**[Katerina Poropat]:** Good afternoon and welcome to today's webinar, Introducing the Victorian Curriculum: Capabilities F–6. My name is Katerina Poropat and I am the project manager in the Victorian Curriculum F–10 unit here at the VCAA. It's my great pleasure to introduce you to the curriculum manager for capabilities, Monica Bini, who will be leading our presentation today. I would also like to thank Alicia Farrell, also from the F–10 unit, who has done a lot of the work behind the scenes to make this webinar possible today. So before we begin, we'll start with an Acknowledgment of Country. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. For myself and those of us in the 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 acknowledge their continued care of 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 all Aboriginal and Torres Strait Islander peoples across the nation and hope they'll walk with us on our journey.

So before we get into the presentation, I'll 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 will notice that a Q&A box has been set up. So please use this to put your questions and comments in, as this will help us ensure that everything is attended to and we don't miss anything. When you use the Q&A box, please make sure you select "all presenters" so that all panellists can see your questions as they come in. We will answer these in a couple of ways. Firstly, we may type a response directly into the Q&A box, which all participants will be able to view, or we will have a dedicated Q&A session at the end of the presentation where Monica will address these queries. A number of questions also came through during the registration process, and these will be addressed during the session. The second part of our housekeeping is to let everyone 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 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. So without further ado, Monica, I'll throw over to you for our presentation today.

**[Monica Bini]:** Thanks so much, Kat, and good afternoon to everyone, and afternoon to Alicia as well. Very happy to be here today with you for an hour. I hope that we get to hear from you through the Q&A box in the session. And I've taken note of questions that were submitted, and hopefully they'll be addressed throughout the seminar today. So what we're planning to do today is basically have a broad overview of the Victorian Curriculum first, so we're kind of going to go broad and then funnel right down to planning and assessment, and then look at some resources that we've published and are continuing to publish to support teaching of the capabilities. So you'll get a brief introduction and then we'll go down into planning, teaching and assessment. It is a webinar designed, as the description said, for introduction. So the audience that I'm speaking to are new...perhaps teachers that might be inexperienced with teaching capabilities and they're coming around it the first time or have had a bit of a go and would like to check in again and see it. So if you do have... Quite obviously, just post whatever questions you like, but now you get a sense of the level that I'm going to pitch it at.

Right. So to begin with, a review of the Victorian Curriculum. Just a reminder that we do have eight learning areas and four capabilities, which you'll see there. So... We'll basically have an overview of each of those and then drill down into basic planning advice, which you can apply to any capability. So why do we have capabilities in the Victorian Curriculum? And, of course, there are capabilities in the Australian curriculum, too. In general, I think it's agreed across Australia that capabilities do underpin flexible and analytical thinking, a capacity to work with others and an ability to move across learning areas to develop new expertise. And it's not the case that learning areas don't do that. Obviously, learning areas can help underpin flexible and analytical thinking too. But capabilities have a contribution to make to that.

So in Victoria, we've said that we do think that discrete knowledge and skills, in other words, discrete from the learning areas, are identifiable. And those are the content descriptions and achievement standards that you'll see in our curriculum. And we do think that students benefit from explicit instruction, not osmosis, osmosis meaning that as you happen to give students experiences of collaboration, for example, that they kind of pick up on what good practice is for collaboration. That can happen. But you'll leave a lot of students behind unless there's explicit teaching. And we'd rather the curriculum just be guaranteed and viable for everybody, and certainly it's the case, if you look up Evidence for Learning, websites like that, they've produced guides on things like metacognition and self-regulation, which draws a bit on personal and social capability. You'll see there that the research that's coming out across the world does support explicit teaching in these areas. And... Certainly, the capabilities can assist other learning areas to go deeper, and in particular, where the requirements of the learning areas require students to engage with complex real world problems. And this is key particularly for capabilities. You can teach the capabilities happily using learning activities and so on, give students a chance to use their knowledge and skills, but they really... The students are going to see the value of capabilities when they're faced with a challenging situation. That's when they're going to come into their own. And that's when you're going to get that...their hearts and souls, if you like, the hearts and minds of students, if you are able to, you know, provide a bit of challenge. So... Which is true, of course, for learning areas as well.

Just to reinforce, for example, around the time of... We launched this Victorian Curriculum, then the Gonski review came out and just to see there, for example, one piece of research that says that the development of general capabilities - bearing in mind this was a national report - should be raised by using learning progressions to support clear and structured approaches to teaching, assessment and reporting. By the way, there was a question about reporting, I think, that came through in one of the registration questions. You'll need to go back to your... I couldn't see who asked the question, but the VCAA doesn't look after reporting. So you'll need to go back to your jurisdiction and find out from them what the reporting policies are. Unfortunately, I'm not authorised to answer reporting questions. But cycling back to the capabilities here in the Gonski report, we do provide learning progressions, that is the achievement standards, which will have a look at as we go through.

