# **Key changes to the Mathematics Curriculum F–10**

**[Leyna Buller]:** Good afternoon everyone, and welcome to today's webinar, Key Changes to the Mathematics Curriculum F–10.

My name is Leyna Buller and I'm the Senior Policy and Strategic Advisor for the F–10 Revision Project at the Victorian Curriculum and Assessment Authority. It is my great pleasure to lead the webinar today. Before we begin, we'll start with an Acknowledgement of Country.

I would like to acknowledge the Traditional Custodians of the many lands across Victoria on which we are living, learning, and working today.

For myself and for those of us in Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations.

When acknowledging Country, We recognise Aboriginal and Torres Strait Islander Peoples’ spiritual and cultural connection to country and place, and acknowledge their continued care to the lands and waterways over generations while celebrating the continuation of a living culture that has a unique role in this region.

I would like to pay my respects to Elders past, present, and emerging for they hold the memories, traditions, culture, and hopes of the Aboriginal and Torres Strait Islander Peoples across the nation and hope they will walk with us on our journey.

Before we begin the presentation, I'd like to thank you for your attendance today. It is a pleasure to see so many of you. We're excited to share the F–10 Mathematics version two with you, but acknowledge that your very busy schedules may have made it difficult for you to get here today. So we thank you for carving out some time for this.

Before progressing through today's presentation, I will briefly go over some housekeeping.

Please note that the chat function is only being used to share relevant information and links from the VCAA.

You'll notice that there's a Q&A box has been set up, so please use this to put your questions in. When you use the Q&A, please make sure you select All Presenters so that all the panellists can see your questions as they come in.

We'll answer questions in a couple of different ways. Firstly, we may type a response directly into the Q & A box, which all participants will be able to view. Secondly, we will have dedicated Q & A time at the end of the presentation where we will address as many questions as we have time for. Any questions we haven't responded to today will be addressed in an FAQ posted on our website after the conclusion of the four briefings. The reason we're waiting until the end of the four briefings is so that we can collate all of the questions and publish responses all at once. Alternatively, if the question is a unique one that we have collected, then we will respond individually to you.

Another important element of the housekeeping is letting you know that this session is being recorded. A copy of both the recording and the PowerPoint, plus a transcript will be loaded onto the VCAA's F–10 Resources webpages under the Professional Learning section. A copy of the recording and PowerPoint will also be emailed to participants in the coming days.

There are four parts to today's presentation: An overview of the revision and familiarisation of the Victorian Curriculum F–10, which will be presented by Gerry Martin, the Director of Curriculum Revisions at the VCAA. Then revisions to the Mathematics curriculum, which will be presented by Michael MacNeil, the Mathematics Curriculum Manager. Then familiarisation, which will be presented by me, Leyna Buller. Finally, we'll have a dedicated question and answer time where we'll respond to as many of the questions provided as time allows.

I'll now hand over to Gerry.

**[Gerry Martin]:** Thank you, Leyna.

Good afternoon and welcome to this webinar on the Victorian Curriculum F–10 Mathematics version two. Schools are always busy and dynamic environments, so I greatly appreciate that you've taken the time to attend this afternoon's webinar.

The VCAA embarked on the revision to the Victorian curriculum in mid-2022.

Revisions to the Victorian curriculum F–10 are based on the feedback from the Victorian educators, including through formal monitoring of the implementation of the Victorian curriculum over the last four years, significant consultation on Australian Curriculum version 9, and advice provided by Victorian teachers from across sectors.

We've had over 250 Victorian primary and secondary teachers participate in panels over the last eight months. Their advice has been a valuable contribution to this revision process.

I would also like to acknowledge you and thank you all for your contributions to the monitoring process over the last four years.

Our objectives are to make the Victorian curriculum more teachable and more manageable so it is clear to understand the content descriptions, achievement standards, and the continuum learning across levels. This will make it easier for schools and teachers to familiarise themselves with the curriculum and make it more efficient and effective in planning, teaching and learning programmes.

