



NATIONAL CURRICULUM

The Independent Education Union of Australia supports work to achieve greater national consistency and comparability in curriculum, assessment, reporting and certification and in other areas of educational policy which contribute to ongoing improvements in learning outcomes.

However, the IEUA believes that this should not lead to national standardisation or uniformity of teaching approaches and subject curricula or a loss of quality teaching and learning conditions.

The IEUA has supported the work of MCEETYA over recent years in relation to national consistency and comparability and notes that very recent curriculum review in some states has been at pains to ensure that the nationally agreed elements are in place.

The IEUA has long supported educational reform in curriculum that is based upon research, that ensures educational validity and integrity and very importantly that supports teacher professional judgement.

The IEUA supports debate around such reform when that debate is undertaken in a timely way, following broad consultation with key stakeholders in order to build and achieve consensus.

The IEUA notes both the time and expertise that teachers and other stakeholders have committed over the years to developing curriculum and learning opportunities with the sole interest of fulfilling every student's opportunity to learn.

Indeed, when curriculum development takes place in the states and territories, all stakeholders including teachers, parents, employers and experts from the university sector are involved

The IEUA rejects the 'back to basics' mantra as political opportunism at its best and believes that it represents a serious failure in educational leadership. Such a simplistic notion would miserably fail to address the critical competencies that employers themselves have been asking schools to address for the last decade such as problem solving, entrepreneurship and team work.

The IEUA believes that further development of national curriculum should reflect the broad range of needs and interests of society including parents and employers, should reflect the professional knowledge of teachers and should model the cooperative and collaborative approach which characterizes the way teachers and students work in Australian schools today.

Further, the IEUA notes that all schools and teachers recognise the importance of literacy and numeracy skills. The IEUA supports the considerable resources, time and effort being invested in developing these skills in students.

The IEUA notes Australia's continuing success in the international assessments such as PISA and TIMSS. Such high student performance outcomes are a testament to the success of our schools on a comparative basis in these skills.