

Recognition Recommendation

**For an alternative curriculum framework to be
included on ACARA's Recognition Register**

Curriculum Framework - Australian Steiner Curriculum Framework



RECOGNITION RECOMMENDATION

Background

The ACARA Alternative Curriculum Framework Recognition Process seeks to determine the extent to which a well-established alternative national curriculum framework can deliver comparable educational outcomes for students as those based on the Australian Curriculum.

In the first instance, the process considers the extent to which the alternative national curriculum framework meets the principles and guidelines outlined in the Melbourne Declaration and the Shape of the Australian Curriculum and how this curriculum framework will assist students in becoming successful learners, confident and creative individuals, and active and informed citizens.

The alternative national curriculum framework is then assessed on whether it provides for students to learn the curriculum content (knowledge, skills and understandings) and achieve the standards described in the relevant Australian Curriculum learning areas.

The assessment process involves direct comparisons being made between the Australian Curriculum and the alternative national curriculum framework at a minimum of three points across the Foundation to Year 10 range.

This Recognition Recommendation reports on the outcome of this assessment process and provides detail on the similarities and differences that exist between the curriculum content and achievement standards of the Australian Curriculum and the alternative national curriculum framework at the chosen comparison points, acknowledging the reasons for these differences where appropriate and how differences are addressed.

Information about the assessment process is placed on the ACARA Recognition Register. This Register reinforces the distinct roles played by ACARA and Registration Authorities. ACARA's role is to make the comparison between the alternative national curriculum framework and the Australian Curriculum according to the published recognition process. Registration Authorities are governed by state or territory legislation and have the role of registering schools. ACARA will provide its assessment of the comparability of alternative national curricula to Registration Authorities for information and consideration in their school registration processes.

Steiner Education Australia

Identification of curriculum framework assessed

Curriculum

The Australian Steiner Curriculum Framework Core Curriculum, English October 2011
ISBN 978-0-987-2154-1-3

The Australian Steiner Curriculum Framework Core Curriculum, Mathematics October
2011
ISBN 978-098-7215420

The Australian Steiner Curriculum Framework Core Curriculum, Science October 2011
ISBN 978-0-9872154-3-7

The Australian Steiner Curriculum Framework Core Curriculum, History October 2011
ISBN 978-0-9872154-4-4

Supporting Document

Educational Foundations and Academic Alignment

Learning areas and Year levels included in this recognition

- English
- Mathematics
- Science
- History

Foundation to Year 10.

Comparison Stages: End of Year 3, End of Year 6, End of Year 8, End of Year 10.

Melbourne Declaration

The Recognition Committee considers that the Australian Steiner Framework submitted for assessment aligns with the *Melbourne Declaration on Educational Goals for Young Australians*, specifically the expectations described within the second goal.

Shape of the Australian Curriculum v3 Oct 2011

The Recognition Committee considers that the Australian Steiner Framework submitted for assessment meets the particular principles and guidelines in relation to the *Shape of the Australian Curriculum* paper detailed in the 'Process of Recognition' document that can be found on the ACARA website.

English

The Recognition Committee considers that the Australian Steiner Curriculum Framework: English submitted for assessment **allows for comparable educational outcomes for students by the end of Year 10** in relation to the *Australian Curriculum: English*, noting the following qualifications.

The Steiner philosophy, introduces students to digital information and communications technologies later than in the Australian Curriculum. Differences between the Australian Curriculum and the Australian Steiner Curriculum relating to digital information and communications technologies exist at Year 3 and Year 6. If students transition to other school systems at these points there may be differences in their learning. However in the Steiner system, student educational outcomes become comparable by the end of Year 8 in digital information and communications technologies in all learning areas, so students studying the Australian Steiner Curriculum Framework: English will be equipped for stage 4 (Years 9 and 10) and for senior secondary.

