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**'Critically compare a global
curriculum with a UK curriculum'**

ECES6013/C

**The Foundation Phase Framework
compared to Montessori schools
and their curriculum.**

The Foundation Phase

The National Curriculum for Wales

The National Curriculum for Wales comprises of four set stages, for children to complete while studying in school:

1. The Foundation Phase - ages 3-7
2. Key stage 2 - ages 7-11
3. Key stage 3 - ages 11-14
4. Key stage 4 - ages 14 - 16.



The Foundation Phase Framework

According to the Welsh Government (2015), the Foundation Phase Framework " sets out the Welsh Government's requirements for the Foundation Phase for three to seven year olds in Wales."

Montessori Curriculum

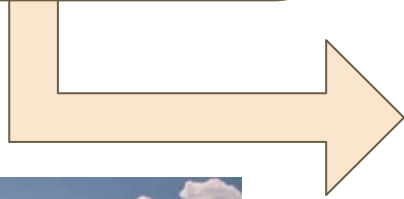
- “Independence,
- Observation,
- Following the Child,
- Correcting the Child,
- Prepared Environment
- Absorbent Mind”

(DailyMontessori, 2020).

According to Barbara (2012), Montessori’s aim to educate children was to “recognise that young children are active learners, needing choice and independence, whilst being guided by a sensitive teacher who facilitates their learning by preparing an environment favourable to their learning”. This suggests that the pedagogy of the educational practitioners within a Montessori education system must be entirely focused on how a child learns best in a setting. Within the Uk, the Montessori approach is delivered to children of a ‘pre-school’ age, similarly to the Foundation Phase in Wales.



The Montessori Method / Curriculum is used throughout the globe. According to the National Centre for Montessori in the Public Centre (2020), there are roughly 20,000 Montessori Schools around the world which base its principles on Maria Montessori's theories, principles and pedagogy which provides "education to for children between the ages of two/three and six" (Barbara, 2012).



In contrast, within Wales there are roughly 1300 primary schools in Wales, while assuming each one follows the foundation phase framework, there is a large contrast in numbers compared to the Montessori schools. It can be argued that the contrast of foundation phase framework number of schools is because this is a framework only within Wales, and is relatively small compared to the rest of the world, whereas montessori can be taught anywhere, which is why it may not seem as popular as the Montessori Method.

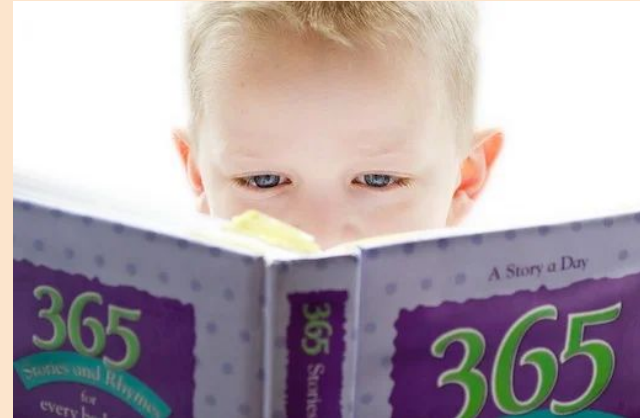


Foundation Phase Areas of Development

Similarly to Montessori's areas of development, the foundation phase has seven areas of learning within the framework to support the child and their learning. According to Pacey Cymru (2015), these include:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

This supports the theory that The Foundation Phase in Wales has similar aspects to Montessori's theories and is based around her pedagogy. In addition to this factor, the foundation phase has a large emphasis on play and creativity, which can be compared to the Montessori's Schools where it's morals is based on the fact that play is the best tool for learning. In Addition, according to the Foundation Phase Framework (2015), throughout all the sections of which state the child will learn during the foundation phase, it always states that the child should have the ability to explore "different types of play and a range of planned activities, including those that are child-initiated" within the taught subject.



In Contrast...

In contrast to the Foundation Phase Framework, since the framework has specific areas of learning with targets to reach for each age group, such as 'language, literacy and numeracy', this suggests that the children will work towards a target based goal in order to achieve the area of learning. To support this, the framework itself has sections which state that 'children will be able to...' by a specific age.

Language, Literacy and Communication Skills



Strand: Reading

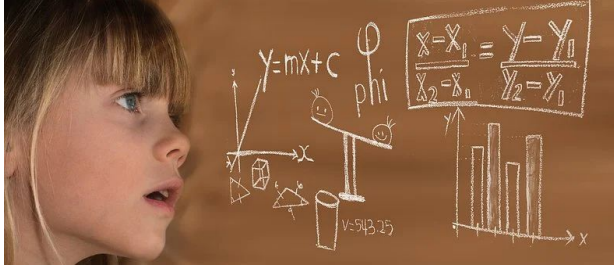
Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Locating, selecting and using information	Reading strategies	choose different types of reading materials including books	choose reading materials including books	choose reading materials and explain what the text is about and why they like it	choose reading materials independently giving reasons for their choices
		hold books the correct way up and turn pages ❖	understand that print carries meaning and is read left to right, top to bottom ❖	talk about features of books such as contents page and titles ❖	use contents page and glossary within a range of texts ❖
		recognise differences and similarities in pictures, shapes, patterns and textures ❖	discriminate between letters in a range of contexts ❖		
		recall and talk about visual images and			

Similarities



It can be argued that the Foundation Phase bases its principles and policies along the lines of the Montessori Curriculum. According to the The Maria Montessori Training Organisation (2019), the Curriculum Policy states that they value the “way in which all children are unique, and the Montessori Programme promotes respect for the views of each individual child, as well as for people of all cultures”, in addition, according to Etsyn (2017), they support that the Foundation Phase’s policy, and “how the best schools plan the foundation phase and balance child-led discovery with adult teaching”.

Lev Vygotsky and Learning through Play



★ Zone of Proximal Development

Vygotsky's Zone of Proximal Development emphasised how scaffolding by educational practitioners will encourage children's development and learning. According to Verenikina (2003) scaffolding is "a metaphor to describe and explain the role of adults or more knowledgeable peers in guiding children's learning and development". We can see this is apparent in both the Montessori Curriculum and The Foundation Phase as in the Montessori Curriculum policy, the words 'promote, encourage, and to help" (The Maria Montessori Training Organisation 2019).

Maslow's Hierarchy of Needs

- ★ McLeod (2018) “Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs. Needs lower down in the hierarchy [pyramid] must be satisfied before individuals can attend to needs higher up”.
- ★ This suggests that this links directly with the two curriculum's as the children will learn best when they are motivated, which the both curriculum's child lead approach relates to. In addition, with Maslow's theory, this suggests that before the children can learn, each part of the hierarchy of needs needs to be met before they are motivated.



Image retrieved from McLeod(2018)
<https://www.simplypsychology.org/maslow.html>

To conclude...

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