**Craig Smith:** Hello. Good morning, everyone. My name is Craig Smith. I’m the Unit Manager for the Victorian Curriculum F-10 here at the VCAA. It’s my great pleasure to welcome you all to this morning’s session, which is the first of three webinars the VCAA’s running for the Koorie Education Workforce – Making Visible Aboriginal Perspectives, and its relationship to the Victorian Curriculum F-10.

Our presenters for this morning, tomorrow and on Thursday, are Zeta Wilson – Zeta is a project manager here at the VCAA – and a special guest, Lisa Daly. Lisa is currently a classroom teacher working with a remote Aboriginal school, and has got extensive experience of working with the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority, both with the Australian curriculum and then the Victorian curriculum.

Just before we start, a couple of housekeeping bits of information. The first one is, I’d invite you to use the question and answer box to put your questions, your queries or your comments in. We may not answer them necessarily straightaway, but we will have time during the presentation to read out and get a response to your questions or comments from each of the panellists. The other thing is the session will be recorded and put up on the VCAA professional learning page. We will be putting up details about that as we go. It usually takes a couple of weeks between recording a session and putting up both the session and the accompanying PowerPoint. The reason for this is we transcribe, or we get someone to transcribe, so it’s available for those who may have a hearing impediment.

So without further ado, I will throw the session over to Zeta Wilson. Zeta, over to you.

**Zeta Wilson:** Thank you, Craig. Alright, so, before I start, I, too, would like to acknowledge country. I would like to acknowledge the traditional custodians of the Wadawurrung people and of the ancestral lands that I’m speaking to you from today, and also acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. As we share of our knowledge in teaching and learning, may we also pay our respects to our elders, both past, present and emerging, as it is their knowledge, wisdom and experiences that hold the key to the success of future generations. And I would like to acknowledge the Aboriginal and Torres Strait Islander people and their deep feeling and continuing connection to land, sea and community.

So, the purpose of the webinar. The overall purpose of these webinars is to build or develop your confidence in your role to have the conversations with school principals and teachers about embedding Aboriginal perspectives across the Victorian Curriculum F-10. Now, these webinars can be used as a tool resource kit for you to build upon as you gather more information and expand your knowledge in unpacking the Victorian Curriculum F-10.

The overview. So, I would like to begin by talking to you about the content of this presentation. In it, I will cover an overview of the Victorian Curriculum F-10 and the cross-curriculum priorities of learning about the histories and cultures of Aboriginal and Torres Strait Islander peoples. As outlined, these points will be covered in reference to the Victorian Curriculum Design F-10. And, as you can see there, there’s navigation and terminology, learning areas and capabilities, and the overview of cross-curriculum priorities, and the previous curricula.

Making visible Aboriginal perspectives. As this slide illustrates, think of a three-key combination. Having an understanding about the three-key combination can help you in your role to provide the support and advice to schools, to help schools to unlock and make visible Aboriginal perspectives across the curriculum. And over the next two days, we’ll touch on those other two key points of whole school curriculum planning and implementation.

Student learning. Here are three words that you will hear, and you will need to have some understanding in relation to student learning. That’s the curriculum, assessment – which is normally followed by reporting – and the pedagogy. And as described on the slide, you can see the point there for curriculum – it says that it defines WHAT it is that students should learn, and the associated progression or continuum of learning. Assessment – it identifies HOW WELL a student has, or has not, learnt specific content. The pedagogy describes HOW the student will be taught and the support to learn. So, throughout this presentation and webinar, we’re going to be focusing in particular on what’s been shaded in green – the curriculum.

The Victorian Curriculum F-10 curricula. For a moment, I would like you to think of yourselves as tourists heading overseas to a foreign country. Most likely, beforehand, you’ll do your research, finding out about the country you’re travelling to and thinking about what to explore and learn. Now, what can you learn? Often, a great starting point will be knowing about the history of the country and places you’re likely to explore. So likewise, what is the history of the previous curricula, which is stemming...when you look at the dates, over 22 years, starting from 1995 to 2017. Now, if that is of interest to you, the link provided on the slide will provide you the background to that information.

