



PROCESS OF GAINING RECOGNITION OF AN ALTERNATIVE CURRICULUM (AND/OR REPORTING ON STUDENT ACHIEVEMENT) THAT ALIGNS WITH THE WESTERN AUSTRALIAN CURRICULUM AND ASSESSMENT OUTLINE

1. INTRODUCTION

The following information is provided to explain the process for gaining recognition of a curriculum (and/or reporting on student achievement) that aligns with the *Western Australian Curriculum and Assessment Outline* as per the *School Curriculum and Standards Authority Act 1997* and to assist organisations in preparing for submissions to the School Curriculum and Standards Authority¹.

These procedures provide organisations with a framework of questions to be addressed with supportive documentation so that an assessment can be made by the School Curriculum and Standards Authority.

2. LEGISLATION

The functions of the School Curriculum and Assessment Authority, particularly in relation to curriculum, assessment and reporting, are detailed in the *School Curriculum and Standards Authority Act 1997*, Sections 9, 11, 12, 14, 15, 19C, 19D, 19E and 19G.

An Alternative Curriculum Recognition Panel (the Panel) will work with the School Curriculum and Standards Authority's Curriculum and Assessment Committee to assess submissions against the criteria. (See section 4)

3. THE RECOGNITION PROCESS

Step 1: Notification of intention

- 3.1 Proponent formally advises the School Curriculum and Standards Authority of its intention to seek State recognition of a curriculum (and/or reporting on student Achievement) using the School Curriculum and Standards Authority's **Notice of Intention** template. This document provides background information about the proponent, the title of the intended curriculum, and the proposed points for comparison between this curriculum (and/or reporting on student achievement) and the *Western Australian Curriculum and Assessment Outline*.
- 3.2 The School Curriculum and Standards Authority provides information about the recognition process and provides the **Submission** template and timeline to the proponent.

Step 2: Submission developed by proponent

- 3.3 Using the School Curriculum and Standards Authority's **Submission** template, the proponent details how their curriculum (and/or reporting on student achievement) meets the criteria for recognition of aligning with the *Western Australian Curriculum and Assessment Outline*.
- 3.4 The submission is accompanied by a copy of the curriculum (and/or reporting on student achievement) and specific relevant publishing details so that it can be readily identified and

¹'Recognition' means an assessment that a specific curriculum (and/or process to report on student achievement) meets the requirements of the *Western Australian Curriculum and Assessment Outline*.

referenced. The expected life and anticipated review process for that version of the curriculum is also specified.

- 3.5 The completed **Submission** template and curriculum/reporting document(s) are submitted to the School Curriculum and Standards Authority. The Authority notifies the proponent of receipt of their submission.

Step 3: Review of submission

- 3.6 The School Curriculum and Standards Authority convenes the Alternative Curriculum Recognition Panel to review the documentation. An Alternative Curriculum Recognition Panel is chaired by a member of the Authority's Curriculum and Assessment Committee and comprises members with broad curriculum experience as well as relevant curriculum, stages of schooling and learning area experience. A panel may operate as a whole group or as sub-groups. A core group of the panel is retained from year to year to ensure continuity and consistency across submissions.
- 3.7 The Alternative Curriculum Recognition Panel considers whether:
- a) the curriculum (and/or reporting on student achievement) meets the criteria (See section 5)
 - b) further information is required from the proponent
 - c) the curriculum (and/or reporting on student achievement) does not meet the criteria.

Step 4a: Recommendation for recognition

- 3.8 If the submission is assessed as meeting the criteria, the Alternative Curriculum Recognition Panel makes a recommendation to the Curriculum and Assessment Committee that the curriculum be recognised as aligning with the *Western Australian Curriculum and Assessment Outline*. The Curriculum and Assessment Committee will provide a recommendation to the Board.
- 3.9 If recognition is recommended according to item 3.11, the School Curriculum and Standards Authority advises the proponent, the Department of Education referring to the version of the curriculum (and/or reporting on student achievement) and learning areas that are assessed as aligning with the *Western Australian Curriculum and Assessment Outline*.²
- 3.10 Any conditions applying to the recognition assessment will be specified by the Alternative Curriculum Recognition Panel.
- 3.11 The period of recognition of the curriculum (and/or reporting on student achievement) is for the life of that curriculum (and/or reporting on student achievement) (see section 5) and/or until the current *Western Australian Curriculum and Assessment Outline* is replaced.
- 3.12 The recognition of the curriculum (and/or reporting on student achievement) is added to the School Curriculum and Standards Authority *Register of Recognised Curriculum*, including details of any expected revision date.

Step 4b: Further information required

- 3.13 If the Alternative Curriculum Recognition Panel determines that further information is required, the proponent is advised and given a specified timeframe within which to respond

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in writing, and/or in person. This step provides the opportunity to identify and address any significant differences between the curriculum (and/or reporting on student achievement) and the criteria for ensuring alignment with the *Western Australian Curriculum and Assessment Outline*.