Additionally, the VCAA will be providing supporting resources, templates and exemplars iteratively to support each learning area.

Finally, the revisions will ensure there's a sequenced learning journey from birth to 18 plus for all Victorian students. The F–10 curriculum being a fundamental cornerstone in the transition from Victorian Early Years Development Framework through the F–10 curriculum and into the senior secondary pathways.

It is important to note what has not changed during the revision process. The overarching structure of the Victorian curriculum organised around learning areas, capabilities and cross-curriculum priorities.

Victoria continues to value and promote the importance of the disciplines, and we will continue to offer unique curriculum such as the EAL and the A-D curriculum. On this, the A-D curriculum is unique to Victoria, and therefore was not subject to the national review. Victoria values the importance of this curriculum for students with significant intellectual disabilities and additional learning needs. Therefore, the VCAA will be engaging in a rigorous process and engagement with this community of schools, teachers and students to ensure this curriculum continues to meet the needs of these students into the future. In the meantime, schools and teachers can continue to deliver the current A-D curriculum.

As you already know, the Victorian Curriculum F–10 Mathematics version 2.0 and supporting resources are now published. You may be well aware that Department of Education and Catholic Education Commission of Victoria has indicated to their schools that they can implement the maths from 2024 with full implementation in 2025. Irrespective of when your school chooses to implement the Mathematics version 2.0, the VCAA will be here to support you with resources, professional learning, and advice on the maths curriculum.

Teaching, learning, assessment, and reporting are the key components that schools plan for. The requirements for reporting are set by sector authorities, Department of Education, and Catholic Education Commission of Victoria and individual independent schools. So please speak to your relevant sector authority for advice related to reporting junior transition into the Victorian Curriculum version 2.0.

And I'll hand back to Leyna.

**[Leyna Buller]:** Thank you, Gerry.

I would now like to welcome Michael MacNeil, who is the Curriculum Manager for Mathematics at the VCAA. Michael be presenting on the revisions to the Mathematics curriculum. Thanks, Michael.

**[Michael MacNeil]:** Here we go. Okay, thank you Leyna, and thank you everyone for taking the time to spend with us at the end of what will have been a busy day.

I too would like to acknowledge that schools are very dynamic and busy places, and finding the time and the head space at the end of the day to digest some of the important changes to the Mathematics curriculum is greatly appreciated by us, and we hope to present a great amount of useful information for you.

My goal today is to address some of the structural particulars that would pertain to both the primary and secondary contexts with an emphasis on some key information that maths leaders would need to know and would also be quite pertinent for maths teachers who may also have been, have subscribed to this webinar. Mindful as well that we have two subsequent webinars planned that are addressing specifically the primary space, which I believe is next Wednesday, and then the secondary space on the Wednesday following.

So we are very excited to present the Mathematics Curriculum version 2.0. We are very mindful that the current Victorian Curriculum version 1.0 was a great curriculum for its time, and it went a long way towards addressing relevant and essential mathematics facts and associated procedures.

One of the criticisms of the current Victorian curriculum, Victorian Curriculum 1.0 for Mathematics was that it didn't provide sufficient connections for students with real world experiences, and as such, didn't necessarily bridge that gap that would ensure that students would gain access to really embed the proficiencies and really develop a solid grasp of the abstract notions of mathematics through that engagement with real world context.

The revisions to the curriculum were undertaken by a panel of individuals who were representing the different sectors, and all of, and the primary and secondary spaces, but also the subject association and academics who had input and verification on the finalised content and the elaborations and the structure and the scope and the sequence. And that I think provides a level of reassurance that the curriculum, the new curriculum for mathematics is going to be providing, it is fundamentally better than the current curriculum for mathematics.

Part of what makes it a better curriculum is that it embeds the mathematical proficiencies, and they're far more explicitly written. We're going to see that in some of the subsequent slides.

And this scope for teachers to be able to make connections across the Mathematics curriculum and as such, hopefully have embed within students that notion of transferable skills that they can take to other learning areas, and hopefully can utilise that to improve their learning in those other areas.

