

How will access and reliability of information communications technology resources affect the potential implementation of the Australian Curriculum?

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Abstract

The Australian Government has recently introduced a national based curriculum, known as The Australian Curriculum. This new curriculum is intended to provide quality education for all students (Australian Curriculum, Reporting and Assessment Authority, [ACARA], 2013). This article considers some of the possible implications of the Australian Curriculum, both generally and with a focus on music education. The empirical research on which this paper draws investigates music teachers' use of technology resources under the current curriculum (Australian Victorian Essential Learning Standards, [AusVELS]), and develops insights into how this use may change with the implementation of the Australian Curriculum.

Key words: Australian Curriculum, Music Education, Information and Communications Technology Resources and Equality in Education.

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Introduction

This article is focused on developing a perspective as to how music teachers intend to fulfil the expectations and requirements of the Australian Curriculum. Four main themes were considered key to the study; Information and Communications Technology (ICT) resources, the Australian Curriculum, Assessment in Music Education and Equality in Education. These four themes discuss some of the main concerns and issues related to ICT resources in music education and the development of national-based curriculum.

In order to research and gain insight into this perspective an in depth qualitative case study was developed. To strengthen the validity and reliability of this qualitative research, a

triangulation of data collection methods was developed by utilising a survey, semi-structured interviews and a document analysis. An initial voluntary survey was administered to more than 200 Victorian Government Secondary schools, to provide a snapshot overview of their current resourcing circumstances. From these surveys two schools voluntarily participated in further in depth semi-structured interviews. A document analysis of previous, current and future curriculum documents was also investigated to provide further understandings about the changes made to the policies and how these changes may influence the implementation of the Australian Curriculum. The results generated through these data collection methods were then analysed thematically, drawing

on information presented through the literature review, and also through themes highlighted through the analysis of the results.

Literature

ICT resourcing and curriculum expectations can often present challenges for teachers however, research in this area is minimal. This lack of research highlights the need for further investigation, particularly within an Australian context. Due to the current changes in education curriculum, principally the introduction of the Australian Curriculum it is important to develop current understandings further. In order to understand the context and potential issues of ICT within Victorian Secondary schools a review of existing literature has been developed. This review of the literature focused around four main themes of ICT resources, the Australian Curriculum, Assessment in Music Education and Equality in Education. ICT considers the current importance of these resources. The National Review of School Music Education (Australian Government, Department of Education, Science and Training, 2005) describes the use of technologies as a "Guideline for Student Learning" (pp. 84, 86, 88, 90), The Australian Curriculum, Reporting and Assessment Authority (ACARA, 2013) also discusses the importance of developing ICT within the curriculum.

The theme of the Australian Curriculum considers the potential benefits and disadvantages of developing nationalised forms of learning. This also is connected to the theme of Assessment in Music Education. Atweh and Singh (2011) imply that standardised forms of assessment may become more prominent with the curriculum being implemented at a national level in Australia. This may lead to a shift in approach towards the standardisation of curriculum and assessment. The purpose of developing a standardised test is to develop consistent learning outcomes (Organisation for Economic Co-operation and Development, [OECD], 2013), similar to the aims of the development of national achievement

standards within the Australian Curriculum (ACARA, 2010). The question of whether a more formalised national assessment system will be appropriate for disciplines in the Arts is yet to be determined. Finally equality in education is important when considering how nationalised forms of assessment may affect different students, with different learning abilities and with differing levels of access to resources.

1. ICT

Research suggests that ICT can often be considered from two different viewpoints, within the literature they are discussed as resources being equipment, for example, mixing desks and synthesisers, and as programs used to support and develop student learning further. Within Australia there are several different research pieces that consider pedagogy and ICT (Jacob, 1999; McDowall, 2007; Wicks, 2003), however in the research study on which this paper draws a different approach was used that considers current resourcing circumstances in schools and how they affect the fulfilment of curriculum requirements. Researching ICT resourcing in music education is important because these resources can be used to enhance the quality of learning opportunities available to students (Loveless, 2002).

