



ACSA's advocacy in action

Refreshing/reviewing the Melbourne Declaration of Educational Goals for Young Australians.

As President of the Australian Curriculum Studies Association I had the privilege to accept an invitation from The Hon Dan Tehan MP Minister for Education (Commonwealth) on behalf of our members, to contribute to the *National Forum on the Review of the Melbourne Declaration on Educational Goals for Young Australians*, February 22, Melbourne.

Thirteen state and territory ministers and 53 representatives including peak educational associations, departments and not for profit organisations and most importantly young people who engaged in responding to key questions addressing the three themes outlined below:

- Commitments to future education outcomes and reforms
- Purpose of, and challenges to, education in our changing economy and society
- Priorities for the review of the declaration

This provided the perfect opportunity to contribute ACSA member perspectives that included responses from the *National advocacy: refreshing the goals of education* forum convened at the *2018 ACSA Curriculum Symposium: Assessment and Feedback: a catalyst for learner development and achievement*.

A rich sharing of perspectives across five hours addressed the following key positions:

- Goals are still relevant, cornerstone that schools and community can align to, and whilst we have made some progress, we have fallen short in meeting the goals.
- Predominantly a call to refresh the goals to align with contemporary and future educational priorities with some delegates advocating for a total rewrite, that is by the time we address all the priorities, the document will look quite different.
- Some significant priorities to address included:

Equity: Recognition of first Australians and delivering on the equity promise. The need for equity to be more amplified, resourced and recognition that equity shouldn't mean sameness.

- First nations peoples – many motherhood statements in the goals and a call for the change in meeting these goals to be evidenced. Strong advocacy was presented in relation to recognition of needing western education but it can't be at the expense of cultural identity and for young Australians to become active

and informed citizens, we all need to know more about ATSI perspectives and histories.

- Human Rights Perspectives
- Equity across disability, remote, regional areas, culture, gender etc.

Significance of Early Years – goals should have more emphasis on the foundational years and life-long learning through to higher education i.e. TAFE/University. This includes transitions.

Inclusive and contemporary language

Sustainable Goals

Human literacy

Applied knowledge

Engagement: community and education, keeping up with society, pathways for education

Focus on young people: Disruption and taking responsibility for creating the future, promoting their love of learning and passion

Significance of capabilities, dispositions, soft skills

Best pedagogical approaches

Network of provision rather than a linear approach

Greater voice – young people, parents/carers

Wellbeing – social, emotional

The day closed with proposed next steps of further consultation across the year and a draft declaration to be circulated. It was a significant day for ACSA, and we appreciate the opportunity to contribute to this important work. As further consultation is invited, we look forward to seeking your significant perspectives as members in advocating for our young people.

Deb Price

President ACSA