

Recommendation for recognition of alternative curriculum framework

**International Baccalaureate
Primary Years Programme (PYP) and
Middle Years Programme (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 educational outcomes for students comparable with 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 *Alice Springs (Mparntwe) Education 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, understanding and skills) 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 3 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 describing 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

Curriculum framework assessed: 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. Updated 2018. Copyright: See www.ibo.org/copyright
- *Primary Years Programme: Arts scope and sequence*
First published 2009. Updated 2018. Copyright: See www.ibo.org/copyright
- *Primary Years Programme: Personal, social and physical education scope and sequence*
First published 2009. Updated 2018. 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 and literature 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 – Individuals and Societies guide*
First published August 2009. Republished with example interim objectives February 2010. Updated 2014. Copyright: See www.ibo.org/copyright
- *Middle Years Programme – Arts guide*
Published 2022. Copyright: See www.ibo.org/copyright
- *Middle Years Programme – Design guide*
First published May 2014. Updated September 2014. Copyright: See www.ibo.org/copyright
- *Middle Years Programme – Language acquisition guide*
Published February 2020. Copyright: See www.ibo.org/copyright
- *Middle Years Programme – Physical and health education guide*
Published May 2014 Updated September 2014, August 2015, September 2017, February 2018, May 2020, April 2021. Copyright: See www.ibo.org/copyright

Supporting documents

- The Australian Curriculum and International Baccalaureate The ‘Technologies’ in the Primary Years Programme (PYP) and the Middle Years Programme (MYP). Published 2016.
- International Baccalaureate, The Primary Years Programme as a model of transdisciplinary learning. Published 2010.
- Learning, teaching and leading with technologies. Published 2021.

Learning areas and year levels included in this recognition

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education
- Languages
- Technologies
- The Arts

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 considered 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.

Making the PYP happen (2009) states, “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 (2008) 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). It also states:

This content may be mandated by state or national systems; it may come from school-based requirements or the school’s curriculum overview; or it may be derived from a range of education standards. Schools that follow a national, state or local curriculum need to align the content standards (aims and objectives) or programme of study with MYP requirements (p. 66).

The Committee recommended that an additional statement be added to the IBO documentation to strengthen the expectation that in Australia the PYP and MYP should be taught in alignment with the AC V 9.0, its content descriptions and achievement standards, or its state or territory equivalent, including the general capabilities and cross-curriculum priorities, in particular the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.

The following statement has been added to the IB Programme Resource Centre for both PYP and MYP. This portal can only be accessed by IB schools: <https://resources.ibo.org/>

In Australia the PYP and MYP should be taught in alignment with the Australian Curriculum Version 9.0, its content descriptions and achievement standards, or its state or territory equivalent, including the general capabilities and cross-curriculum priorities, in particular the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.

To make a judgement about whether the IB PYP and MYP provide for students to learn the curriculum content (knowledge, understanding and skills) 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.

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.

Alice Springs (Mparntwe) Education Declaration

The Recognition Committee considers that the International Baccalaureate PYP and MYP curriculum frameworks submitted for assessment have capacity to guide learning that reflects the *Alice Springs (Mparntwe) Education Declaration*, specifically the expectations described within the second goal.

Shape of the Australian Curriculum Version 5.0 June 2020

The Recognition Committee considers that the International Baccalaureate PYP and MYP curriculum frameworks submitted for assessment meet the requirements of *The Shape of the Australian Curriculum Version 5.0* paper and provide a generally comparable entitlement to the Australian Curriculum, Version 9.0 content descriptions and achievement standards.

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 Version 9.0*, noting that delivery of the PYP and MYP will use Australian Curriculum or state/territory equivalent curriculum and the following qualifications:

- The importance of the Language strand to the development of reading and writing skills must be noted.
- First Nations Australian authors need to be addressed.

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 Version 9.0*, noting that delivery of the PYP and MYP will use Australian Curriculum or state/territory equivalent curriculum and the following qualifications:

- There are implications for implementation of the PYP scope and sequence where F–6 AC content has been identified as convergent to content in the MYP. If students do not proceed to learning the MYP for Years 7–10, they may be disadvantaged by this lack of coverage.

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 Version 9.0*, noting that delivery of the PYP and MYP will use Australian Curriculum or state/territory equivalent curriculum and the following qualifications:

- Include explicit content related to First Nations Australians and cross-curriculum priorities.

Humanities and Social Sciences

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: Humanities and Social Sciences Version 9.0*, noting that delivery of the PYP and MYP will use Australian Curriculum or state/territory equivalent curriculum and the following qualifications:

- Include explicit content related to First Nations Australians and cross-curriculum priorities.

Health and Physical Education

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: Health and Physical Education Version 9.0*, noting that delivery of the PYP and MYP will use Australian Curriculum or state/territory equivalent curriculum and the following qualifications:

- Include content related to consent in the PYP at Foundation, Years 3 and 4, and Years 5 and 6.

Languages

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: Languages Version 9.0*, noting that delivery of the PYP and MYP will use Australian Curriculum or state/territory equivalent curriculum and the following qualifications:

- In the AC: Languages, students make connections between [Language] and English; the IB frameworks make no specific references to comparisons with English.

Technologies

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: Technologies Version 9.0*, noting that delivery of the PYP and MYP will use Australian Curriculum or state/territory equivalent curriculum and the following qualifications:

- The PYP and MYP do not require students to produce designed solutions for each of the technologies contexts due to the assessment requirements in The Exhibition (PYP) and Community and Personal projects in the MYP.
- Terminology in PYP and MYP frameworks and supporting documents that refers to the Digital Literacy general capability as ICT or technologies and/or as technology literacy does not align with updated terminology in the *Australian Curriculum: Technologies Version 9.0*. Therefore, there is the potential for confusion or misalignment when using the PYP and MYP frameworks over the Australian Curriculum.
- Digital Design is not mandatory under the IB framework. Some content descriptions are comparable only if a school offers a Digital Design course: Years 7–8.

The Arts

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: The Arts Version 9.0*, noting that delivery of the PYP and MYP will use Australian Curriculum or state/territory equivalent curriculum and the following qualifications:

IB schools in Australia should be familiar with the key changes to Version 9.0 of the Australian Curriculum: The Arts to ensure their programs are comparable. Key areas to address are the explicit teaching of Media Arts as a discrete subject in Years F to 6, reference to the elements of the artforms as a basis for creating and responding, and the multi-faceted nature of First Nations Australians' art, artists, and cultural practice.

For PYP

- Include First Nations Australian content.
- Include explicit reference to arts elements in creating and responding to arts works in Dance, Drama, Media Arts, Music and Visual Arts.

For MYP

- Include First Nations Australian content including an understanding of Indigenous Cultural and Intellectual Property rights.

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, Humanities and Social Sciences, Health and Physical Education, Languages, Technologies, and The Arts 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 Alternative Curriculum Recognition Committee

Print name

Sharon Foster

Signature



Date

14/8/23