There are both benefits and limitations to using ICT within the classroom and specifically in music education. These resources can be used to increase student motivation and levels of engagement (West-Burnham & Coates, 2005), and to further develop students problem solving and higher order thinking abilities (Jesson & Peacock, 2012). However, there can often be software and communication issues when using ICT (Doyle, 2008). A lack of access to or unreliable resources may lead to inequalities within learning opportunities (Vrasidas, Zembylas & Glass, 2009), and teachers need sufficient resources available that are reliable to enhance students' learning further (Kennewell, Parkinson & Tanner, 2002). Some of these issues are discussed in the previous studies of Australian research projects by Crawford (2009) and Crawford and Southcott (2011),

which provided a basis for the empirical research considered in this article.

Previous research by Crawford (2009) discusses the use of ICT resources within music education. Crawford considered pedagogical implications relating to resourcing and developing quality education, the research proposed that it is possible to deliver engaging and worthwhile lessons using limited resources. Crawford and Southcott (2011) did further research into the uses of ICT resources in the classroom. They discovered that music teachers often used these resources to supplement theory elements of learning such as aural training and note recognition. Their research determined that professionals with an ICT background found more numerous and creative ideas for using ICT to supplement the music curriculum. Whilst these studies furthered understandings in regards to pedagogy and ICT resources, this research focuses on how resourcing affects curriculum choices, and how this may change with the development of the Australian Curriculum.

2. Australian Curriculum

The overall intent of the development of the Australian curriculum is to create equal learning standards across the different states and territories of Australia (OECD, 2011). In essence the intent of the Australian Curriculum is to improve current standards and further quality education in Australia. However, there are both benefits and disadvantages to developing a national-based curriculum.

One beneficial aspect of national-based forms of curriculum is the increase in integrated learning, as multi-faceted aspects of students' capabilities across various subjects can be explored and developed (Beane, 1997). ACARA (2013) follows this development of broadening students' abilities in various areas by creating "Cross-Curriculum Priorities". These "Cross-Curriculum Priorities" include areas of learning such as "Aboriginal and Torres Strait Islander histories and cultures" and "Sustainability" (ACARA, 2013), these general areas of learning are intended to develop students as

global citizens and widen their perspectives and understandings of different cultures and societies. Whilst the Australian Curriculum is aimed at expanding students' understandings across a broad range of topics there are various disadvantages associated with its development.

Atweh and Singh (2011) discuss some of the disadvantages associated with the development of the Australian Curriculum. They consider the political and educational agendas influencing the design and implementation of the Australian Curriculum. In particular Atweh and Singh consider the social influences apparent in the curriculum development when discussing what constitutes valid knowledge. Concurrently, Moore (2007) further stated that knowledge "bears traces of the social" (p. 18). This question of valid knowledge is important as it shapes the purpose and intent of the curriculum. Atweh and Singh suggest that the Australian Curriculum needs further discussion around pedagogical approaches in regards to certain subjects, and that it is lacking in detail in other subjects. The Australian Curriculum, whilst developed with the intention to improve education in Australia, may need further investigation into its appropriateness and usefulness. Within music education this will involve researching learning outcomes, and how resourcing affects teachers' abilities to implement the curriculum. It is clear that ICT resources are necessary for the fulfilment of requirements and expectations of both current and future curricula. This access and use of ICT resources may influence students' abilities to complete assessments in music education.

3. Assessment in Music Education

Assessment is an important aspect to consider within the development of the Australian Curriculum. Assessments are the tools used to monitor student progress and learning, and to aid in helping educators prepare better learning opportunities for students (Popham, 2010). With the implementation of the Australian Curriculum there will be requirements and expectations that need to be fulfilled by all Australian students.

Within Australia the current assessment tool used nationally to analyse student progression and learning is the National Assessment Program – Literacy and Numeracy, NAPLAN (ACARA, 2011). The NAPLAN assessment tool measures students' abilities in literacy and numeracy through the completion of a standardised test. Standardised testing is a term used to define tests that are completed under uniform conditions (Dolezalek, 2008). It is possible that certain areas of music may be tested in a standardised way, for example many tonal and rhythmic topics can be assessed using measurable outcomes such as tests (Runfula & Taggart, 2005). Performance related aspects of music education, however become much more difficult to assess in a uniform way. As Fisher (2008) discusses many music educators believe that the introduction of standardised tests will reduce the subjectivity inherent in the development of music education. However, as defined by the national standards levels and Australian Curriculum (ACARA, 2013) it is appropriate to suggest that there will be certain skills that will need to be developed in students, and their progression in these areas will be assessed nationally. With the potential development of nationalised forms of assessment, the issue of equality in schools becomes more important.