So I wanted to briefly look at the value add of capabilities just to sort of...through an example, like why... And look at the distinction between capabilities and learning areas just quickly. And that's best illustrated, I think, through an example like this, a quick one, like a teacher might say, "Well, everyone, if a butterfly... If something is a butterfly, it's going to have this distinctive shape." And that's what the teacher says to the class. But what might the students be thinking? And bearing in mind, this is just an illustrative example to show where value add for capabilities might come on, have a look at this. So a student might be sitting there going, "Oh, wait a minute, did the teacher say it was only butterflies that had this shape?" So they're thinking about the logic of what the teacher's said. And this comes from critical and creative thinking. A student might also be thinking about, "Well, hang on, what are the necessary and sufficient conditions for being a butterfly? Is that shape both necessary and sufficient?" In other words, to be a butterfly, you have to have that shape. And the only thing we need to know is that it has that shape - that's sufficient. And, bingo, we've got a butterfly. And, of course, the necessary and sufficient conditions to be a butterfly are supplied by science. You know, what else does it need beside that...that shape? Well, that's up to science. Are there other insects that have that shape? That might be a question that comes from a critical thinker. And, "Oh, hang on a minute. I'm assuming a butterfly is an insect, but is it one?" And, of course, science will answer that.

And at this point, sometimes teachers will say, "Yes, but we would unpack that through a science," if I'm talking to 7-10 teachers, and Science teachers will say, "Well, a good Science teacher will unpack that." And I'll say, "Great, but it doesn't..." The Science curriculum itself at our end, when we do those big scope and sequences, doesn't go to that level of detail in telling you how to unpack it. So bringing it together with CCT and nodding in the direction of CCT, if you like, as an explicit thing in the Victorian Curriculum helps to encourage links or particular unpacking of lessons that will foster critical and creative thinking for every student in every classroom, no matter what teacher is in front of them. And of course, there is a lot of choice into how you unpack the curriculum. So that's there because you need to craft it according to your needs. But I just wanted to demonstrate here through an example how the learning areas and critical and creative thinking can work together. And to note, of course, that - we used an example of a butterfly - you can't teach critical and creative thinking abstractly. The curriculum itself is across all of them, and all the capabilities are quite abstract. But the idea is that you bring it to life through learning area contexts, which we'll look at a little bit later on. And we're going to go back and just continue that overarching look at curriculum design for now.

So in terms of curriculum area design, just bearing in mind this is a beginner webinar, a reminder that content descriptions identify what's essential for students to learn and to enable the aims of a curriculum. So when we work on curriculum areas like this, we start with aims and then we hold the content accountable to those aims. We look to see that we might achieve those aims, hopefully, through the teaching of that particular content. It helps to control the content. We organise the content into coherent groups that we've called strands, and then we provide a continuum of learning across the bands from F–2 to 9–10. And then level descriptions provide an overview within a band, and they're useful to read. I'm not sure teachers are always reading them because, you know, there's words and you're busy, but it does encapsulate looking down a particular learning area or capability. What's the nub of it? How do those strands pull together within a band? And it'll give you an insight into the intended curriculum. So it's worth a look, as some of that analysis has been done for you there in the level descriptions.

OK. So what we're going to do now is have a brief look at the aims and the strands for each of the capabilities so you can get a bit of an induction into each of the capabilities before we launch into planning. So the planning advice is going to be general for any capability. So you want to have some background on each of the capabilities as we go through to then have a look at that general planning advice. So critical and creative thinking - there are the aims there. All of these are just taken off the website. I encourage you to go and have a look. To me, the key one there is the middle one. You're really wanting students to develop dispositions that support logical, strategic, flexible and adventurous thinking. That's what we want from our students, from the learning areas, together with critical and creative thinking, the holistic approach to building a critical and creative thinker, you know, as a student going off into lifelong learning and further schooling. Obviously, all the aims are important, but if you want to just hold one thing in your mind, I find it's useful to hold that middle one in your head.

So Critical and Creative Thinking is divided into three strands. We have... And all the strands are interrelated, generally, across the curriculum, meaning that the content, you know, might talk to each other, and I'll show you how that works, particularly for ethical capability. But you can teach that... You don't have to teach in an interrelated way, if you wish. That's a school choice. Just teach it in a meaningful way that suits the learning area and keep control of it through the achievement standards. We'll have a look at how to do that in a minute. So, questions and possibilities. Look at the curriculum. You know, what is it to be able to question effectively? What might a student need to learn? And some techniques, some things to think about in terms of generation of ideas, to generate possibilities, to generate new and novel ideas, at least from the student's perspective, then you're novel. Reasoning is all about composing, analysing and evaluating arguments. It generally looks at things like the structure of arguments, reasoning areas, common reasoning areas that might be made and the use of criteria for arguments and reasoning. And metacognition looks at strategies to understand, manage and look at thinking processes, learning strategies and problem-solving.