There's a clearer alignment between the achievement standards and the achievement standards and the content are less open to interpretation, supporting the assessment for teachers.

Some of the changes have been in response to some of the jurisdictional and international testing requirements. I think in particular, and I'll get to this later, I think in particular of Pythagoras becoming aligned with TIMSS testing, as was identified in the ACARA review and is positioned quite well for learning and the sequence of learning within Level 8 now.

It's a future-facing curriculum which responds to international observations that the learnings that were undertaken in the Victorian Curriculum for Maths 1.0 were not substantially connectable to the real world, and as such, weren't necessarily providing pathways for the provision of relevant skills for the engagement in society for a future citizen.

And so the new curriculum with its inclusion now of mathematical modelling and statistical investigations, that all important connection to the real world, and that application of abstract notions to embed the ideas and proficiencies provides a great level of longevity for the curriculum and makes it a future-facing curriculum as well for certainly the next few years.

There's a more streamlined sequencing of concepts and stronger links across the strands, and there is of course a stronger alignment with the VEYLDF, at F to two, and also a clear connection, I'll talk about this a little bit later, but a clear connection supporting students for their preparation for VCE at Level 10.

Some of the structural revisions for a general overview of those revisions that there is an expanded introduction section with new Rationale, Aims, and a Learning In section. And I think it's important as maths leaders and as a former maths faculty head myself, I believe that the greatest benefit will be undertaken in a reading of that section as well to understand the aims. I'll unpack them a little bit in the near future as well.

Obvious things, content is now organised under six strands, and there are some beneficial implications for that. The level descriptions provide greater detail about what is being done in those particular levels. The achievement standards are clearer. They're a clearer articulation of the essential maths facts, procedures, and the connections that students will need to make with the real world. And the elaborations provide more examples than have previously been provided to empower teachers to engage with the content in multiple different ways should they wish to.

It's important to point out that the elaborations are not mandated content, but they instead provide options to teachers and aren't necessarily what teachers need to do, but certainly can't provide suggestions for teachers.

Again, more obvious things that you'll notice on a first glance will be that there are only five content strands at Foundation to two, and probability commences at Level 3, and that will permit consolidation of the foundational skills, counting, and things like numerals and fractions. The content has been re-sequenced to provide those opportunities for students to consolidate some of these skills. Greater emphasis on mathematical modelling and statistical investigation, and we find that that's going to be traversing across F-6 and 7-10. And there's an increased prominence in F to six for computational and algorithmic thinking. I'll speak to that very briefly here. Actually no, I'll speak to that. There's a slide for that shortly.

And again, seven to 10, we find a greater emphasis on mathematical modelling and statistical investigations. This is really to provide that essential connection for students between the abstract notions that were attached to maths facts and their associated procedures, and to allow that embedding of a genuine understanding and development of the proficiencies within students. And that continued emphasis on computational and algorithmic thinking. I'll mention for a moment, pseudocode and that notion of pseudocode as opposed to what was previously turned an informal coding language that was listed in the content for the current Victorian curriculum, but I'll flag that now and I'll talk to that when we reach the appropriate slide.

There have been a small number of new content descriptions, fewer than I think ever before here, which at Level 8 are the inclusion of three-dimensional mapping to really open up the types of problems that can be explored, away from two-dimensional mapping.

And at Level 10, there's the inclusion of Planar graphs and or network diagrams as Planar graphs. And the inclusion of logarithmic scales so that students can learn how to deal with really big numbers and really small numbers in a graphical sense.

On the screen at the moment, you'll be able to see the new set of aims, and again, I encourage maths leaders and teachers where they can, to have a look at those new aims. Some of them will seem, will definitely be familiar, but they have been expanded upon to reflect the intention or the revised intention of the curriculum to look forward to what the future is going to be bringing. And we saw at the, you know, earlier this year there was that enormous splash that AI made. Now AI has been around for decades and there are, there's all sorts of implications that are carried with it. And what we need is a curriculum which is going to have a provision for the inclusion of AI, the understanding of AI and other digital tools which have really opened up the potential to explore notions and content in a way that really hasn't been present previously.

