

RECOGNITION RECOMMENDATION

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

Curriculum Framework	Montessori National Curriculum Framework
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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 educational outcomes for students that are comparable with those based on the Australian Curriculum.

In the first instance, the process considers the extent to which the alternative national curriculum framework must meet 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.

Name of organisation	Montessori Australia Foundation Limited
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Identification of curriculum framework assessed and expected longevity before revision

Montessori National Curriculum

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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 10.

Melbourne Declaration

The Recognition Committee considers that the Montessori National Curriculum 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 Dec 2010

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

Qualifications:

The Montessori language curriculum supports text analysis and critical thinking about text but the Australian Curriculum includes greater detail of synthesis and reasoning about language choices and devices.

Up to Year 6 Montessori teachers use the visual literacy terminology of the Australian Curriculum to teach visual literacy through visual arts. Prior to the end of Year 3 content relating to the use of digital technology is treated as a matter of choice made by students in the use of resources made available to them for research and project work. This becomes generally comparable by the end of Year 6.

Mathematics

The Recognition Committee considers that the **Montessori National Curriculum** 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 use of digital technologies prior to the end of Year 3 is done as extension activities and becomes increasingly comparable by the end of Year 6.

Science

The Recognition Committee considers that the **Montessori National Curriculum** allows for **comparable educational outcomes for students by the end of Year 10** in relation to the *Australian Curriculum: Science*, with minor differences in sequencing.

Montessori Science generally explores content in breadth and depth at each stage to a similar degree to that in the Australian Curriculum. While the Montessori curriculum generally describes the importance of inquiry and research, these skills are not addressed in specific content and standards descriptions as they are in the Australian Curriculum.

The Australian Curriculum content descriptions specify the use of ICT as it is appropriate to processes of scientific inquiry. Because ICT is not a required tool in Montessori prior to the end of Year 3, students cannot be assured of learning to select appropriate tools. This is generally comparable by the end of Year 6.

History

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

Qualifications:

Montessori history teaching begins with the universe, following through human civilisations, to the local level. Thus students have a significant global context in which to situate Australian History, though this makes the mapping harder to clarify and may mean that there are points in time where, if students change schools, there may be gaps to fill. Overall documentation shows the same learning is covered although there are differences in sequencing and detail in the content of history. History appears in many contexts F-10, making a detailed comparison possible only at the level of school programming.

Recommendation

Noting that different approaches to learning are involved, the Recognition Committee considers that the **Montessori National Curriculum Framework allows for broadly comparable educational outcomes in English, mathematics, science and history by the end of Year 10.**

The Montessori National Curriculum Framework does not always address all of the content and achievement standards in exactly the same order or detail. The Montessori National Curriculum Framework does document 'Activities'. Where the activities listed in the curriculum are fully delivered by a school, there would be general comparability with Australian Curriculum.

Because the content of the Montessori curriculum is addressed at different stages and in different contexts in comparison to the Australian Curriculum, a depth of understanding is built over time. School programs will need to be checked to ensure depth of coverage of all aspects of the Australian Curriculum.

This recommendation is qualified because a final decision about comparability can only be made when one can see how the curriculum is translated into school level programs.

Certified on behalf of the ACARA Recognition Review Panel

Print name

Wendy Engliss

Signature



Date

12 December 2011

Certified on behalf of the ACARA Recognition Committee

Print name

Robert Randall

Signature



Date

12 December 2011