Qualifications

End of Year 3 – Digital aspects of the following Australian Curriculum content descriptions are addressed at a later stage by the Australian Steiner Curriculum Framework with all comparable by Year 8: Yr F ACELA1433, Yr F ACELY1654, Yr 1 ACELA 1450, Yr 2 ACELA1466, Yr 1 ACELA1586, Yr 1 ACELY 1664, Yr 2 ACELY 1674, Yr 3 ACELY 1685, Yr 3 ACELA1790. Other aspects of these content descriptions are generally comparable.

Other content descriptions differently sequenced include Yr 3 ACELA1483, Yr 3 ACELY1678, Yr 3 ACELY 1682, Yr 3 ACELT1601 and Yr 3 ACELY1675 with comparability by the end of Year 6.

End of Year 6 – Digital aspects of the following Australian Curriculum content descriptions are addressed at a later stage by the Australian Steiner Curriculum Framework with all comparable by Year 8: - Yr 4 ACELA 1793, Yr 4 ACELY1697, Yr 5 ACELA 1797, Yr 5

ACELY1703, Yr 5 ACELA1511, Yr 5 ACELY 1707, Yr 6 ACELY1714, Yr 6 ACELY 1717. Other aspects of these content descriptions are generally comparable.

Mathematics

The Recognition Committee considers that the Australian Steiner Curriculum Framework: Mathematics **allows for comparable educational outcomes for students by the end of Year 10** in relation to the *Australian Curriculum: Mathematics*, noting the following qualifications:

The Steiner philosophy, introduces students to digital information and communications technologies in year 8, later than in the Australian Curriculum. Differences between the Australian Curriculum and the Australian Steiner Curriculum relating to digital information and communications technologies exist at Year 3 and Year 6. If students transition to other school systems at these points there may be differences in their learning. However in the Steiner system, student educational outcomes become comparable by the end of Year 8, so students studying the Australian Steiner Curriculum Framework: Mathematics will be equipped for stage 4 (Years 9 and 10) and for senior secondary.

Qualifications

End of Year 3 – Digital aspects of the following Australian Curriculum content descriptions are addressed at a later stage by the Australian Steiner Curriculum Framework with all comparable by Year 8: Yr 2 ACMMG042, Yr 2 ACMMG045, Yr 3 ACMNA057, Yr 3 ACMNA058, Yr 3 ACMSP069. Other aspects of these content descriptions are generally comparable.

One other content description that is differently sequenced is Yr3 ACMNA058, with comparability by the end of Year 6.

End of Year 6 – Digital aspects of the following Australian Curriculum content descriptions are addressed at a later stage by the Australian Steiner Curriculum Framework with all comparable by Year 8: - Yr 4 ACMMG088, Yr 4 ACMSP096, Yr 4 ACMMG091, Yr 4 ACMNA076, Yr 4 ACMNA080, Yr 5 ACMSP119, Yr 5 ACMNA100, Yr 5 ACMNA291, Yr 6 ACMNA128, Yr 6 ACMSP145, Yr 6 ACMSP148, Yr 6 ACMNA132, Yr 6 ACMMG142, Yr 6 ACMMG141, Yr 6 ACMNA129, Yr 6 ACMNA127. Other aspects of these content descriptions are generally comparable.

One other content description that is differently sequenced is Yr 6 ACMMG143, with comparability by the end of Year 7.

Science

The Recognition Committee considers that the Australian Steiner Curriculum Framework: Science allows for comparable educational outcomes for students in most aspects of the Australian Curriculum: Science by the end of Year 10. The Australian Steiner Curriculum Framework is based on experiential philosophy of ‘hands on’ sensory perception, with a more gradual approach to abstract thinking. For example, Australian Curriculum Year 8 Chemistry is not addressed until Year 10.

There is little digital data collection in the primary years with differences addressed by Year 8. In relation to the use of digital technology, science requirements can be met by Steiner schools prior to stage 3 (Years 7- 8) without the use of digital resources although this would create a difference in learning should students move to another school that makes use of a fuller range of technology.

