The purpose of this today is to socialise the structure of the draft monitoring framework and its key components and to hear your feedback

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Project approach

WP1: Review & Compare

- Document review
- Literature review
- Country comparison
- Website Review

WP2: Consult

- Focus groups
- Interviews
- Online Survey
- Analysis

WP3: Synthesis & Translate

- Sense-making workshop
- Develop and trial processes and protocols
- Draft report with recommendations

WP4: Review & Refine

- Reflection workshop
- Final process and protocols
- Socialise with sector
- Final report

April to June →

July to November →

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90 Articles

110 Reports

14 Countries

12 Focus groups

4 Interviews

26 Surveys
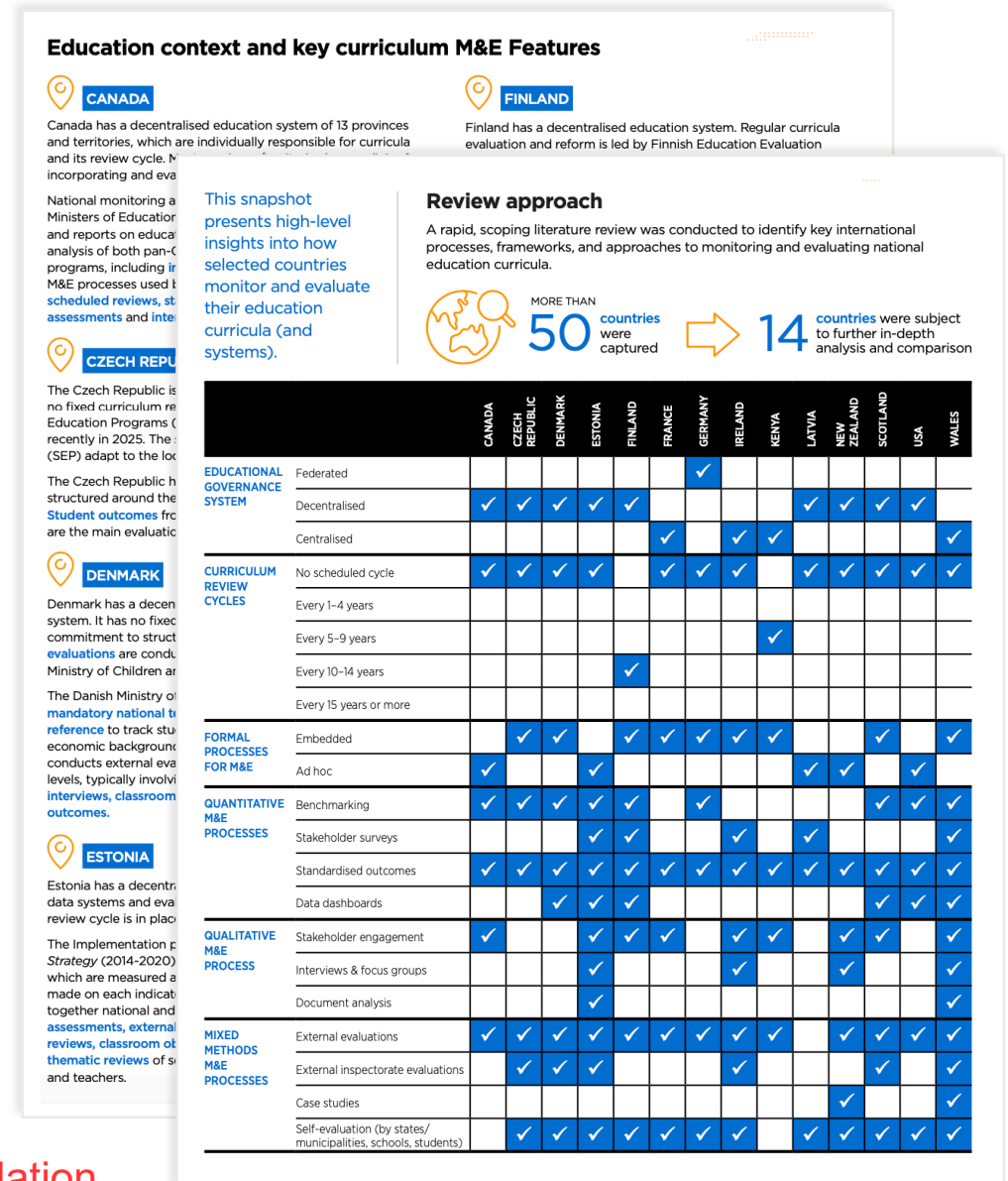
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Summary of desktop review

