



Recognition of Alternative Curriculum Frameworks and Additional Learning Areas/Subjects: Recommendation

Australian Steiner Curriculum Framework

Additional learning areas:

- **Health and Physical Education**
- **Technologies**
- **The Arts**

August 2017

Steiner Education Australia

Identification of curriculum framework additional subject assessed

Curriculum

The Australian Steiner Curriculum Framework: Health & Physical Education K-10 June 2016

The Australian Steiner Curriculum Framework: Technologies K-10 June 2016

The Australian Steiner Curriculum Framework: The Arts K-10 June 2016

Supporting Documents

HPE

The Australian Steiner Curriculum Framework: Health & Physical Education K-10 Scope & Sequence June 2016

Health and Physical Education: Comparison between the Australian Curriculum Framework and the Australian Steiner Curriculum Framework June 2016

Technologies

The Australian Steiner Curriculum Framework: Design and Technologies K-10 Scope & Sequence June 2016

Design and Technologies: Comparison between the Australian Curriculum Framework and the Australian Steiner Curriculum Framework June 2016

The Australian Steiner Curriculum Framework, Digital Technologies K-20 Scope & Sequence June 2016

Digital Technologies: Comparison between the Australian Curriculum Framework and the Australian Steiner Curriculum Framework June 2016

The Arts

The Australian Steiner Curriculum Framework, Creative Movement (Dance B) Scope & Sequence K-6 June 2016

The Arts, Creative Movement (Dance B): Comparison between the Australian Curriculum Framework and the Australian Steiner Curriculum Framework K-6 April 2016

The Australian Steiner Curriculum Framework: Eurythmy (Dance A) Scope & Sequence K-6 June 2016

The Arts: Dance A: Eurythmy Comparison between the Australian Curriculum Framework and the Australian Steiner Curriculum Framework April 2016

The Australian Steiner Curriculum Framework: Media Arts Scope & Sequence K-10 June 2016

The Arts: Media Arts Comparison between the Australian Curriculum Framework and the Australian Steiner Curriculum Framework April 2016

The Australian Steiner Curriculum Framework: Music Curriculum Scope & Sequence K-10 June 2016

The Arts: Music Curriculum Comparison between the Australian Curriculum Framework and the Australian Steiner Curriculum Framework April 2016

The Australian Steiner Curriculum Framework: Speech and Drama Curriculum Scope & Sequence K-10 June 2016

The Arts: Speech and Drama Curriculum Comparison between the Australian Curriculum Framework and the Australian Steiner Curriculum Framework April 2016

The Australian Steiner Curriculum Framework: Visual Arts Curriculum Scope & Sequence K-10 June 2016

The Arts: Visual Arts Curriculum Comparison between the Australian Curriculum Framework and the Australian Steiner Curriculum Framework 2016

Year levels included in this recognition

Foundation to Year 10.

Comparison Stages: End of Year 4, End of Year 6, End of Year 8, End of Year 10.

Health and Physical Education

The Recognition Committee considers that the *Australian Steiner Curriculum Framework: Health and Physical Education* allows for comparable educational outcomes for students by the end of Year 10 in most aspects of the *Australian Curriculum: Health and Physical Education*. There is one area that is not comparable namely: Discussing the body's reactions to participating in physical activities (ACPMP028). It is the case that this aspect is included in elaborations in the Steiner Curriculum Framework in Year 8.

At the earlier comparison point of Year 4, the sequencing of some content and achievement varies between the *Australian Steiner Curriculum Framework: Health and Physical Education* and the *Australian Curriculum: Health and Physical Education*. If students transition to another school at these points there may be some differences in their learning.

Qualifications

Content

End of Year 4 – A content description that is not evident by the end of Year 4 is ACPMP028 (Year 2). A content description that is differently sequenced is ACPPPS039 with comparability by the end of Year 6.

Achievement standards

End of Year 4 – The following aspect of the achievement standard is applied in a different sequence but with comparability by the end of Year 6:

- investigate how emotional responses vary

Technologies

Design and Technologies

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

At the earlier comparison points, the sequencing of some content and achievement varies between the *Australian Steiner Curriculum Framework: Technologies* and *Australian Curriculum: Design and Technologies*. If students transition to another school before the end of Year 6, there may be differences in their learning, including limitations to their experience using a range of technology contexts. The context of engineering principles and systems is not addressed in the Steiner Curriculum Framework until Year 8 so the progression is not as strong as for other technologies contexts.

Qualifications

Content

End of Year 4 – Content descriptions that are differently sequenced are Year 2 ACTDEK001, ACTDEK002, ACTDEP005, ACTDEP006, ACTDEP008, Year 4 ACTDEK010, ACTDEK011, ACTDEP014, ACTDEP015, ACTDEP017 with comparability by the end of Year 6.

The engineering principles and systems context is not introduced in full until Year 8.

Achievement standards

End of Year 4 – While the achievement standards are comparable, there is no requirement for students to design and create technology-based solutions for all of the prescribed contexts in this band.

Digital Technologies

The Recognition Committee considers that the *Australian Steiner Curriculum Framework* allows for comparable educational outcomes for students by the end of Year 10 in relation to the *Australian Curriculum: Digital Technologies*, noting significant differences in sequencing.

The Steiner philosophy introduces students to digital technologies later than in the Australian Curriculum. The progression of learning in Digital Technologies does not commence in the Steiner Curriculum Framework until Year 6, with much of the content in the Australian Curriculum in Foundation to Year 6 being introduced in the Steiner Curriculum Framework in Year 8 and covered by Year 10. If students transition to another school prior to the completion of Year 8, there may be differences in the sequence of their learning.