4. Equality in Education

Equality in music education across all schools is a challenging objective to achieve. There are numerous different aspects influencing equality in music education, such as racial and cultural background and gender (Kelly, 2008). In the context of this current research, equality of access to and use of ICT resources is being considered and how this may impact curriculum choices. With the implementation of the Australian Curriculum, ICT resourcing will become an important aspect as it is a required expectation (ACARA, 2013). Along with the access to resources, teachers need the education and ability to use these resources in the classroom. As previously mentioned, work by

Crawford and Southcott (2011) discussed how music educators were somewhat restricted with their abilities to employ technology resources to their fullest extent. The issue of resourcing in music education in Australia has not been widely researched; this current work intends to provide some insight into this research gap, with the development of the following data collection methods.

Methodology

Research Questions

This study investigated how access to ICT resources may affect music teachers' ability to implement the Australian Curriculum. The following research questions guided the investigation:

- What resources do schools have and how easily accessible are they to music teachers?
- How is technology used in the classroom and how often?
- How do these resources aid in fulfilling current curriculum requirements and expectations?
- What resourcing considerations will need to be made in response to the Australian Curriculum?

Research Approach

As this research focused on exploring social phenomena in its natural setting, a qualitative approach was developed (Creswell, 2007; Stake, 2005). This was important for generating insight into music teachers' current perceptions and understandings of curricula expectations given their resourcing circumstances. To gain initial insight into current resourcing circumstances a survey was sent to Victorian Government Secondary Schools. This was to provide a contextual basis for further analysis. From this survey two schools were identified with similar resourcing circumstances and the music teachers' voluntarily participated in a case study involving a semi-structured interview. The results from the survey and interviews were

further supported by a document analysis. These data collections methods were not only appropriate for the qualitative nature of this study, but allowed for the triangulation of data collection methods to strengthen and validate the findings.

1. Survey

The online survey was used to generate contextual quantitative data pertaining to current resourcing circumstances. Quantitative research aims to understand phenomena using a numerical measurement (Muijs, 2011). The survey was created online and distributed to over 200 Victorian Government Secondary Schools. A list of schools and their relevant email addresses were identified from the Department of Education and Early Childhood Development, All Schools List. Of the 200 distributed there was an approximate response rate of 20%, although this a conservative sample size the survey still produced contextual data useful for forming a basis for further investigation. Throughout the survey there were some open-ended questions designed to generate some qualitative data however, these were only to provide initial insights into the case study. The limitation of using quantitative data is that it does not consider the influence of the phenomena and participants (Karkukly, 2011). The survey provided a snapshot overview of the accessibility and use of resources currently in Victorian Government Secondary Schools. The qualitative responses generated by the survey provided insight into teachers' current perceptions of resource availability and use, and the influence of existing and future curriculum. This survey provided insightful data as to the general resourcing circumstances across Victorian Government Secondary Schools and this formed the basis for a further in depth case study.

2. Case Study

This research aims to develop insight into teachers' perceptions regarding current and future curricula. Yin (2003), states that "the case study is the method

of choice when the phenomena under study is not readily distinguishable from its context" (p. 4). Due to the personal nature of education research, case studies and qualitative methods are often used as they allow for rich data to be collected and analysed that is often not considered by quantitative research methods (Wimmer & Dominick, 2012). The research questions of this study required a consideration of the personal experiences and perceptions of music teachers within their particular contexts. A case study was appropriate for the in depth data required to investigate these questions; therefore semi-structured interviews with two music teachers, from similarly resourced schools as identified by the survey, formed the basis of the case study. These interviews were audio recorded and considered the potential impact of current resourcing circumstances on curriculum choices. The interview transcripts were analysed using open, axial and selective coding (Babbie, 2013). This analysis suggests that teachers need access to quality resources in order to fulfil the expectations of the Australian Curriculum. The semi-structured interviews and this case study have provided an important overview of beliefs and perspectives of teachers working within current legislation.