Still on the thought as travellers in a foreign country, now you arrive with anticipation and excitement as you plan your trip of sightseeing. If you’re an experienced traveller, most likely you would opt for the option of a self-guided tour, or, if it’s your first time travelling overseas, you most likely would join a tour group. And if you don’t know much...you don’t have much time to explore, you often want to know the popular destinations, and how quickly you can get there. Now, this document shown here is like a short-cut, a quick guide split into three sections, and it will provide you with an overview summary of the two of the websites that teachers will interchangeably work across, and that is the Victorian Curriculum and the VCAA. And the third column is the Curriculum Planning Resource Portal. So the quick guide to the websites will be a short, handy and useful part of your tool resource kit in unpacking the Victorian Curriculum.

The website and functionality. Now, the last thing of a traveller – to get around the country would require you some navigation skills, to help you get from one location to the next. The slides...this slide is prepared like a self-guided tour. It is one of two pages to support you to navigate your way around the Victorian Curriculum website and having an understanding about the functionality. As shown on this slide, there is information about the function of the overview, the curriculum and levels.

Now, the Victorian Curriculum. So I’ll make this very short and sweet. The Victorian Curriculum sets out two points, and that is the knowledge and skills that all young Victorians are entitled to across their first 11 years of schooling. And the second point is this – that these knowledge and skills are described in the content descriptions, organised under eight learning areas and the four capabilities. So, that’s short and sweet.

Now, mapping the Victorian Curriculum F-10. As you can easily identify what this is particularly illustrating, you should think and say to yourself, “It’s the Melbourne City Loop,” as a way of mapping the Victorian Curriculum F-10. Now, the curriculum design of the Victorian F-10 includes eight learning areas, as you can see around the City Loop. The learning areas of the arts, the humanities and technologies include distinct disciplines. The capabilities – well, they represent a set of knowledge and skills that are developed and applied across the curriculum, and these are a discrete set of knowledge and skills. The Victorian Curriculum Design is structured by levels, levels of learning. Now, running around the middle of the City Loop is the cross-curriculum...I should say, in the middle of the City Loop, is the cross-curriculum priorities. The cross-curriculum priorities fits naturally within the learning areas.

Now, the Victorian Curriculum F-10 provides an inclusive and flexible framework for schools to develop their teaching and learning program, and it provides the opportunity for schools to design for thematic learning. The Victorian Curriculum includes the knowledge and skills that students are expected to develop when learning about Aboriginal and Torres Strait Islander histories and cultures. And, in unpacking the content descriptions in the curriculum, teachers will come across content that has cultural references that will require their understanding and knowledge about the histories and cultures and how they can incorporate Aboriginal perspectives in the curriculum, and for teachers to take that student on that journey of providing the historical, social and cultural context.

One best approach is to involve Aboriginal and Torres Strait Islander people in the planning and the implementation of the school’s teaching and learning program. So our voices, knowledge, expertise and experiences that the Koorie Education Workforce, that you will bring, will provide to teachers and students about the different ways of seeing, understanding and engaging with their world around them through the cultural lens of Aboriginal and Torres Strait Islander people. Now, this is where the Koorie Education Workforce can play an effective role, as you can provide the advice and support about the cultural protocols and the resources available to support the embedding of Aboriginal perspectives across the curriculum.

And as students progress along that learning continuum, and by the end of the 11 years of schooling, personally, for me, I would like to see that all students gain a good understanding and have a sound knowledge about the histories and cultures of our First Nation peoples.