Students enrolled in Steiner schools are required to study Digital Technologies to the end of Year 10:

‘All content descriptors and achievement standards are compulsory up to the end of Year 10. Digital Technologies from 7-10 is not an elective subject, but mandatory for all Steiner schools’

The Australian Steiner Curriculum Framework, Digital Technologies K-20 Scope & Sequence, June 2016, p. 5.

For these students, the learning outcomes are comparable to those of students who continue studying the Australian Curriculum: Digital Technologies, noting that this is elective study in other systems.

Qualifications

Content

End of Year 4 – Content descriptions that are differently sequenced are Year 2 ACTDIK001, ACTDIK002, ACTDIP003, ACTDIP004, ACTDIP005, ACTDIP006, Year 4

ACTDIK007, ACTDIP009, ACTDIP011, ACTDIP012, ACTDIP013 with comparability by the end of Year 8.

End of Year 6– Content descriptions that are differently sequenced are ACTDIK015, ACTDIP016, ACTDIP018, ACTDIP019, ACTDIP020, ACTDIP021, ACTDIP022 with comparability by the end of Year 8.

End of Year 8 – Content descriptions that are differently sequenced are ACTDIK014, ACTDIK023, ACTDIP027, ACTDIP028, ACTDIP030, ACTDIP032, with comparability by the end of Year 10. If students transition to another school after Year 8, there may be differences in their learning.

Achievement standards

End of Year 4 – Aspects of the achievement standard applied in a different sequence, but comparable by the end of Year 6 include:

- collect, manipulate and interpret data from a range of sources to support decisions
- generate and record design ideas for an audience using technical terms and graphical and non-graphical representation techniques
- use agreed protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face

Aspects of the achievement standard applied in a different sequence, but comparable by the end of Year 8 include:

- describe how technical factors influence the design of solutions
- describe how a range of digital systems can be used
- plan a sequence of steps (algorithms) to create solutions
- use identified criteria for success, including sustainability considerations, to judge the suitability of their ideas, solutions and processes
- use agreed protocols when collaborating, and creating and communicating ideas, information and solutions online.

Aspects of the achievement standard applied in a different sequence, but comparable by the end of Year 10 include:

- generate and record design ideas for an audience using algorithms.
- plan a sequence of steps (algorithms) to visual programs

End of Year 6 – Aspects of the achievement standard applied in a different sequence, but comparable by the end of Year 8 include:

- explain how digital systems are connected to form networks
- plan, design and create digital solutions that meet intended purposes
- use ethical, social and technical protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.

Aspects of the achievement standard applied in a different sequence, but comparable by the end of Year 10 include:

- generate and record design ideas including algorithms
- test, modify digital solutions that meet intended purposes including user interfaces and a visual program.

End of Year 8 – Aspects of the achievement standard applied in a different sequence, but comparable by the end of Year 10 include:

- develop criteria for success, including innovation and sustainability considerations, and use these to judge the suitability of their ideas, solutions and processes.
- test, modify a range of digital solutions that meet intended purposes including user interfaces and the use of a programming language
- Note: For students who do not study Digital Technologies in Years 9 and 10, these aspects of the achievement standards will not be covered.

The Arts

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

At earlier comparison points, the sequencing of some content and achievement varies between the *Australian Steiner Curriculum Framework: The Arts* and the *Australian Curriculum: The Arts*. If students transition to another school prior to completing Year 6 there may be differences in their learning.

Qualifications

Content

End of Year 4 – Content descriptions that are differently sequenced are Year 2 ACADRM027, ACADAR030, ACAMAM055, ACAMAR057, ACAMUR083, Year 4 ACADAR008, ACADRR034, ACAMAM058, ACAMAM059, ACAMAR061, ACAMUR087 with comparability by the end of Year 6.

Achievement standards

End of Year 4 – The following aspects of the achievement standards are applied in a different sequence but with comparability by the end of Year 6:

Drama

- discuss how they and others organise the elements of drama in their drama.

- use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama.

Media Arts

- discuss how and why they and others use images, sound and text to make and present media artworks.
- collaborate to use technologies to make and share media artworks that communicate ideas to an audience.

Visual Arts

- describe and discuss similarities and differences between artworks they make, present and view
- discuss how they and others use visual conventions in artworks.

End of Year 6 – The following aspect of the achievement standard for Drama is applied in a different sequence but with comparability by the end of Year 8:

- explain how dramatic action and meaning is communicated in drama they make, perform and view

Digital aspects of the following Australian Curriculum content descriptions are addressed at a later stage by the Australian Steiner Framework with all being comparable by the end of Year 6: Year 2 ACAMAM055, ACAVAM107, Year 4 ACAMAM059.

Recommendation

The Recognition Committee considers that the Australian Steiner Curriculum Framework allows for comparable educational outcomes for students **by the end of Year 10** in relation to the *Australian Curriculum: Design and Technologies, Digital Technologies, The Arts*, and in all but one aspect of the *Australian Curriculum: Health and Physical Education*, noting that 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 earlier comparison points, there may be differences in their learning.

The *Australian Steiner Curriculum Framework: Health and Physical Education* is not explicit in teaching students about how the body reacts to physical activity in Year 2. However, this learning is included in the Steiner Curriculum Framework: Health and Physical Education as an elaboration in Year 8.

An important difference is that the Australian Steiner Framework does not introduce Digital Technologies fully until Year 8, so a significant amount of the content of the Australian Curriculum is covered in Years 8-10. Given that all students in the Steiner system are required to study Digital Technologies to the end of Year 10, the *Steiner Curriculum Framework: Digital Technologies* allows for comparable learning outcomes **by the end of Year 10**.