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From: DEET Mail
Sent: Thursday, 17 February 2000 13:35
To: DL All School Principals; DL All School Council Presidents; DL All Schools
Subject: Executive Memorandum No. 2000/002 Specialised pedagogical and methodological approaches to education

Department of Education, Employment and Training Victoria

This message is being sent to all principals, school council presidents and schools. Principals are asked to provide the school council president with a copy.

Executive Memorandum No. 2000/002 Specialised pedagogical and methodological approaches to education

has recently come to my attention that some schools are being approached by representatives of groups seeking to encourage them to adopt particular specialised pedagogical and methodological approaches to education (for example, Steiner and Montessori).

Executive Memorandum No. 96/02 (24 June 1996) and the *Schools of the Future Reference Guide* identify the Curriculum and Standards Framework (CSF II) as the policy framework which government schools in Victoria are to use for the development of curriculum and courses of study for years Prep to 10.

CSF II identifies the major areas of learning to be covered and describes learning outcomes which students are expected to reach over the eleven years of schooling to Year 10.

Schools will continue to be responsible for detailed curriculum development and delivery. However, while course planning, curriculum organisation and classroom practice are clearly the provinces of schools, they must be undertaken within the parameters of the CSF II and other Departmental requirements such as the Early Years program.

While it is appropriate for schools to implement new and revised approaches to curriculum, it is not appropriate for schools to advertise or promote by name any particular specialised pedagogical or methodological approach to education.

It should be noted that while knowledge or experience in a particular pedagogical or methodological approach could be included in the key selection criteria for a staffing position, schools cannot make qualifications in such approaches mandatory.

Where schools are uncertain in relation to this matter, principals should seek the advice of their Regional Director.

DON TYRER
Acting Director of Schools