3. Document Analysis

In order to develop valid and reliable data, the data collection methods were triangulated. A document analysis was conducted to further investigate the insights from the data gained in the semi-structured interviews. This involved exploring curriculum documents within a historical and current context that considered the questions and aims of this research, as a document can consider previous policies or perspectives that are influential in shaping current policies (Just & Puppis, 2012). A consideration of past curriculum can provide an important and insightful historical perspective that can often be overlooked (Bowen, 2009). This analysis of these documents was used to provide a past, current and proposed

context in order to further understandings about curriculum expectations for students and teachers. The following documents were analysed; The Curriculum and Standards Framework II (VCAA, 2000), Victorian Essential Learning Standards (VCAA, 2010), Australian Victorian Essential Learning Standards (VCAA, 2013) and the Australian Curriculum (ACARA, 2013). Due to the scope of this article the analysis of the documents has been included as Appendix A. This document analysis also provided an authoritarian perspective, looking further than just the teachers and students participating in the curriculum, which has often been overlooked in other similar research. The development of three different data collection methods was chosen to strengthen the validity and reliability of the analysis of the data (Mills, Eurepos & Wiebe, 2010). The survey, semi-structured interviews and document analysis were intended to provide a rich and in depth source of data from which conclusions pertaining to the research questions and aims can be drawn.

Results

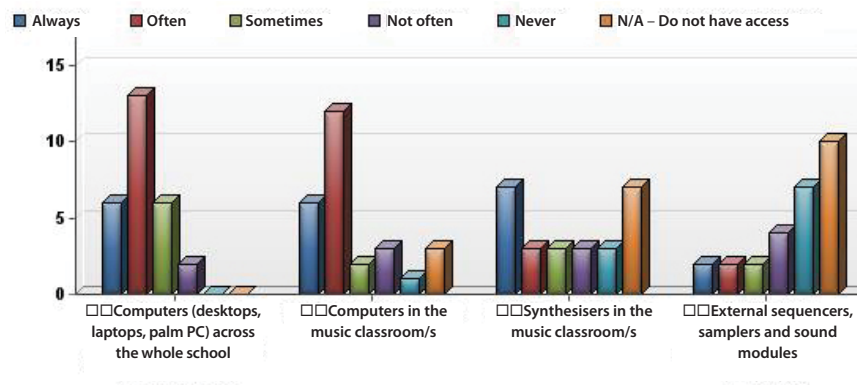
In the research study on which this paper draws the aim was to develop initial insights into current resourcing circumstances and begin to understand teachers' personal perceptions of the potential

impact of the Australian Curriculum. The results are separated into three themes of ICT, Usage and Benefits of ICT, and Curriculum Expectations and Assessment. Due to ethical considerations the participants of the interviews will be referred to as Teacher A and Teacher B.

1. ICT

The document analysis showed that the definitions for ICT change over time from the Curriculum and Standards Framework II (VCAA, 2000) that describes ICT within the Arts as a list of programs, devices and networks to be accessed and used in class. The Australian Curriculum (ACARA, 2013) defines ICT in a similar manner to the AusVELS curriculum, by discussing the importance of ICT, listing examples of possible resources, the purpose for using ICT and the standards expected. These changes reflect the changes in perceived importance of developing students' abilities to use ICT. The Australian Curriculum more specifically outlines the expectations and requirements for the use and development of ICT skills. It is appropriate to suggest that without access to reliable resources some teachers may struggle to fulfil all criteria as described within the Australian Curriculum. This issue was raised throughout the analysis of the interviews and survey also.

Figure 1: Access and use of ICT resources.



Within the survey questions relating to access and reliability considered teachers' current abilities to utilise ICT in the classroom. In order to provide information concerning these questions the survey was designed to answer these simultaneously. Figure 1 outlines teachers' access to some resources and how often they are used in the classroom.

The results of the survey indicated that more than 60% of teachers have access to computers, both across the whole school and within the music classroom. The results also suggested that these teachers use these resources often or always. This number however, noticeably decreases when considering more music specific resources such as synthesisers and external sequencers. Within the interviews access and reliability was also a recurrent theme that was raised by the teachers.