In particular, we want students to become confident, proficient, effective, and adaptive users of mathematics. Students need to be able to judiciously select a mathematical mindset where it's appropriate and understand where in their real life they would need to apply that mode of thinking.

The very familiar dual-strand system has been decoupled, and one of the symptoms of that following on from that is that the sub-strand system is no longer a part of the structure of the curriculum. Having said that, teachers will find, even though when as they read the content descriptions, they'll find that some of them read differently. They'll read as clearer and far more directed in their intention, that the selection that teachers can make for content under different strands is now permissible. And so learnings that may have previously not really been accessible under the previous dual-strand system are now quite permissible. And so for example, teachers might want to choose some content. I think we've got an example from this a little bit later from number and space, or algebra and measurement, and really opening up that scope for teachers to engage with their particular cohort of students that are sitting in front of them. Try and do that.

So as we look at the strands, you'll see some of the revisions, the descriptions of what really is constituted for the Victorian Curriculum 2.0 for Mathematics under each of those strands. And again, some of these items are going to be familiar, but some of them are going to certainly present as an improved and potentially facilitating or catalysing more sophisticated understanding and mastery of procedural processes for students.

And again, we note that, and this really pertains to our primary colleagues. The probability as a strand commences from Level 3. And that was in response to a significant batch of research into the notions of understanding for students of the concept of randomness and chance, and the potentiality for students to really understand and grasp those notions beyond a simple procedural assignment of ideas.

And so the emphasis from F to two is really on statistics and building up the capacity of students to be able to measure, you know, what's going on for numerical or categorical variables, and pay attention and record things that are going on, and pay attention to the notion of frequency as that develops and as their experience increases, then they'll begin to access the ideas of probability in that more sophisticated fashion that they're going to need to as that strand progresses.

It's important to note that there are things that haven't changed in the curriculum, even though certainly the wording of content descriptions has been made more sophisticated and has been clarified through the inclusion of language. The sequence of foundational ideas and the extent to which those foundational ideas have not expanded greatly and in some instances at all. Their placement potentially has. And so in that sense, there's going to be a great familiarity for those foundational ideas.

The purpose of elaborations as lesson starters for teachers, that hasn't changed at all. Some of the elaborations will be the same for the appropriate content description, but as I mentioned earlier, there's an increased number of elaborations of that non-compulsory lesson starters to provide those options for teachers, and really to promote the agency of teachers in those decisions. Understanding that teachers are the ones who understand their students best, particularly those students that are right in front of them.

The level descriptions better articulate the proficiencies. There is that clear presence. I've mentioned this a few times now, algorithmic and computational thinking, that really was one of the things where Victoria was a leading curriculum, and elements of what was in Victorian Curriculum 1.0 for computational algorithmic thinking were adopted by the Australian curriculum for version 9 by ACARA, and that was a significant contribution by Victoria.

The inclusion of Level 10A, which I'll speak to in more depth a little bit later, and this is certainly for our secondary colleagues, is that Level 10A continues to perform a similar function to what it previously had. And like I said, I'll speak to that a little bit later to really clarify what Level 10A is, what its intended utilisation is going to be.

The scope and sequence of the topics is, has been organised in a fashion for Victorian Curriculum Mathematics 2.0 that better reflects the developmental or the development of ideas for students and access to this support resource via the website is enabled at this time. And again as a math leader, I would encourage you strongly to have a look at the scope and sequence of the topics under the strands and to follow the tracks of where those ideas are developed.

And the notion of content or connecting content across different strands to the achievement standards. We believe that this has been done in a clearer fashion. From measurement we have one content description, and then from number, we have another one of those content descriptions. And these can be connected to facilitate the development of unit outline where previously that might not have been facilitated in the coupled strands where number and algebra were coupled together. And so learning under those units may have been attempted but was really corralled and constrained in that fashion and we've removed the constraints to permit that agency for teachers. And the linking to the achievement standards becomes obvious. And a potential unit might cover these elements.