Document review

- School-level monitoring prominent; limited jurisdictional frameworks
- Most evaluations focus on planning, implementation tracking, or specific strategies
- Common data sources include surveys, admin data, and observations.
- Promising practices, tools and templates identified

International literature review

- Wide use of quantitative, qualitative, and mixed methods, including surveys, interviews, focus groups, case studies, and inspectorate reviews
- Curriculum M&E occurs at system, school, and student levels
- Key data sources include administrative data, standardised assessments, external evaluations, and school-level reviews
- Useful international frameworks and country-specific examples

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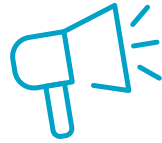# Insights from stakeholder consultations

DATA

Unclear rationale for ACARA's curriculum monitoring

Limited awareness of **what data** was collected and **why**

Positive experiences with **ACARA's engagement**

Unclear link between **feedback and outcomes**

Communication gaps identified as key issue

VOICES TO INCLUDE

Strong support for including **teacher and principal** voices

Desire to include **student perspectives**

Some support for **parent and community** input

Clear call to prioritise **First Nations** voices

CURRICULUM VS CURRICULUM IMPLEMENTATION

Curriculum monitoring seen as **inseparable** from implementation

Curriculum viewed by some as too **"static"** to evaluate in isolation

Teachers may interpret "curriculum" as **curriculum resources**

Diverse implementation offers valuable insights across jurisdictions

THE BIGGER PICTURE

Uncertainty about how monitoring links to **curriculum reviews**

Questions around timing and use of **feedback**

Curriculum implementation **varies across jurisdictions**

Need for clarity on integration with ACARA's **broader strategy**

Interest in nationally consistent **areas for comparison**

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Insights from stakeholder consultations

LEVERAGING EXISTING STRUCTURES

Leverage **existing groups** (e.g., SWDAG, CRGs)

Use groups to strengthen **feedback loops** and generate **inquiry**

Support **teacher and leader capacity building** through these groups

Face-to-face engagement seen as valuable

Ensure **First Nations voices** are included and visible

ACHIEVEMENT STANDARDS

Teachers need **time and familiarity** to assess confidently

Mixed views on current **achievement standards**

Concern that **standards too closely mirror content descriptions**

Call to clarify **deeper learning goals** in any revisions

Need for **alternative assessment** approaches for students with **disabilities**