In the interviews both teachers described having various ICT resources available for use, however the teachers had differing levels of access to these resources. For Teacher A it is "really easy" to access these resources and there was rarely time when these resources "aren't available". Teacher B had more difficulties accessing these resources; there were issues with other teachers "book[ing] them out for the year" and needing to "walk to the senior campus" to be able to use these resources. Both teachers also explained issues with the reliability of ICT in the classroom, some of the

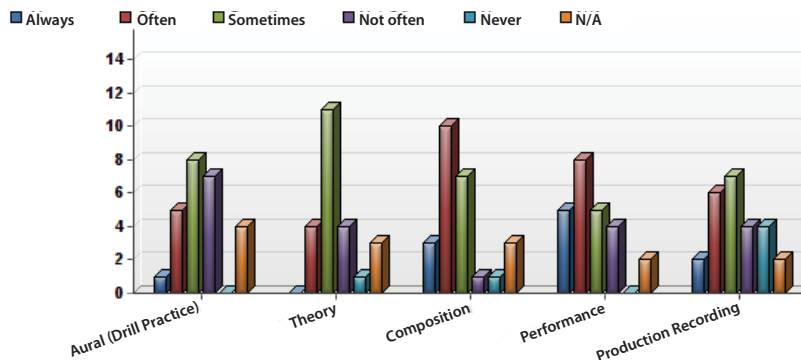
resources took a considerable amount of time to load and be ready for use, whilst others resources had been damaged and were therefore difficult to use. Whilst both teachers aim to use ICT, their actual use is dependent on their accessibility and reliability. Both teachers were aware however, of the benefits of ICT use in the classroom.

2. Usage and Benefits of ICT

In order to further investigate how these resources were being utilised the survey considered how teachers' currently employ these tools. The third research question aims to develop insights into how teachers' currently use these resources within their classrooms. The following bar graph indicates how teachers use these tools.

Figure 2 indicates that over 50% of teachers use ICT for each of these activities. However, at least 8% of teachers described using ICT within each activity as non-applicable. This may suggest a lack of access to resources within schools and this in turn may impact the fulfilment of the Australian Curriculum. The survey also asked open-ended questions, considering how ICT resources are currently used in the classroom. Most teachers responded that they used these resources as a tool for furthering students' skills in music education. This is an important aspect when considering the possible

Figure 2: Usage of ICT resources.



implications of the Australian Curriculum, and how the new curriculum may affect teachers' ability to fulfil these expectations. Most teachers were aware however, of the benefits of using ICT, although access and reliability are some of the limitations associated with their use.

In terms of the third subsidiary research question, investigating how these resources aid the fulfilment of curriculum expectations, the interviews suggested that limited or unreliable resources can restrict teachers from using these resources. Both teachers involved in the interview were aware of the many potential uses and benefits of employing these devices within the classroom. Both teachers described the "fun" students had using ICT, and discussed higher levels of engagement with their use. Teacher B described more potential uses of ICT within the classroom, describing a higher quality of work produced when using ICT, "you know it sounds a bit better when it's on garage band". Teacher B also discussed the importance of using ICT in the classroom. In her opinion these resources are important because without them "I don't get to teach what I wanna teach", "I don't get to teach stuff that I know that we do in VCE that gets them that crossover" and because "everything's on computers now". The benefits and limitations of using ICT

within the classroom affected the teachers' use of these resources within the classroom. This in turn may influence teachers' fulfilment of curriculum expectations.



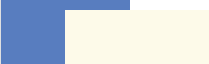
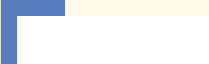
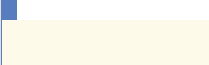
3. Curriculum Expectations and Assessment

In terms of current curriculum expectations Figure 3 from the survey indicates how teachers perceive their current ICT resource availability affects their ability to fulfil these expectations.

Figure 3 shows that 81% of teachers strongly agree or agree that their current resourcing circumstances will affect their ability to fulfil curriculum expectations. A lack of access to or reliability of resources may therefore affect teachers' abilities to implement the curriculum to the best of their ability. Teachers were also asked about the perceived importance of ICT. The survey suggested that over 80% of teachers strongly agreed or agreed that these resources would be an important aspect within the future curriculum. The interviews however, suggested a different perspective of some teachers with regards to the Australian Curriculum.

In the interviews both teachers recognised that there were expectations for using ICT within

Figure 3: Availability of ICT resources and curriculum expectations.