I'll speak now to the, what I'm referring to as the interwoven mathematical processes here. Those ideas are the proficiencies. Now they haven't changed. Notions of understanding, fluency, reasoning and problem solving continue to be a significant component of the maths curriculum. Mathematical modelling and statistical investigations, they feature far more prominently. And again, I'll mention that going into these in greater detail will be for specific to the particular levels or primary and secondary context is something that will be undertaken in subsequent webinars. Changes to the content descriptions has made them clearer to understand, they're better articulated than they have previously been.

It's worth reviewing what the mathematical proficiencies are. And while I won't read everything on the screen here, the third dot point speaks quite significantly to what they are. It's the what and the how of mathematics in action and what a successful student of the study of the discipline will be able to gain access to as dimensions of their capability to engage in a mathematical mindset.

Those characteristics for the new curriculum feature in a greater description in the introductory material. And I'd encourage you strongly to have a good read of those to build your own understanding of what the expectations would be. Similar to what they've previously been, contain what they previously have been refined to become more sophisticated and better reflect what we would expect them to of a future-facing curriculum.

And more importantly is the notion that the proficiencies are articulated in a clearer fashion in the content description. And an examples on the slide here, where previously we might have simply had recall multiplication or investigate number sequences. You can read this on the screen, recall and demonstrate proficiency with multiplication facts. It really embeds what the intention is and how the proficiency is made manifest within the content descriptions.

When I've spoken at previous conferences and to maths teachers, computational thinking and algorithmic thinking are one of those historical components of the Mathematics curriculum which have remained present. The benefits continue to be in place. Where teachers ask questions frequently of me, it's around coding. Do students need to engage with coding for computational and or algorithmic thinking? So I want to clarify, computational thinking is really these notions, and students can engage with this in a natural language, like English or through a coding language. Now they might be proficient with something like Scratch, or Python at their primary level, or they may wish to expand upon that in some of the more complex coding languages in the secondary space.

Alternatively, and to provide teachers with a common vernacular to be able to engage with their peers and other educators and with students across the state with the notions of algorithmic thinking. We've introduced pseudocode in the VCE and the connection to that is that Level 10 where a coding language is not required. I'll be very clear on that. Pseudcode is code language agnostic. There is no need to engage with a particular code, there's no prevention against it either. You know your students better than we do. What we have in place is a framework for learning and a facilitation that's in place.

The alignment between the content descriptions and the achievement standards. Again, here's an example of how there is a better connection between them, a clearer connection for teachers to understand as they set up learning and teaching sequences.

And in designing assessment, not only can we access the ideas, the content within a strand in a horizontal sense from, you know, between Level 6, Level 7 and Level 8, but also in a vertical sense between the different strands.

I want to talk briefly about mathematical modelling, particularly this notion of it being cyclic, and there'll be plenty of opportunity to explore this in the, as we address it again in the primary webinar and in the secondary webinar in subsequent weeks.

I do want to reiterate though that it is a cyclic process, and the cycle may be repeated as students seek to take real world or theoretical context and data and fit a mathematical model to it, then evaluate that model and undertake that process. And the extent to which it's explored is again, at the discretion of the teachers.

While mathematical modelling appears in the content descriptions, the elaborations do provide guidance on how the mathematical modelling might be engaged with. Again, it doesn't constrain teachers to any one particular process, and there is no compulsion to engage with the elaborations, but nonetheless they continue to be there as a great support for teachers.

And statistical investigations follows a similar process of taking, identifying a key question of a statistical nature that can be informed by the gathering of statistics and then utilising statistical techniques to infer and make appropriate inferences and evaluate those inferences to again, engage with that mathematical mindset in a society where the presence of statistics is ever increasing. And students, as they move forward in their years are going to need to engage in an increasing fashion with that statistical mindset to understand and engage with their society.