Sometimes I get questions about, "Well, what's the difference between a thinking process and problem-solving process?" And honestly, they're both thinking processes. There isn't a real answer to that. However, when we drafted the curriculum, you're looking... Clearly, problem-solving has a certain strategic role, whereas...in relation to a particular proposition, your thing that you're trying to solve, whereas thinking processes are much broader, they may not necessarily be aimed at a problem. So, just when you're working in a school, kind of... If you make a decision about how you're going to divide those up and then just try and maintain consistency as best as you can, at least during the year for that cohort of students, to enable you to do assessment and reporting without getting muddled there. So just as long as it's kind of clear at your end, that's the main thing. Bear in mind, thinking process can be broader than just problem-solving. But, of course, a problem-solving process is obviously a thinking process. In terms of learning, the learning strategies around really how you might learn knowledge and skills as a learner in mathematics or science or... You know, what are the best techniques and strategies? So in other words, that part of the curriculum is to try to help a student not immediately put up their hand when they need help - they've got some strategies to go to, that they're being taught those and enabling you to keep track of those through the curriculum in CCT there.

So Ethical Capability. Here, the key aim for me is the first one. This curriculum is really there to help students analyse and evaluate ethical issues and to look at areas of contestability - where people don't agree. It's not really going to be super useful in areas where there's just vast agreement, say, on basic human rights. We don't... We, of course, want to teach human rights, and it's there in personal and social capability, health and human development, health and PE and so on. It will be covered, but it's not so controversial. I mean, we can get human rights that conflict with each other. That can be tricky. It creates an ethical dilemma. And that's actually where you want ethical capability to come in then, when there is a dilemma. But when something's straightforward, it's not going to be as useful. Remember I said earlier that you really... Capabilities come into their own when there's a real challenge. And this is where... When there's ethical challenges, that's where you go to ethical capability.

And here, the strands are quite interrelated. So the first one is all about concepts to help you understand how and why we might act in a particular way, including values. And secondly, it goes beyond that - some of the factors that come into play when we try to make decisions. And also, how we might respond to problems. Now, that's very abstract for those without an ethical capability background. So I've got a little example next to show you how the strands will work together and why it was constructed in this way. And it's really thanks to Jean-Paul Sartre, who you might have known as a philosopher. He is an existentialist philosopher and it helps to... But it's actually a nice example. He has this in his works where he says to... You know, he poses the question rhetorically, 'cause one of his students came to him and said, "I don't know whether to look after my sick mother or fight for France." And he suddenly realised that just having the ethical principle "be charitable", because we value charity, or generosity, if you like - looking after my mother, fighting for France. This is something we value - that's not controversial. We might value it a lot, in which case it's an ethical principle that guides our life. We really take it very strongly that we're going to be charitable and generous in our lives. But it doesn't get you out of that dilemma. Being charitable, per se, it doesn't help you decide whether to look after your sick mum or fight for France. And some of you might be thinking, "Yeah, I might have a brother or sister that could help with fighting for France or looking after Mum." Yeah. So that's why we've got context here, down at the bottom. Maybe I can, you know, do these things or take a particular action, if I have brothers and sisters who could help. Well, that's a complicating factor. And also some famous theories that we now take for granted, really, that came out of ethics, looking at consequences. So what of doing a cost benefit analysis? Looking at relative harms versus benefits - if I go off to fight for France versus looking after my mum - and helping me do that. And what might be my...? Are there any strong duties I have here?

So this is...comes into play when there are issues or dilemmas. And we've also got things in the curriculum there around identifying when we actually are facing an issue, to help students capture that. So that's an example. Hopefully, that's a bit clearer - why the curriculum's designed the way it is going down a particular band - F–2, or 3–4 or 5–6 - and then how those things talk to each other. Doesn't mean in every case you're going to be going right down the band there, but sometimes you won't need to, but often, if you're looking at a meaty issue, you probably will, in one way or another. And we have published some resources which take kids through a process that you can adapt or use to suit.

Alright, so... Intercultural capability has again... It assists, basically assists young people to become responsible local and global citizens, equipped for living and working together in an interconnected world. And I know there's somebody here who wanted to know about languages. Obviously, intercultural capability is critical as far as languages go, and, you know, those two go together. And I think, you know, the other capabilities, hopefully you'll see some connections there, too. So as far as intercultural capability goes, it's divided into two. It's a really short curriculum. It's the shortest capability. There's not a lot there. Basically, students look at cultural identities, cultural practices. And you'll see, if you look at civics and citizenship, the cultural diversity part there, in that other strand, is repeated a bit, I've got to admit, but they don't go into cultural practices and cultural...as much at all. So it can come in behind that and help that a bit. And also, cultural practices are really useful for English, other humanities, for the arts. They're very interested in those, too. The second bit of the curriculum there is intercultural experiences. So, in other words, what can...? You know, what's the value? What is an intercultural experience when people from different cultures come together? And what's the...what kind of value can we get from those, to reflect on those? And finally, looking at how culture can shape perspectives, actions of individuals and groups.

So Personal and Social Capability...which a lot of primary teachers are quite comfortable with. You'll know it's got sections, probably got sections there you might know already on self-management and social. So looking at emotions, personal qualities - sorry about the typo there - empathy with others and how relationships are developed, respectful relationships. Curriculum certainly draws on personal social capability as well as Health and PE. So here we have recognition and expression of emotions, development of resilience in sub-strands, as well as relationships and diversity and collaboration and conflict resolution. And it's the collaboration and conflict resolution part which tends to get taught less in primary schools. So I'm going to look at that a bit more closely today. I believe that, obviously, the resilience components and so on are taught pretty well at the moment through most primary schools.