#	Answer		%
1	Strongly Agree		50%
2	Agree		31%
3	Unsure		15%
4	Disagree		4%
5	Strongly Disagree		0%

the classroom under the guidelines of the current curriculum. Both teachers however, suggested that they did not believe ICT resources to be imperative in providing students with quality education. Teacher A stated that "I know we're supposed to use ICT and supposed to say how we use it and be fabulous at it but ... I ... could quite happily do without it", whilst teacher B suggested that her unit of work is "doable without [ICT]" and that she did not think she would be "a good teacher if you have to rely on everything else to do it for you". Considering how the Australian Curriculum will impact resource use in the classroom, both teachers believed they could confidently fulfil the requirements with their given resourcing circumstances. Teacher A stated "if it's like VELS really confident, because you can do anything... to meet the requirements" and Teacher B stated that "I don't have to be reliant on ICT or reliant on resources, like you have to make do with what you've got". Due to their perceptions of ICT and their ability to access these resources it is appropriate to suggest that some learning opportunities using these resources may not be explored. This issue was explored within the document analysis by considering the language use in past, current and future curriculum.

Each curriculum document describes in some form the expectations and requirements to be completed by students. The issue of assessment relates to the subsidiary research question that considers how ICT resourcing will affect teachers' abilities to fulfil the requirements and expectations of the current curriculum and the new Australian Curriculum. As discussed previously access to certain types of resourcing is important in order for students and teachers to complete particular aspects of learning. ICT can be seen as necessary resources needed for the fulfilment of specific requirements and expectations. If some teachers have access to certain resources, while other teachers do not, this may bias students abilities to complete the assessments as outlined by the Australian Curriculum.

Discussion and Conclusion

The focus for this research was to gain insight into music teachers' perspectives on the Australian Curriculum and their current resourcing circumstances. A number of research questions were designed in order to generate data relating to this issue. The results indicated that there were concerns of resources available to teachers, which may in turn impact their fulfilment of curriculum requirements and expectations. From the analysis and literature, three overarching themes were identified for further discussion, these were ICT, Access and Reliability and Curriculum Expectations.

1. ICT

ICT is a broad theme, considering the benefits of these resources and the importance of using ICT in the classroom. The theme ICT was considered throughout the analysis of each data collection method. The investigation of the document analysis suggested that ICT will be an important aspect of students' learning. It is appropriate to suggest that with the introduction of the Australian Curriculum access to quality resources will become increasingly more important for the fulfilment of future expectations and requirements. Within the interviews both teachers were aware of the importance of developing students' ICT skills. They were also aware of the changing expectations and requirements within the Australian Curriculum. Their perceptions on their current ability to use ICT however, suggested possible issues with completing all tasks as outlined in the future curriculum. These issues were also discussed throughout the survey responses. Whilst teachers described both intrinsic and extrinsic uses for ICT (Finney & Burnard, 2010) the teachers that completed the survey also had concerns with access to and use of quality resources. Due to the time constraints of this research, further perspectives were not considered, however investigating and exploring teachers' perceptions has provided a basis for further consideration. As previously outlined the major concern for most

teachers with regards to the implementation of the Australian Curriculum, and the fulfilment of future requirements and expectations was the access to and reliability of their current resourcing circumstances.

2. Access and Reliability

Access and Reliability considers current resourcing circumstances of schools, and teachers' ability to use these resources in music education. This theme developed from the analysis of the surveys and the interviews, however as outlined above it is still an important aspect when considering the implementation of the Australian Curriculum. The survey suggested that there was a relatively high level of resources such as computers and laptops readily available in most schools; however, there was a lower level of access to music specific resources such as synthesisers and mixing desks. The survey also suggested that different schools had different access to varying types of resources. This may provide alternate learning opportunities to students that attend different schools. This issue may become of more importance if the Australian Curriculum introduces uniform, or standardised forms of assessment. Without the same level of access to quality resources students may perform differently on the same tasks. The other issue raised within the analysis of the interviews was the reliability of the resources to which the teachers did have access. Unreliable resources caused frustration for both teachers, and both described that the unreliability of these resources affected their ability to use them in the classroom. Based on the indicated findings it is appropriate to suggest that restricted access to or unreliable resources, may influence teachers' use of these resources, and in turn may impact on their ability to fulfil some of the Australian Curriculum expectations.

3. Curriculum Expectations

Curriculum Expectations considers teachers' perceptions in regards to current and future curricula requirements; the theme also considers

assessments as outlined by the Australian Curriculum. This theme was explored throughout the results of the survey, interviews and document analysis. Most teachers within the survey and the interviews considered ICT to be an important aspect within the Australian Curriculum. The Australian Curriculum was developed to aid in providing all students with quality education (ACARA, 2013). The literature review considered prior research and the importance of equality in student learning opportunities. Argy (2007) explained that employment opportunity inequalities can be a result of educational inequalities. Therefore, concern is raised when considering that the expectations of the Australian Curriculum may highlight the inequality of learning opportunities available to students. It is appropriate to suggest that the importance of equality in education may become more important as the Australian Curriculum may continue to develop nationalised forms of assessment, such as NAPLAN. At this stage there is no confirmation of this, however it will be important to consider how such a development could impact on a highly subjective area of learning such as music. Nationalised assessments may not be the most appropriate style of assessment for music or the Arts, however further research would be required that is beyond the scope of this article to determine issues linking assessment and potential national implications.