While much of the content of the Australian Steiner Curriculum is comparable with the Australian Curriculum strand, *Science Understanding*, at the end of Year 10, there are particular differences including: aspects of the transmission of heritable characteristics; DNA and genes; the theory of evolution by natural selection; the atomic structure and properties of elements; and, the BIG Bang Theory which are explicitly addressed in Year 11 and Year 12 of the Australian Steiner Curriculum.

Qualifications

End of Year 3 – One content description that is differently sequenced is Yr 3 ACSSU048, with comparability by the end of Year 6.

End of Year 8 – Content descriptions that are differently sequenced are Yr 7 ACSSU118, Yr8 ACSSU151, Yr8 ACSSU152, Yr8 ACSSU153, with comparability by the end of Year 10.

End of Year 10 – Content descriptions differently sequenced are - Yr10 ACSSU184, Yr10 ACSSU177, Yr10 ACSSU178, Yr10 ACSSU179, Yr10 ACSSU186 and Yr 10 ACSSU188 with comparability by the end of Year 12.

History

The Recognition Committee considers that the Australian Steiner Curriculum Framework: History **allows for comparable educational outcomes for students by the end of Year 10** in relation to the *Australian Curriculum: History*, noting the following qualifications.

There is a different sequencing of topics and an earlier introduction of Ancient history. From Steiner Stage 1 students use texts from Russian, Celtic or Hebrew sources recalling society structures, traditional trades and lifestyles.

Students are not introduced to digital information and communications technologies until later than in the Australian Curriculum. This slower start is equivalent by the end of Year 8 so students will be equipped for stage 4 (Years 9-10) and for senior secondary.

Qualifications

End of Year 3 – Digital aspects of the following Australian Curriculum content descriptions are addressed at a later stage by the Australian Steiner Curriculum Framework with all comparable by Year 8: Yr F ACHHS022, Yr 1 ACHHS038, Yr 2 ACHHS054, Yr 3 ACHHS071. Other aspects of these content descriptions are generally comparable.

End of Year 6 – Digital aspects of the following Australian Curriculum content descriptions are addressed at a later stage by the Australian Steiner Curriculum Framework with all comparable by Year 8: - Yr 4 ACHHS087, Yr 5 ACHHS106, Yr 6 ACHHS125. Other aspects of these content descriptions are generally comparable.

One other content description that is differently sequenced is Yr 6 ACHHK115, with comparability by the end of Year 9.

Recommendation



Noting that different approaches to learning are involved, the Recognition Committee considers that the **Australian Steiner Curriculum Framework** submitted for assessment allows for broadly comparable educational outcomes for students by the end of Year 10 in relation to the *Melbourne Declaration*, the *Shape of the Australian Curriculum v3* paper, the *Australian Curriculum: English*, the *Australian Curriculum: Mathematics*, the *Australian Curriculum: History* and **most** aspects of the *Australian Curriculum: Science*.

The Australian Steiner Curriculum Framework: Science allows for comparable educational outcomes for students by the end of Year 10 in most aspects of the *Australian Curriculum: Science*. There are four areas that are not comparable namely: aspects of the transmission of heritable characteristics, DNA and genes; the theory of evolution by natural selection; the atomic structure and properties and elements; and the Big Bang Theory. It is the case that these aspects are included in the Steiner senior secondary curriculum.

At earlier comparison points the sequencing of some content and achievement in each

learning area varies between the Australian Steiner Framework and the Australian Curriculum. If students transition to other school systems at these points there may be differences in their learning.

The Steiner Framework does not introduce digital information and communication technologies fully until Year 8. This means that there are some differences at Year 3 and Year 6 in the digital components of a number of content descriptions across the four learning areas assessed through this process

Certified on behalf of the ACARA Recognition Review Panel		
Print name	Signature	Date
Wendy Engliss		30 November 2011 2011
Certified on behalf of the ACARA Recognition Committee		
Print name	Signature	Date
Robert Randall		30 November 2011