- 3.14 The Alternative Curriculum Recognition Panel then reconsiders the submission in light of the additional information and decides whether to recommend recognition.

Step 4c: Recognition not supported

- 3.15 If the submission is assessed as not meeting the criteria, the Alternative Curriculum Recognition Panel recommends to the Curriculum and Assessment Committee that the curriculum (and/or reporting on student achievement) not be recognised as aligning with the *Western Australian Curriculum and Assessment Outline*.
- 3.16 If the recommendation to not recognise the curriculum (and/or reporting on student achievement) as aligning with the *Western Australian Curriculum and Assessment Outline* is accepted by the Curriculum and Assessment Committee, the School Curriculum and Standards Authority advises the proponent.
- 3.17 There is no right of appeal by the proponent.

4. CRITERIA FOR RECOGNITION

- 4.1 The submission for recognition of a curriculum (and/or reporting on student achievement) that aligns with the *Western Australian Curriculum and Assessment Outline* should address the extent to which it:
- a) aligns with the *Melbourne Declaration on Educational Goals for Young Australians*, specifically the expectations described within the second goal
 - b) demonstrates how the proposed curriculum will assist students in becoming successful learners, confident and creative individuals, and active and informed citizens, taking account of the elaboration of this goal on pages 8 and 9 of the Melbourne Declaration.

In particular, proponents need to demonstrate how their curriculum supports young people to:

- be successful learners, with specific attention to developing literacy, numeracy and ICT capabilities
 - become confident and creative individuals, with specific attention to developing a sense of self-worth, self-awareness and personal identity to manage their emotional, mental, spiritual and physical well-being
 - become active and informed citizens.
- 4.2 Proponents need to demonstrate the extent to which the proposed curriculum aligns with the principles and guidelines outlined in the *Western Australian Curriculum and Assessment Outline*. In particular, proponents need to demonstrate the extent to which their curriculum:
- makes clear to teachers what is to be taught, and to students what they should learn and what achievement is expected of them
 - builds on the assumptions that all students can learn and sets high standards that apply to all learners while acknowledging the different rates at which students develop
 - connects with and builds on the *Early Years Learning Framework* (if at the appropriate level)
 - helps to prepare all young Australians to become fulfilled and competent citizens and workers

- provides students with an understanding of the past that has shaped the society, culture and environment in which they are growing and developing, and with knowledge, understanding and skills that will help them in future.

4.3 Proponents need to demonstrate the extent to which the proposed curriculum provides for students to learn the curriculum content (knowledge, skills and understanding), and achieve the achievement standards described in the *Western Australian Curriculum and Assessment Outline*.

Direct comparisons should be made between the *Western Australian Curriculum and Assessment Outline* and the curriculum submitted for recognition in relation to relevant points across year levels. These comparisons will:

- demonstrate the similarities and differences that exist between the curriculum content of the two documents, with an explanation of how the gaps are addressed, and why different content is valued by the proponent
- demonstrate the similarities and differences in standards of achievement expected of students, with an explanation of any differences in these standards and how the gaps will be addressed.

4.4 Proponents should provide detail about how student achievement will be reported to parents, with reference to the requirements of the *Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy*. Proponents need to demonstrate the extent to which their reporting on student achievement process:

- meets the requirement of and is comparable with the requirements outlined within the *Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy*
- enables student achievement to be reported against (or be comparable with) the achievement standards within the *Western Australian Curriculum and Assessment Outline* for the year level of students.

5. REVIEW OF RECOGNITION

5.1 Recognition of a curriculum as aligning with the *Western Australian Curriculum and Assessment Outline* is based on a specific version of the curriculum (and/or reporting on student achievement) and resubmission is required should that curriculum (and/or reporting on student achievement), or the *Western Australian Curriculum and Assessment Outline* be changed. If the basis of recognition were to change, application can be made to the School Curriculum and Standards Authority to review the recognition status. The review process involves consideration of whether there were any changes to the terms and facts of the original submission. If there were changes, the School Curriculum and Standards Authority may determine that recognition no longer applied.

6. ROLES AND RESPONSIBILITIES

6.1 School Curriculum and Standards Authority

The School Curriculum and Standards Authority will be responsible for:

- developing, publicising and reviewing the recognition process
- providing information about the assessment process and documentation to support submissions being made
- establishing and conducting an annual program for receipt and assessment of submissions for recognition, providing one review process opportunity per year
- convening a Alternative Curriculum Recognition Panel (including reasonable costs of time, travel and so on) to review submissions

- advising proponents of the outcome of the review process
- advising the Department of Education of curriculum (and/or reporting on student achievement) that has been recognised, including relevant publishing details so that the curriculum (and/or reporting on student achievement) can be identified.

6.2 **Proponent**

Proponents will be responsible for:

- accessing necessary information to guide the development of the submission
- preparing and submitting the application for recognition, including the provision of sufficient publishing details to readily identify the curriculum (and/or reporting on student achievement)
- responding to requests made by the School Curriculum and Standards Authority for additional information where required.