So finally, around the last couple of slides on broad curriculum design, the content descriptions describe what to teach. As I said, they're organised into strands and sub-strands, and the achievement standards explain how well a student should learn the content. You could flip it and say, well, achievement standards describe the progression of knowledge and skills, but what do students know, need to know, and be able to do to be able to meet the achievement standards so the content descriptions underpin that learning progression? That's another way of saying the same thing.

You can see here, illustrated in the Critical and Creative Thinking curriculum. So what do students need to understand and be able to do? That's in the achievement standard. And what do they need to learn to get there? That's in the content descriptions. So here I've linked together some content descriptions and the relevant bit of the achievement standards to say, alright, in order to be able to apply questioning as a tool, to focus or expand their thinking, then they have...this is... The content description there on the left is the underlying knowledge that they need to get. And often in the capabilities, it's really around learning some knowledge and then developing the skills, as you apply that knowledge and give it a go and try to use the knowledge. So it's explicit teaching of some knowledge which is then applied. And if that's done transparently, we all know the knowledge that we're learning, that's your key to assessment - because it's transparent. Everyone knows. But I'll look at that a little bit later on in a bit more detail.

So the curriculum structure in the end for all the capabilities and the learning areas will look something like this. This is the Word version. Obviously, there's an online interactive version, where you get to see elaborations and so on, too. But we have aspects of learning, the sub-strands and content descriptions and the learning continuum in the achievement standards. We see how the level of difficulty gets...increases over time. And remember, in Victoria, we look at levels, not year levels. So when you're starting with students, you might want to...you need to begin, you know, with the next steps in learning suited to where they're...you know, what they're ready for. Don't throw them in the deep end. If you're teaching 5-6s, if they've never come across a capability before, you might need to look down the achievement standards to look at some learning activities that are more beginner level, but obviously use contexts that suit the age of the students, not, you know... After two contexts, you'd look at contexts that are a bit more suited to the age of those students.

OK, so capabilities, we say, should be taught in and through the learning areas where there are strong links, so not tokenistic. And a strong link, really - you're looking for where the capability will assist high-quality learning within a learning area, and that the learning area provides high-quality context. Case studies, examples - so the capability will be developed well. So there's a mutually beneficial relationship. And we saw that before with our example about the butterfly. You should see that, hopefully, it was demonstrated quite quickly that the critical and creative thinking was really chipping in there to help high-quality learning in science. But on the other hand, this was a useful context to teach some critical thinking to the students as well. You could have done it the other way. You know, the teacher might have run it like that to then teach some critical thinking through...using science as a baseline.

Here's another example. I took this off one of our curriculum maps. And later on, we'll look at resources. One of those resources is some curriculum mapping that we've done to show, demonstrate some links. Here you'll see a strong link, for example, where in Geography, students in 3–4 are required to look at similarities and differences between places in terms of types of settlement. Notice the last bit there - the lives of people that live there. And intercultural, on the other hand, says compare a range of cultural practices and their influences on people's relationships. And we look at what we might learn from intercultural experiences. And clearly there's a strong link there between cultural practices and lives of people who live in places. So they go together quite nicely. And on the one hand, intercultural is too abstract just to teach on its own, obviously, but the geography achievement here could be assisted by students having an understanding of cultural practices and how they influence people's lives. They just do better work in the end. That's the proposition, anyway. But you.... We'll have a look at... We'll begin with starting to drill down now, in terms of planning and so on, to begin to say, well, how might you manage all of that?

So here is the basic planning slide, and planning is basically about planning for explicit teaching, and that really is the key to teaching and assessing the capabilities. You've got to identify, name and unpack relevant concepts, ideas, or whatever it is there in the content descriptions, and bring them alive in appropriate contexts that come from the learning areas. And often with capabilities, one trick is to have students reflect on whatever their learning experiences have been. That reflection makes their thinking visible. So you're able to see more easily what they've understood about concepts, what they've gained from applying their knowledge and skills and where they might need to go next. So we did see an example of an appropriate context with intercultural and geography just now. And in this... Using this kind of model, the teacher would teach both geographical concepts, of course, as well as intercultural concepts. And then the challenge would begin with... You wouldn't... Basically, you teach capabilities like you teach anything else, so you don't provide a challenge and then teach new things. Basically, you activate prior knowledge of students to teach new material, that's for learning areas and capabilities as well. Then you consolidate and develop some understanding. And then you apply it to a challenge. So, basically...you work backwards, effectively. You have an idea in your head about, well, and... What... How do I... You know, if I'm going to teach the capability, what ultimately do I want the students to be able to do? Where do I want them applying it to? And then working back from there. Can I pick some familiar contexts that are going to sort of start to scaffold them to that application?