Now, to accommodate to the social and cognitive development of children at different stages...ages, and different stages of learning, special attention needs to be paid to the first years of schooling. We know how important that is. Children at this stage may have been provided with the education through the use of the Victorian Early Years Learning And Developmental Framework – VEYLDF – and will need targeted support as they transition to the Victorian Curriculum. Now, the VEYLDF framework identifies the five learning and development outcomes for all children from birth to eight years. And you can see the outcomes there of identity, community, wellbeing, learning and communication. This framework can support the cultural inclusion and embedding of Aboriginal perspectives and learning about the histories and cultures of Aboriginal and Torres Strait Islander peoples.

So, let’s go back to being a tourist in a foreign country. You most likely need to know about the layout of the land and the land features. So, what is the layout of the land of the Victorian Curriculum? The overall structure is divided into two sections. You have the introduction and the curriculum. The introduction section will include, as noted, materials that will assist teachers to understand the specific purpose and the features of the curriculum, and to locate additional documentations. Each curriculum area will have an introduction section, and these...and will have these features as displayed on the slide – the rationale and aims, the structure, the learning in...depending what the curriculum area, the scope and sequence, the resource, and the glossary.

Now, I’m just going to focus on one of these features, and that’s the rationale and aims. The rationale sets out why the curriculum area’s important and the purpose of the learning area in the school curriculum, and the aim sets out what the student could learn and demonstrate from this area.

Terminology. Another important skill you would need as a tourist is to understand some of the language, in order to communicate with the locals. So what is the lingo, or some of the terminology, of the Victorian Curriculum you need to know? To provide some context, and to be consistent with the examples provided, I will consider the curriculum area of History, as you can see there, Levels 9 and 10. So, what is the content description? As you can see noted on there, the content descriptions are specific and discrete information identifying what teachers are expected to teach and what students are required to learn. The content descriptions include knowledge, understanding and skills, described at a year level or band level.

Now, the example that I’ve provided here of History will explore the rights and freedoms and the content to cover the information that will be taught to students. So, if you notice there, it talks about the rights and freedoms from 1945 to the present. And for History, it’s interesting, because we think of it sometimes as past events. But let me draw your attention to one of the content descriptions that you can see there and that’s the one on...it’s the third one down – the effects of the US civil rights movement and its influence on Australia. Now, in our current stream of time, it’s thinking of the Black Lives Matter movement. Not only did it have an influence on Australia, but we know worldwide. Now, can you imagine how the teacher can skilfully draw upon the social justice and issues around the world and the sequence and flow of events and make it applicable and relevant to the students’ world? So, that’s the content descriptions.

The next one, following from the content descriptions is the elaborations. So, simply put here, the content descriptions are accompanied by elaborations, which are optional and non-mandated advisory examples. They provide guidance on how the curriculum may be transferred...transformed into a classroom activity or a learning. Opportunity can give teachers ideas how they might teach the content. Now, that’s the elaborations.

The next terminology that you’ll come across is a strand. Strands are key organising elements within each curriculum area. The example of History is organised by two strands there, as you can see, which is the historical concepts and skills, and historical knowledge. And to just elaborate a little bit more on the historical concepts and skills, they are fundamental to the discipline of history and provide a structure for the development of historical understanding. Historical knowledge – well, that strand provides a context through which particular concepts and skills are to be developed and applied.

Sub-strands. Strands can be further divided into sub-strands, as noted as supplementary organising elements with some of...within some of the curriculum areas. Sub-strands provide a sequence or...of development of knowledge and understanding and skills. The example provided for History, the sub-strand of historical concept and skills, and historical knowledge. In taking note of the supplementary organising elements of sub-strands, can you notice which supports the histories and cultures of Torres Strait Islander people? So, when you look at the slide, what can you see? There would be words that would jump out. Of course, you think of personal histories, community histories, first contacts...Aboriginal and Torres Strait Islander peoples and cultures. So, there is a place for Aboriginal perspectives in the curriculum.

Levels and band descriptions. The year level descriptions and band descriptions assist teachers by providing the important information about the learning content that apply to the content descriptions and achievement standard at a particular year or band level. So there’s an example. Going to be very brief.

