

RECOGNITION RECOMMENDATION

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

Curriculum Framework	International Baccalaureate PYP and MYP
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RECOGNITION RECOMMENDATION

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, skill and understanding) 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.

Name of organisation	International Baccalaureate Organisation
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Identification of curriculum framework assessed and expected longevity before revision

IB Primary Years Programme (PYP) and IB Middle Years Programme (MYP)

IB PYP Curriculum

- *Making the PYP happen: A Curriculum framework for international primary education*
First published January 2007. Revised edition published December 2009. Copyright – See www.ibo.org/copyright
- *Primary Years Programme: Language scope and sequence*
First published February 2009. Copyright – See www.ibo.org/copyright
- *Primary Years Programme: Mathematics scope and sequence*
First published February 2009. Copyright – See www.ibo.org/copyright
- *Primary Years Program: Science scope and sequence*

First published February 2008. Copyright – See www.ibo.org/copyright

- *Primary Years Program: Social studies scope and sequence*

First published February 2008. Copyright – See www.ibo.org/copyright

IB MYP Curriculum

- *MYP: From Principles into practice*

First published August 2008 – Copyright – See www.ibo.org/copyright

- Middle Years Programme – *Language A Guide*

First published January 2009. Republished with example interim objectives February 2010 - Copyright – See www.ibo.org/copyright

- Middle Years Programme – *Mathematics Guide*

First Published January 2009. Republished with example interim objectives February 2010 - Copyright – See www.ibo.org/copyright

- Middle Years Programme – *Sciences guide*

First published February 2010. Updated May 2010. Copyright – See www.ibo.org/copyright

- Middle Years Programme – *Humanities guide*

First published August 2009. Republished with example interim objectives February 2010 - Copyright – See www.ibo.org/copyright

Learning areas and Year levels included in this recognition

- English
- Mathematics
- Science
- History

Comparison Stages: End Year 2, End Year 4, End Year 10

General comparison between the Australian Curriculum and the PYP and MYP

The Recognition Committee considers that the International Baccalaureate PYP and MYP Curriculum Frameworks and the Australian Curriculum serve different functions and that these functions need to be taken into account when making judgements about comparability.

The Australian Curriculum sets out what is to be taught (described in content descriptions) and what students should learn and the quality of learning expected of them (described in achievement standards). The IB PYP and MYP are framework documents that allow for the use of local curriculum – see *Making the PYP happen*, stating that “While some schools may adopt these (PYP document) scope and sequences, other PYP schools may choose to use locally or nationally determined subject-based syllabuses” (p 11). *MYP: From principles into practice* states, “For a school that teaches to a nationally required or externally examined curriculum within the framework of the MYP, the IB processes...aim to ensure

any combination of the two respects the integrity of the MYP at all times” (p 5).

Give these differences, the Recognition Committee considered it inappropriate to make comparisons on the direct alignment of the Australian Curriculum and IB PYP and MYP in relation to curriculum content (knowledge, skills and understanding) and learning outcomes.

To make a judgement about whether the IB PYP and MYP provide for students to learn the curriculum content (knowledge, skills and understanding) and achieve the standards described in the relevant Australian Curriculum learning areas State and Territory registration authorities may need to seek additional information from the individual school implementing the PYP or MYP.

The Regional Director of IB Asia Pacific, has indicated in a letter to ACARA that “IB World Schools in Australia offering the PYP and MYP frameworks are able to ensure that the requirements of the Australian National Curriculum are met through their programmes.”

Notwithstanding this qualification the Recognition Committee considers that the IB PYP and MYP curriculum frameworks **allow for comparable educational outcomes for students by the end of Year 10** in relation to the Australian Curriculum.

Melbourne Declaration

The Recognition Committee considers that the International Baccalaureate PYP and MYP curriculum frameworks 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 International Baccalaureate PYP and MYP curriculum frameworks 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 International Baccalaureate PYP and MYP Curriculum Frameworks submitted for assessment **allow for comparable educational outcomes for students by the end of Year 10** in relation to the *Australian Curriculum: English* noting the assumption that delivery of the PYP and MYP will use Australian Curriculum content and the following qualifications:

- The *Australian Curriculum: English* provides more specific guidance about **literary texts**. It states that the range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. IB schools are able to address these differences in their school programming and implementation.

- The IB Language curriculum uses a progression through developmental phases rather than progression through year levels.

A more detailed comparison would need to draw upon the programming and teaching in individual IB schools using the IB PYP and MYP curriculum frameworks.

Mathematics

The Recognition Committee considers that the International Baccalaureate PYP and MYP Curriculum Frameworks submitted for assessment **allow for comparable educational outcomes for students by the end of Year 10** in relation to the *Australian Curriculum: Mathematics* with differences in sequencing and noting the assumption that delivery of the PYP and MYP will use Australian Curriculum content.

The IB Mathematics curriculum is generally less explicit for year levels than the *Australian Curriculum: Mathematics*. A key point of difference between the two is the use by the IB Mathematics curriculum of a progression through developmental phases rather than progression through year levels.

Science

The Recognition Committee considers that the International Baccalaureate PYP and MYP Curriculum Frameworks submitted for assessment **allow for comparable educational outcomes for students by the end of Year 10** in relation to the *Australian Curriculum: Science* with differences in sequencing and noting the assumption that programming and implementation of the PYP and MYP will use Australian Curriculum content.

History

The Recognition Committee considers that the International Baccalaureate PYP and MYP Curriculum Frameworks submitted for assessment **allow for comparable educational outcomes for students by the end of Year 10** in relation to the *Australian Curriculum: History* with differences in sequencing and noting the assumption that delivery of the PYP and MYP will use Australian Curriculum content.


There is a general alignment of *Australian Curriculum: History* content with the PYP framework strand: *continuity and change through time* and the MYP Humanities concept: *Time* with a more comparable alignment with Australian Curriculum History Skills at Year 10.

Australian Curriculum: History is broadly comparable with aspects of MYP Humanities the by the end of Year 10 but as an international curriculum it does not include the same depth of content relating to the history of Aboriginal and Torres Strait Islander peoples and Australia's place in world history. IB schools are still able to address these differences in their school programming and implementation.


Recommendation

The **International Baccalaureate PYP and MYP curriculum frameworks** document the organisation of knowledge and skills in a conceptual framework. The Recognition Committee acknowledges the difference between this approach and that taken for the Australian Curriculum and considers that these IB frameworks allow students to achieve comparable learning outcomes in English, mathematics, science and history by the end of Year 10, given the assumption that school programming and delivery of the PYP and MYP will address the Australian Curriculum content.

Certified on behalf of the ACARA Recognition Review Panel

Print name	Signature	Date
Wendy Engliss		30 November 2011

Certified on behalf of the ACARA Recognition Committee

Print name	Signature	Date
Robert Randall		30 November 2011