I also want to talk briefly about Level 10A, that being, and while I'd like to talk mostly to what it is, I find that it's possibly best described by what it is not. It continues to provide content for students at Level 10 to extend their studies. And it was always intended to be that. The content itself is cognitively positioned between Level 10 and where a student might be for Unit one and two at VCE. And those continue to be the case. Students can continue to explore those concepts that are positioned at Level 10. And here's where we get to the crux of it. It is designed to complement Level 10, but not designed as a substitute.

Students should not be transitioning directly from Level 9 to Level 10. And were they to do so, they would actually find gaps in their learning and that their preparation for VCE would not be as complete or even as adequate as it would need to be.

It's not a standalone level, there are no achievement standards, there's nothing reportable in Level 10A.

The content is sequenced under the strands, and or I should really say organised under the strand and provide teachers with that capacity or the capability to very quickly engage with topics and elaborations that provide a means for investigation to, you know, take that student who has a particular proficiency with or an aptitude for algebra at Level 10, and to provide a context for them to travel further in that particular direction.

They don't need to do all of the algebra content under Level 10A, they can just pick some of the content descriptions and extend through there. Nor do they need to do just one from one strand. There might be a student that will expand through, you know, one content description in number, then one from measurement, then one from probability.

And I'll hand back now to Leyna.

**[Leyna Buller]:** Thank you Michael. As I mentioned earlier, my name is Leyna Buller and I'm the Senior Policy and Strategic Advisor for the F–10 Revision Project. And I'm here to speak to you regarding familiarisation for the Victorian Curriculum F–10 Mathematics version two.

When we use the term familiarisation, this encompasses both professional learning as well as support materials and artefacts.

Today marks the second webinar to support schools in delving into the Victorian Curriculum F–10 Mathematics version two. After today we have two more webinars focusing on the nuanced revisions for Levels F–6 on Wednesday the 23rd of August, and then Levels seven to 10 on the following Wednesday the 30th of August.

As has been mentioned, all webinars will be recorded and made available to you to ensure that you can return to these should you need. Additionally, these could be used at a school level to support your staff.

As it also has been mentioned, all webinars are being recorded and will be sent to attendees. Additionally, they'll be posted on the VCAA website for your reference in the future.

Although this webinar and the subsequent webinars will provide a solid foundation for teachers and leaders to access and engage with the curriculum, the VCAA, there is going to be modules available late in Term four. This will delve deeply into the Victorian Curriculum F–10 Mathematics version two. This module has been broken down into different chapters so that the end user can pick and choose their learning journey and cater their learning to the needs they're experiencing at any specific time. We have further individualised this module for different audiences, from leaders to teacher, and then again for primary and secondary schools.

We acknowledge that although there are some similarities in the needs of these different groups, there have been also more specific needs that perhaps need to be delved into and catered for to support teachers to engage students and provide a learning environment that ensures they receive their learning entitlement. This module will be accessible through a learning management system that will allow the user to enter in and out of chapters as they need.

Professional learning is a critical element of familiarisation, but it requires additional tangible artefacts to be as effective as possible. In order to support schools with the revisions to the curriculum that Michael had outlined earlier, we have already published a number of supporting resources. These have been targeted at teachers' initial engagement with the curriculum such as a Scope and sequence document and the Comparison of curriculums document.

Later this term we will publish some exemplar assessment tasks that illustrate how achievement standards can be translated into meaningful assessment.

The construction of this support resources occurred as a consequence of direct feedback from educators indicating that this is an area where they would appreciate additional guidance and modelled examples.

Next term, the supporting artefacts are delving deeply into the curriculum area planning, which includes templates, examples, and guides. These are designed to support schools, leaders, and teachers to consider the Victorian Curriculum F–10 Mathematics version two holistically and cohesively within their specific school context and prepare for their potential implementation in 2024.