This article has considered teachers' current resourcing circumstances and the importance of having access to ICT within music education. The results suggest that ICT resources are perceived to be an important learning area for current and future students. The teachers' involved with this research have described access and reliability to be issues around their use of these resources in the classroom. These issues become important when considering possible curriculum expectations and the fulfilment of these requirements. Further research into the benefits and issues of the Australian Curriculum will need to be developed however, in order to understand the effectiveness of a national-based curriculum.

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Appendix A: General Summary of Curricula in Victoria over the past eleven years.

Curriculum Document	Author/Voice	Audience	Purpose	Interpretation
Curriculum and Standards Framework II	<p>Officially Victoria, Board of Studies, Victorian Government</p> <ul style="list-style-type: none"> - Victorian Government and Assessment Authority - suggests authoritarian importance, Potential prescriptive nature to the document. <p>Within Curriculum listed as teachers, educators, subject specialists, researchers, professional associations and community groups.</p> <ul style="list-style-type: none"> - suggests homogenous and democratic development of the CSF <p>Potential equality focused document, considering different viewpoints.</p>	<p>Victorian teachers from Preparatory level to Year 10.</p>	<p>It was developed as a guiding document in relation as to what to teach in schools, and how to implement the curriculum.</p>	<p>This document could be interpreted as a strict and regimented outline as to what to specifically do in each class. However, due to the flexibility inherent in the language used, it is more likely that this document would be interpreted as an overall guideline as to key learning areas.</p>
Victorian Essential Learning Standards	<p>Officially - Victorian Curriculum and Assessment Authority.</p> <ul style="list-style-type: none"> - suggests authoritarian view, potentially prescriptive. <p>Within Curriculum listed as several committees.</p> <ul style="list-style-type: none"> - suggests in order to be able to contribute to the development of the curriculum, one must first be a member of these committees. This may depersonalise some possible inclusions within the curriculum. 	<p>Victorian teachers from Preparatory level to Year 10.</p>	<p>To identify skills and knowledge essential for Victorian students to be productive members of society. (VCAA, 2010).</p>	<p>The language used in VELS is also flexible and open to interpretation, for example verbs such as improvise, create, evaluate and design are used when discussing achievable outcomes for students (VCAA, 2010).</p>
Australian Victorian Essential Learning Standards	<p>AusVELS has limited information regarding the authors and states that one should "attribute the Australian Curriculum and Assessment Authority (ACARA) as author" (VCAA, 2013).</p> <ul style="list-style-type: none"> - suggests hierarchal, potentially disconnected, image of development. 	<p>Australian teachers from Preparatory level to Year 10.</p>	<p>providing "a single, coherent and comprehensive set of prescribed content and common achievement standards" that is used "to plan student learning programs, assess student progress and report to parents" (VCAA, 2013).</p>	<p>The language used within each domain remains flexible and discusses the same concepts as improvising and evaluating. AusVELS appears to be aiming to introduce more rigidity and assessable progression than the previous documents.</p>
Australian Curriculum	<p>ACARA is described as the authority responsible for the development of the Australian Curriculum; however have a separate discussion area that describes the consultation process (ACARA, 2013).</p> <p>ACARA describe the consultation process, anyone can provide feedback including but not limited to education organisations, academics, parent/bodies and young people.</p> <ul style="list-style-type: none"> - suggests personalised writing process that considers numerous different aspects and is aimed at developing homogenous curriculum that addresses the issues. 	<p>Australian teachers from Foundation level to Year 10.</p>	<p>To identify key learning areas for students, it "sets out the core knowledge, understanding, skills and general capabilities important for all Australian students" (ACARA, 2013).</p>	<p>Language used open to interpretation does not list extent to which involve each aspect of learning. However, does provide more examples for each section and how to possibly develop each skill set. With introduction of standard assessments expectations become more specific.</p>