And in our Geography example, the challenge is understanding the lives of people in other places, that's basically what the challenge is. So then I'll have a look. I'll show you how you might scaffold that across. And the next step in learning... I've put that there because, obviously, you'll be thinking, you know, you want to set a challenge that just has the right level of difficulty. And to do that, you need to have some idea of what their next steps in learning are.

So in the context of geography and intercultural that we were looking at before, there's an example of two learning activities that you might plan. So in other words, students are being challenged to connect with a place other than their own. And I've chosen Indonesia here. And you could teach background concepts of both geography and intercultural capability. And here, we've looked at... I've focused on the Nyepi in Bali, the New Year celebrations. And clearly, you might begin by looking at New Year celebrations locally amongst your own students, and they're familiar with those - it's a familiar context - how that is a cultural practice. Compare cultural practices among students in the class or based on something that you already know, and then bridge across to, you know, another place that they may not, or some kids might have visited there - not recently - but, you know, you would bridge across to another place, but look locally first. So in other words, what are the celebrations we have here? And then scaffold to the less familiar.

And then the second one is just, OK, and there might be... It might be an opportunity to raise your Foundation or something like that, to connect with another school, perhaps, and have a virtual meeting, engagement with students in Indonesia, or wherever, you know, a neighbouring place. And if you're lucky, you might be able to do that. And then describe what they've learned about themselves and others from an intercultural experience. So it's raising awareness with students that this is an intercultural experience and having them reflect on what they've learned through that. It needn't be something as dramatic as connecting with another school, by the way. We do have advice on our website on how you can do intercultural experiences, um, in other ways, underneath the intercultural capability, teaching resources.

So generally what to look for - look for the... When you're doing your planning, have a look to see whether the concepts and skills featured, you know, that are there in the content descriptions for the capability resonate with the concepts featured in the learning area. You know, do they look similar? So you'll see cultural context is used in arts and English a fair bit. So that's a good clue that intercultural is probably a good link there. And clearly, obviously, when we look at other places... And Geography - that's an obvious link there, too, as well as Languages and some other areas. The next question to ask yourself is, well, with high-quality learning for the program - and in the VCAA we call it a program, it's like a bunch of lesson plans, a unit - would that involve or would it benefit from, or even further develop, capability, knowledge and skills? You know, is it going to be of any use in any ongoing benefits? Alternatively, think about the pedagogy that you might use. Is it going to benefit from capability, knowledge and skills as well? Um, so... This might be in terms of learning strategies we were talking about before, with metacognition or collaboration, something along those lines, whether that's...that really comes into play to help you with particular pedagogies.

The next decision, of course, is, well, which capability? Because it's often the case that you could choose any capability, and I've demonstrated that here. I've picked Design and Tech from 5-6. And there's a content description there. Some of you who've been teaching for a while might recognise that. There was a NAPLAN writing task a few years ago which really was almost the same as this content description - very similar. So anyway, the...you could...you could link all four capabilities to that in any way. And you're not always going to want to, it'd just be... It'd be too time consuming to have to try to cover everything. And you may not cover it very well. So be strategic in your choices. It will result in different learning journeys for the students, you know, depending on which focus you choose. When thinking about which one, or two maybe, that you want to use, have to think about, well, what do you want students to do next? What do you want them to keep doing? You know? What do you want them to keep consolidating? Maybe there's a theme, you know, a whole theme for the six months, a semester, that you'll keep really building a particular capability in depth, something like that. You know, it might be collaboration that you really want them to get good at. And you might pick this because you intend for there to be more collaboration in the future and it to be a focus across that year level, or the school at the moment. Or that knowledge is useful as we go up and look at other learning areas. We might be repeating, keep using that capability, knowledge in some other area, and therefore we picked that. Or we're going on to do more ethical issues in some of the areas, so let's look at ethics. So just have a think in the medium term at least what you might be doing, and choose a focus, a capability.

So I'm going to assume here, for the purposes of example, we might keep collaboration, and we're going to test here using our questions. Yes, we've got... It will... Collaboration focus will support progress in the learning areas, particularly design. We're designing for someone. Collaboration is so integral to Design and Technology. It will support progress and development of the capability because the nature of learning area is, it will provide high-quality opportunities for collaboration. And in this example, we think there'll be ongoing benefits for developing collaboration skills in this context. And certainly, I can tell you right up to VCE in Design and Tech, collaboration is a feature. But then how do we then plan for its teaching?

Well, you'd expect to see one or more explicit teaching and assessment of capability, knowledge and skills, and then application of that consolidated learning - give students a bit of a practice, introduce and then apply it and reflect on it. That's the process that you take them through. So you'd expect to give all students opportunities to explicitly learn some collaboration skills and get a chance to use them and reflect on them. That's what you're basically facilitating. And what we recommend here is what we call a split-screen approach when you begin, when you introduce new knowledge and skills for a capability. We've found, over time, that introducing two new things together is too hard for a lot of students. Some students can do it, but not everyone. To keep everyone with you, introduce... Choose a known context. It might be something they've just learned. And we say, "OK, remember when we just did this?" And you go from there. And then you basically scaffold over to what you want them, you know, further collaboration in a new context. So basically activate prior knowledge to introduce new knowledge and skills.

