

# Curriculum Framework Overview

## Principles

In putting this curriculum framework together, several theories of curriculum research and development have been drawn upon, most notably the work of Stenhouse (1975) Applebee (2004) and Kelly (1989). The term language is used to refer to the language used for teaching and learning. While English is the main language used in schools, the use of other languages will be encouraged where possible and appropriate.

The organising principles are based on the understanding that:

- lessons must integrate curriculum content learning and language learning
- language development and academic development need to be viewed as interdependent entities.

Language development is thus not solely defined by the growth in grammar and vocabulary knowledge. Students' progress in English is seen in terms of their increasing capacity to use English for learning purposes in ways that are appropriate and sensitive to prevailing school conventions and established curriculum genres.

The conceptual basis of this curriculum framework, seeking to integrate language and content learning, has been strongly influenced by the work of Cummins (2000), Mohan (1986) and Mohan, Leung and Davison (2001). The key concepts of Genre, Register, Multimodality and Knowledge and Resources have drawn on the work of Halliday as represented, for instance, in the South Australia Curriculum Standards and Accountability framework (2000). These terms are defined in the section on lesson planning below and are referenced explicitly throughout the programme of study to enable teachers to plan activities for students at three different language levels.