Finally, after the levels and the bands, this is what we end up with – last is the achievement standard. Achievement standards here describes what students are typically able to understand and do and how students can demonstrate what they are learning, and the basis for reporting student achievement.

So there are some of the...terminology, some of the lingo of the curriculum that you will need to understand.

Now, the cross-curriculum priorities. Here, as you can see, are the three cross-curriculum priorities – learning about Aboriginal and Torres Strait Islander histories and culture, Asia and Australia’s engagement with Asia, and sustainability. Now, in learning about the histories and cultures of Aboriginal and Torres Strait Islander people, it highlights there in that first text how the knowledge and skills that students are expected to develop and learn, such as the particular and enduring importance and uniqueness of these cultures. And why? Because of the wisdom and knowledge embedded in them. Now, when I hear the word ‘wisdom’, it makes you think of the kind of knowledge that will be contained. And just, I think ‘wise’ sort of comes to my mind as well.

Now, the Victorian Curriculum includes opportunity for students to learn about Aboriginal and Torres Strait Islander histories and cultures, and allows for all students to deepen their knowledge and understanding about the oldest living culture. It’s also important, as we know, that for Aboriginal and Torres Strait Islander students in the classroom to see their own cultural identity and their history reflected in their learning. And if teachers are embedding the cross-curriculum priorities about learning the histories and the cultures of Aboriginal and Torres Strait Islander peoples across the learning areas, students will be able to build their ability to show their appreciation and understanding why it’s important to show the respect and empathy towards the First Nation peoples. The cross-curriculum priority allows for students to learn about the histories and cultures of Aboriginal and Torres Strait Islander people across the Victorian curriculum.

So, where can you find content relating to the histories and cultures of Aboriginal and Torres Strait Islander people? As shown on this slide, it’s two screens, really, two shots. The top half of the screen is the Victorian Curriculum website. And if you type in the word ‘Aboriginal’ in the search bar, you will get over 288 references to the histories and cultures of the Aboriginal and Torres Strait Islander peoples across the learning areas. Now, the bottom half of that slide just represents the breakdown of that 288 across the learning areas. Now, the table’s been organised to provide, like I said, that breakdown of the number of content descriptions and elaborations that actually make that explicit reference to Aboriginal and Torres Strait Islander cultures. Now, when you look at the figures, definitely you can easily identify which curriculum area that has the highest to the lowest Aboriginal content relating to the histories and cultures. Now, the Victorian Aboriginal Language Curriculum has most of that content, followed by the Humanities, the Arts, and then we’re going into English and Technology.

So apart from that breakdown, I’m sure, as the Koorie Education Workforce, you are sharing this document with teachers. Here’s another easy way of displaying that information compared to a search. This document will provide you the summary of the cross-curriculum priorities for learning about the Aboriginal and Torres Strait Islander histories and culture. And you’re able to download this document on the Victorian website under the overview tab, and the link is provided on the slide. So, it gives you that overview across the learning areas.

Alright, so this is almost a very short and quick little wind-up. And I went through that very, very quickly, and this will be allowing plenty of time for a Q&A as well.

But this is looking at following the webinar for tomorrow. We will be looking at the whole-school curriculum planning. In this webinar, it will consider the four interrelated layers to the curriculum planning, and the resources available to support the whole-school curriculum, learning and plans. So, really, this is looking at the second key combination and having the understanding about the purpose of the whole-school curriculum planning, and it will provide support to teachers and school leaders to plan and implement the curriculum at every layer of the school, and how the Koorie Education Workforce can support schools to make visible and...key Aboriginal perspectives across the curriculum.

Alright, and also here, lastly, is just contacts. And you can contact me on zeta.wilson@education.vic.gov.au. And, of course, my special guest, Lisa Daly, is a classroom teacher at the Amata Anangu School, as well as her details.

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