OK, so... You can see in this case, for 5 and 6 - remember our design and tech 5-6 slide before - what the content is telling you and the achievement standard - we want to see if students can contribute to groups and teams and suggest improvement for methods used in group projects. There it is in the achievement standard. But what do they know? What are they going to need to know to be able to suggest improvements? What are we going to teach them to help them do that? Well, the content here suggests teaching them characteristics of effective teams, team roles, and then they draw on that when they talk in terms of team roles, when they make suggestions for improving performance. So that's... We're building our expectations in terms of team roles.

And you might pick a familiar context, such as an improvement to the design of a familiar game. And bearing in mind I've had to think of an example that would suit all of you. But there might be something much more specific that you've just, you know, learnt in class that benefits from some collaboration. So students are taught team roles and how they contribute to group success. They practise and have a go through something like the improvement in the design of a familiar game. It shouldn't be anything that takes a lot of time, because bearing in mind you want them to apply it to something meatier. It's those initial learning activities that you're doing that... This is how we teach a new learning area. It's those shorter, sharper ones that help introduce team roles. And consolidate them. So then...now we get to the application of a known capability, once we've consolidated what we know about team roles in this case, and here we want to apply it to something that's a natural fit to something that's going to be challenging and, you know, that the students are really going to see the value of knowing how to collaborate or knowing about ethical issues or intercultural, whatever it is.

So in this case... That's just a general slide to help you in any planning. In this case, if you look at 5–6 there in Design and Tech, you'll see there's content there on light and sound and electricity. It's sort of linked quite nicely to Physics and so on if you're looking at STEM opportunities. And the thing that popped in my head was you could collaborate on a new school fete activity like a hall of mirrors and really make a gun hall of mirrors thing that involves movement, sound, light forces. But imagine if you...worked... On that, you were learning all about sound, light forces, movement, mirrors and collaboration all at once. All of that was new. That's just a lot for students to take on. So, like any teaching, you'd prepare them with some short, sharp activities to think about science - sound, how light goes with mirrors, to look at, you know, all those things around the physics part of it that's in design...and the science-y part, if you like, that's in design and tech. You've already warmed them up with some team roles. And now here's a really meaty, excellent assessment task for you to look at. And you won't leave... You'll have less chance of losing students or leaving them behind. And you've decided this is worth it because, you know, you've got this focus on, you think, on building collaboration at this time.

So when you introduce new knowledge and skills, you should assess against the capability achievement standard, definitely, as it's consolidated. You want to set assessment tasks there that can track...make the thinking visible of students, you know, their understanding of team roles, their reflection on the application of them, their suggestions for improvement. You want to see that, hear It. You know, depending on how your classes are organised, work out how you can get evidence of that. And, of course, that goes back to those shared concepts, being explicit, transparent, that students are taught something about what effective teams involve in terms of roles. And, for example, they might develop and display classroom posters describing team roles, and that could be a collaborative project in itself. Make sure, though, that when you choose something collaborative in terms of challenge, the best ones are those where you really have to collaborate. You set it up in a way... I mean, I could do posters on team roles all by myself, you know, and I don't really have to collaborate. I could. But think carefully where... You know, you want to be... It would be much harder to do a hall of mirrors on my own. Strictly speaking, I could. But I'd have to get someone to hold something, I'm sure, somewhere. Collaboration on that is much more necessary. So think of... Excuse me, I'm just going to cough for a second. It's this glass of water I had before. But anyway, you might want to get them to do those posters, draw on descriptions then, and they could be up on the wall all year, you know - those descriptions to reflect on their contribution to working successfully as a team in the context of the board game redesign or whatever familiar context that you chose and to suggest improvements, drawing on the language that's in those, in this case, in those posters.

When they apply the capability, you've got a choice here. You can either...You can add it into the assessment task and say, right, I expect to see in a hall of mirrors a whole bunch of stuff on science, you know, sound, action, plus some collaboration. You build it in as a separate section. Or you can have it part of the expectations for the learning area achievement standard. It's up to you, and I'll give you a demonstration of both of those. So, as an added component, that's pretty straightforward in this case. You would add in... You design an assessment task about whatever it is, hall of mirrors in this case, outlining what the students have to do, what the expectations are in terms of, you know, their application of knowledge of light, sound and whatever they've learnt about that for design and tech. And then you'd also add in some expectations, explicit expectations, about the setting of team roles, written or oral reflections on how these were applied, a reflection on improvements. And you can see underneath that suggestion for improvements. You have to have a particularly good culture for learning, obviously, in your class. I know a lot of students have to be encouraged to recognise that it's really positive to suggest improvements, that you're not expecting them necessarily to go, "Everything was great, miss. Nothing to see here. We worked really well." You know, you want to set that culture of reflection and continuous improvement.