The Introduction to Mathematics version two is one resource that has already been published. Its name does exactly what it suggests. It introduces the wider view of the revised curriculum. It outlines what's new. It is a concise summary of high-level changes. If your staff have not yet had the opportunity to engage with the curriculum yet, this is a good first step. It's broken down into overarching changes and then identifies key areas for consideration for Levels F to six and seven to 10. It's downloadable and can be manipulated to populate into slides or other materials at your school level should you choose to.

The previous Introduction to the Mathematics version two complements the Comparison of curriculums document in that where the Introduction to Mathematics version two is a wide view, the Comparison of curriculums document is a granular view. This is organised level by level and provides all of the current Victorian Curriculum F–10 Mathematics content descriptors and achievement standards mapped against the Victorian Curriculum F–10 Mathematics version two. This has been developed so that you can consider the fine grain adaptations that you need to make at a school level, and support teachers to see what's changed and what's stayed the same, and support teachers to understand what might need to happen at a teaching and learning unit level. These two documents work in tandem as a funnel from larger overarching view of Victorian Curriculum F–10 Mathematics version two to a finer detail.

Another resource that we have that's available to you is the Digital Assessment Library. The DAL is a free to use for all Victorian schools and is ideal in supporting implementation of the revised Mathematics curriculum. The DAL contains over 137 mathematics assessments. Content will be progressively released commencing in Term 1 2024. You can find out more about the DAL on the VCAA website.

In order to support your engagement with the Victorian Curriculum F–10 Mathematics Version two, please find in some relevant links on your screen.

If at any time you require further information beyond what we've provided today or outside of the briefings, or you have a burning question and desire an answer in an immediate way, please feel free to contact the F–10 Revision team on this number and email address. What we can do is respond to you with links should you require them or other relevant information.

Also, it would be really helpful if you wish to be notified by email about updates to the Victorian Curriculum F–10. This will include new resources and professional learning opportunities as they arrive. If this is something that you would like to know about in a timely way, please subscribe to the F–10 Curriculum update.

We now have some time to respond to some of the questions that have been asked. We only have a limited time, and as such we'll not be able to respond to all the questions. Please be reassured, we are collecting all questions asked, and if we do not respond today, then as was previously mentioned, we'll be publishing an FAQ document post the four briefings. This will respond to the questions that we are receiving most often. If there is a question that's quite specific that's been asked today, we have gathered your email addresses when you signed up for this webinar and we'll be in contact with you directly. I'll forward my question to the most appropriate person depending on what the question is and what's been asked in the chat.

So our first question's for Michael, is there a comprehensive list of changes to the Mathematics curriculum available for teachers?

**[Michael MacNeill]:** Absolutely there is a list of the revisions to each of the levels, including where content has been re-sequenced. We're going to be exploring that in far more depth during the subsequent webinars for the primary and the secondary space, and an artefact is going to be made available in order for teachers to be able to have a quick reference to see what content, what ideas have been re-sequenced from where they might previously have been expected to be placed.

**[Leyna Buller]:** Thank you.

Our next question I'm going to ask Gerry to respond to. Could you explain how numeracy connects with the changes to the new Victorian Curriculum Mathematics version 2.0?

**[Gerry Martin]:** Thank you for that question and a great question to ask.

In the Victorian Curriculum F–10, the knowledge and skills that underpin numeracy are explicitly taught in the mathematics six strands. However, numeracy is distinct from mathematics. Numeracy is a student's ability to develop the knowledge and skills to use mathematics confidently across learning areas at school in a wide range of situations and everyday lives. So the Victorian Curriculum F–10 Version two will provide a numeracy capability as a resource that will allow all schools to reflect on opportunities to embed numeracy in student learning across all curriculum areas.

We'll also be providing additional resources on this as we move through the implementation phase.

**[Leyna Buller]:** Thank you Gerry. I actually have another question for you. One of the participants heard this morning that they may need to implement the Victorian Curriculum Mathematics F–10 Version two in 2024, but we're not required to do this until 2025. Could you please confirm?