JURISDICTIONAL VARIATION

Participants want a clearer **national picture** of curriculum use

'Adopt' jurisdictions may offer **clearer feedback**

Monitoring should help to **assess relevance of CCPs and GCs** over time

Jurisdiction-specific resources contribute to varied experiences

CURRICULUM VIEWS

Suggestion to **review relevance of CCPS and GCs**

Curriculum wording may imply pedagogical approaches

Concerns curriculum isn't always fit for **diverse contexts and students**

Difficulties using curriculum in **small/mixed-level classrooms**

Suggestion to embed **First Nations knowledge** as core, not peripheral

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Key opportunities

Improved clarity over purpose and process

Improved clarity over terminology

Greater consistency over time and in feedback format

Framework principles

PRINCIPLE	DESCRIPTION
Purposeful and useful	Aligned with the goals of informing curriculum review and improvement, and designed to generate insights that meaningfully inform decision-making and support curriculum implementation.
Consultative and mutually beneficial	Developed and implemented with input from jurisdictions and stakeholders, and designed to generate insights that are valuable to both ACARA and jurisdictions.
Improvement oriented	Focused on learning and continuous improvement, rather than compliance or accountability. Process and insights should drive reflection, adaptation, and enhancement of the curriculum and its implementation.
Manageable and flexible	Achievable within ACARA's routine operations, respectful of the capacity of states and territories, and flexible to different jurisdictional contexts.
Transparent	The purpose, methods, and use of monitoring are clearly communicated to all stakeholders. Transparency applies to both the process and the insights it generates, ensuring confidence in the approach and its outcomes.

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Framework domains

DOMAIN	HIGH-LEVEL QUESTION
Curriculum fidelity	To what extent is the curriculum implemented as intended, including the coverage, sequencing, and any adaptations to local contexts?
Curriculum coherence and alignment	To what extent is there alignment between curriculum content, achievement standards, teaching practice, assessment, reporting, and current best practice in education?
Equity and excellence	To what extent can all students - regardless of background, circumstances, or learning needs - access, engage with, and benefit from the curriculum, including through appropriate adaptations?
Implementation and manageability	To what extent is the curriculum practical, manageable, and adequately supported to enable effective implementation within available resources and time?
Stakeholder satisfaction and perceived value	To what extent do teachers, school leaders, parents, and students perceive the curriculum as clear, useful, and valuable?

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FRAMEWORK ACTIVITIES

Annual Jurisdictional Reporting
(with accompanying data collection toolkit)

Stakeholder Consultation

Media monitoring

Website feedback & analytics

Informal feedback

Literature review & synthesis
(between reviews)

Benchmarking / Cross-country comparison
(between reviews)

Validation of achievement standards
(multiple time points in life cycle)

Monitoring
The collection, analysis and presentation of data on curriculum feedback and perspectives with annual reporting and dissemination

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Review related research
A suite of in-depth activities undertaken to inform the design and conduct of formal curriculum reviews

Evaluation
A formal and targeted process undertaken only when a significant issue is identified through monitoring or review-related research

Minor curriculum edit

Development of curriculum resources

Terms of Reference

Review and Development of

NEW CURRICULUM

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MONITORING   REVIEW-RELATED RESEARCH

FRAMEWORK DOMAINS	Annual jurisdictional reporting	Website feedback & analytics	Media monitoring	Informal feedback	Literature review & synthesis	Benchmarking / Cross-country comparison	Validation of achievement standards
Curriculum fidelity To what extent is the curriculum implemented as intended, including the coverage and sequencing of content and any adaptations to local contexts?	✓		✓	✓		✓	✓
Curriculum coherence and alignment To what extent is there alignment between curriculum content, teaching practice, assessment, and reporting?	✓			✓	✓	✓	✓
Equity and excellence To what extent can all students, regardless of background or circumstances, access and engage with the curriculum?	✓	✓	✓	✓	✓	✓	✓
Implementation and manageability To what extent is the curriculum practical and manageable to implement within available resources and time?	✓	✓	✓	✓	✓		
Stakeholder satisfaction and perceived value To what extent do stakeholders perceive the curriculum as clear, useful, and valuable?	✓		✓	✓		✓	✓

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Monitoring

Annual Jurisdictional Feedback

Annual Jurisdictional Feedback Questionnaire

- A consistent yet flexible way to understand how the Australian Curriculum is being implemented and experienced across jurisdictions.

- Designed to provide a structured approach to share insights on what's working well, where there are challenges, and what might need further attention in future curriculum reviews.

Curriculum Implementation Status

Core annual questions

Deep dive questions

Opportunities for improvement

Case studies

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(Optional) Monitoring Toolkit

- An optional toolkit that includes a sample survey and interview/focus group guide

- Designed to support jurisdictions that want to collect additional evidence to inform their responses

- Aligned with the framework domains

School staff survey

School staff interview | focus group | yarning circle guide

Student focus group guide

Thank you

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