For the integration one. we're going to revisit the Geography example, because it's a bit easier to see there. It's a nicer one because of that knowledge being embedded in geography, if you wish. So, you remember we looked at the different New Year celebrations and the lives of people that live there. You can... Remember in your warm-up activities, you've already assessed them against intercultural capability at the point where you might have looked at, you know, cultural celebrations we have in our class, including New Year's, that that is a cultural practice, celebrations give expression to cultural practice in these ways. You're tracking that against the intercultural capability achievement standard. And you can leave it at that, if you wish. Or... But bearing in mind they are now going to apply this knowledge, you might be interested in, really, it would be... You can either do that by now saying, "OK, I know now that you all have a good understanding of cultural practices and particularly cultural celebrations." So when you talk about - look at the middle column there - the lives of people that live there, I expect that to include some of the cultural celebrations that they have there. And a kid's not going to hear the term cultural celebration and freak out and go, "What the heck is that?" That's a reasonable expectation for you to have within the Geography achievement standard and how that's unpacked in your rubric. And that's fair, because your students know how to do it.

And we do that with Maths now. You build in all kinds of maths expectations because it's fair. Students know how to add up and divide or whatever it is and take measurements. So you build that in as a reasonable expectation. And you would do that here, too. But that's... So, when you unpack the expectations for the Geography achievement standard here, that includes cultural aspects of people's lives apart from, you know, other things in geography, too. It's not taking over the whole thing, clearly, but it's a part of it. It's one element of it. And it's fair to include that. So that's an integration there as an example. Or what you can do is, when you do the assessment task on Indonesia in this case, including Bali, you can keep tracking how they're able to apply intercultural capability. And you can keep tracking that, if you wish, and adjust their assessment, if you like, against the achievement standard for intercultural capability, depending on how well they can apply it. It's a bit more sophisticated to do that, if you will. You've got to really make sure that the evidence is there in the work and you're going to elicit that evidence by some explicit questions about cultural celebrations and so on, and then comparisons to Australia. How is that different to how we might, some of us...? You know, the different cultural celebrations for New Year's that we see in Australia, perhaps, you know... Maybe there's some similarities to some cultures in Australia as well as some differences, and you would build that in as an explicit thing and then you would provide feedback to the students on both intercultural and geography both, and to parents, if you wish, as well. Hopefully that makes sense.

So, you can see here integration - really the achievement standard looks at characteristics of places, so those characteristics would include cultural practices and their effects on people's relationships. That's what the achievement standard in geography says. And of course, you'll notice there's a sort of loop back here. When you come to teach intercultural again and something new for intercultural, you can go back and say, "Remember when we looked at those cultural festivals in Bali? They change over time." I know that happens to be at 7-8...in intercultural. I happened to use a 5–6 example. You might... Some students may want to look at how cultural festivals are dynamic and change over time. So you could go and say, "Well, remember when we learned about this?" and build on from there. There's your familiar context.

So, summing up, you need discrete knowledge... Remember, capabilities are discrete knowledge and skills, but that's the key to assessment and teaching. That's a good thing, because it makes the assessment so much easier. Use backwards design. Think about what you want to have the students apply their knowledge and skills to and work there to pick a familiar context that's going to scaffold them across. Then identify new knowledge and skills that the students need to learn. So have an idea of, you know, what they're ready to learn next, where they are up to, which...what's a reasonable next step in learning, which doesn't always match their year level. It might, particularly if it's brand-new, if you're just starting off with capabilities, you might have to start a bit lower down. Find good, strong, natural fits, not tokenistic ones. Do some consolidation, apply to a new context and then assess against the achievement standards for the capabilities or integrate with the learning areas. Then, obviously, as students, you know, have learnt about...have consolidated some capability skills, you can then keep going and keep applying those as you wish. You don't have to obviously keep re-teaching it. You might need to, in the reality of teaching, remind students - that's just normal teaching - but formally plan to do that. You should get faster. If you want to keep reapplying knowledge of team roles, you don't have to go back and re-teach team roles unless it's been a long time between those lessons or, you know, students really were looking out of the window a lot. So there's a... It's a really an investment in that time and effort and then hopefully repeated application where there's strong links, and consolidation, reflection, refinement in that sort of feedback loop.

So, in terms of resources, you need to go to the VCAA website. And I've deliberately slipped in there the URL at the top there just so you'll see. It's not on the curriculum website itself. The resources are accessed through the VCAA website. You go to F-10 Curriculum, then you click on "help me find curriculum area resources". And of course, I encourage you to have a play around and, you know, click on those other tabs. Then, once you're there, you click on "curriculum area resources", each of the learning areas pop up and the capabilities, each distinct capability pops up too and they share, look at... They'll say, look, critical creative thinking, an overview of capabilities, and that's in ethical capability as well. They go to the same resources. So we don't really have an overview tab. So it's been built into each capability, but they basically zero in on the same resource, but obviously distinct resources for each of the capabilities underneath that.