**[Gerry Martin]:** So the Department of Education, the Catholic Education Commission of Victoria have communicated to their schools that they can implement the maths curriculum from the beginning of 2024, but full implementation of schools is required from the beginning of 2025.

**[Leyna Buller]:** Thank you Gerry.

We have a question that I might actually answer. It says, will the VCAA mathematics sample units for each year level be updated?

We're redeveloping a whole suite of resources considering the overarching curriculum planning architecture and the sample units you would notice are incredibly detailed and incredibly thorough. Elements of them will definitely sit within our curriculum architecture, but they won't be updated in this year.

So there'll be resources that are similar but might be renamed that are released next year. So it'll be familiar material, but just some different names, and it'll sit within a greater suite of resources that we are providing to support all of the different curriculum areas.

There's another question for Gerry. Will teachers be required to report teacher judgement on all six strands every semester?

**[Gerry Martin]:** So, again, as I said earlier in the presentation, the requirements of reporting is set down by the sectors and sector authorities, and the advice will be provided on what the reporting requirements are.

But as Michael articulated in his presentation is there's great opportunities for teachers to actually look across the strands and look for natural links between the content, between strands and then how to assess that using the achievement standards, which creates great flexibility and choice and creativity in the types of assessments that can be designed and then reported against.

**[Leyna Buller]:** Michael, one of the questions that we've been asked is, will there be similar posters created at this point in time for the statistical investigation or the mathematical modelling that looks similar to say, computational thinking?

**[Michael MacNeill]:** That would form part of a resource that we would need to look at developing beyond the development of the new curriculum and as part of the suite of the support materials. It certainly makes a lot of sense that we would proceed down that path, and gee, they'd make great companions for the computational thinking and algorithmic thinking poster as well.

**[Gerry Martin]:** And can I just add to that? Yes, we'll definitely be developing additional resources to support the maths curriculum, and a number of people have already commented in the chat around a computational thinking poster. So if you're interested in getting a copy of that computational poster, please do email us and we'll send you a copy of that as well.

**[Leyna Buller]:** Sorry, I'm just very quickly flicking through the questions.

One of the questions is, will the Victorian curriculum have an interactive option similar to the Australian curriculum in terms of their website?

We will have a new digital platform that will have interactive elements to it. We do need to have a stable and final curriculum for all of our curriculum areas in order for that to be up and functioning, so that will be coming in next year.

With the phone number and the web address, it will come out with the PowerPoint and the video that'll be emailed to you directly.

Question to Gerry, will the curriculum companion be updated to align with the new curriculum?

**[Gerry Martin]:** I think that question refers to the Victorian Curriculum F–10 Guidelines. I'm assuming that's what it is, and the answer to that is yes, we will have a new Victorian Curriculum F–10 Guidelines that will support the revised curriculum or the Victorian Curriculum version 2.0.

While the current Victorian curriculum is in operation, the current guidelines will remain, but we'll publish new guidelines.

**[Leyna Buller]:** That brings us to the end of our presentation today.

Thank you to our panellists and thank you to all of our attendees. We hope you've taken away a lot from this session.

As mentioned earlier, the recording of today's webinar and the PowerPoint slides will be emailed to you all within the next coming days. In the meantime, for links to resources and other information mentioned today, please take a look at the chat box.

The chat and Q&A box will stay open for a short time post this should you have any last-minute questions or comments you would like to make. We'll be downloading all of the chat, and all of the questions so that we can respond to you if we haven't already.

If post this briefing you have additional questions, please refer to the email that we provided earlier and will be emailed out to you.

Responses to questions not answered during Q&A will be published in a Frequently Asked Questions document on the website at the conclusion of the four mathematics webinars, or we will contact you directly if the question is quite specific.

Finally, we value your feedback from this afternoon's presentation. Please take a minute to respond to the survey before you leave. It'll pop up automatically so when you exit, it will just come up on your screen.

Thank you again for your time today. As has been mentioned, we really do appreciate that schools are a dynamic space, so carving out this time we respect and admire. Thank you so much. Hope you have a lovely evening.

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