So the kind of resources that we've published, we are adding to them, um, all the all the time as best as we can. There's whole school planning advice and templates. That's under the overview section. There's curriculum mapping examples and templates. Some of those are under the overview section. Some of those are under individual capabilities. We've got general advice on teaching and assessment in the overview section. Unpacking content descriptions, we have that for the critical and creative thinking reasoning strand, because that's the one that teachers struggle with the most. And unpacking basically tells you all the bits of knowledge and skills that can be taught to students. So, you know, what do we mean by this content? How would it be unpacked in their sample learning activities there? There's one, an unpacking, for every single content description, for ethical capabilities, together with sample learning activities. Those warm-up learning activity, I was talking about before, the sort of beginner ones before you seriously apply them. We also have intercultural capability unpacking, too. We have... And hopefully in the end hope to have a full suite, but we're doing it, as I said, as best as we can. We have external resource lists. So, in other words, resources other people have produced for critical and creative thinking.

We've just learned...launched, hot off the press, a whole F-6 annotated list for ethical capability of suitable picture books, videos, all kinds of things, that just... It's not exhaustive, it just illustrates the kind of books, the kind of videos, the kind of... I'm just trying to think. There's even a song in there, I think. The kind of things that you can use to teach ethical capability. It also has an annotation as to...that links it to the strands, the areas of curriculum. It doesn't go so far as learning activities, but it'll give you a steer on which bit of the curriculum those resources link to. Um... So hopefully that just got published. So I hope that's useful to you. So it names the books, but in the description you should get an idea hopefully of what to look for in your own library if you don't have those books, that kind of resource. But there's some links you can go straight to for videos, um... And particularly there's some fantastic ones for F-2, in particular, that are really good - Spot And Stripe you'll see there. And for 5s and 6s, there's a really good podcast done by the ABC on ethics issues that's featured in there, too, that's gives pause time for kids to listen. There's 5s and 6 voices in there, as well as an ethicist who comes in and helps, and professional actors. There's all kinds of things. It's quite good.

We have sample units of work for intercultural capability as well as assessment rubrics for them and also for ethical. There's some... Not so much F-6 sample units, it's more for 7 to 10. F–6 is more that focus on unpacking and linking it in. But we have digital assessments for...through their DAL library that have been launched for critical and creative thinking and an insight platform. You'll all be familiar with that through English On Demand and so on for intercultural capability. So if you wish, you can access those and complete digital assessment and they'll give kids a scaled score if you complete enough of them. You need to complete more than one. But there's a lot of information there to help you, user guides and so on, in terms of completing those. And they've been field trialled. So the useful thing there, I think, from a teaching perspective, if you're really wanting to, um... We've published the in-between steps and these are based on field trials, too. So, in other words, what are the steps... How do students learn as they progress from F–2 to 3 to 4, 3 to 4 to 5 to 6 - those bits in between the standards?

So if you look carefully in the assessment guides there, we've published the results of the field trials. That will help you, ...might help you do your rubrics, because you've got basically a bit of an idea of how students might learn, how... But really, in the end, keep a note - over time just look and see how your students are learning. And that's really an empirical thing to think of those steps. What do students gradually get better at? That's an in... You just get that through experience. But to give you a start, um, we've got them in there for intercultural anyway. I'm not sure DAL's published that for CCT, but it's certainly there for intercultural fleshes that out the progression points, if you will, but we don't call them that anymore. And I don't mean that formally, in terms of reporting software. I don't mean that at all. I just mean the kind of points of progression between achievement standards and what we found from the field trials might just be helpful as you develop your rubrics to have a look at those. Just a general point.

Right, so resources linking learning areas and capabilities, that's... We have those for Visual Arts and Mathematics at the moment. I'm working on more of those. Science resources are coming. Science... Curriculum managers here, they've commissioned some resources to link science and ethics. That's a context that they're really interested in, capability, that they find strong links to, looking at if you want to problematize science for students and to see science out in the world, there are many ways you can do that. Obviously, you could link with humanities, but sometimes at the very minimum...um, the science community have found, teachers have found that linking to ethical is helpful there because often there's some sort of ethical issue you want students to consider. So there's some resources coming to you...that are in the pipeline, coming in due course.

Those of you who get Vinculum, that's the, er...Mathematics Association Journal, I think it goes to a lot of schools, just published in the latest issue, a... And it obviously... It has actually... It's based on research done for F-2 teachers, but it's applicable across F-12 on productive struggle. So with... A primary teacher and I got together and wrote an article on productive struggle in the mathematics classroom, and linking that to the curriculum to metacognition and personal social capabilities that might be useful. The notion of productive struggle could be, you know, for any learning area, not just mathematics, but you'll get to see how that links across. So, Alicia and Kat, are there any questions? That's pretty much where we're up to. We've just finished.

**[Katerina Poropat]:** Thanks, Monica. Um, no. So no questions have come through the Q&A box at this point. So if anyone does have a question, please pop it in now. Otherwise, you can send an email either through to the F–10 unit or to Monica directly. The details are up on the screen now. So this does bring us to the end of the formal part of our presentation today. I would like to thank Monica for presenting this fantastic session and also for Alicia, for all the behind-the-scenes work that she's been doing and all the links she's been popping through that chat box. And I'd also like to thank all of you for attending today. We hope that you took a lot away from this session.

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