**KATERINA POROPAT:** Good afternoon, everyone, and welcome to today's webinar, Introducing the Victorian Curriculum: History 7–10. My name is Katerina Poropat and I'm 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 History and Civics, Gerry Martin, 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 work behind the scenes to make this webinar possible.

So 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 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 will 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'll 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 all your queries are 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 session at the end of the presentation, if any questions do come in, so that Gerry can address these.

A number of questions also came through during the registration process, and these will be addressed throughout 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's F–10 Resources web pages, 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, Gerry, I'll throw over to you for our presentation.

**GERRY MARTIN:** Good afternoon, everyone, and welcome this afternoon, and thank you for making the time after a busy afternoon of teaching and learning with students. So it's always a big commitment to show up for a 45-minute talk and exploration of the curriculum. So thank you for joining me. And please use the chat box to provide any...ask any questions that may pop up throughout the session.

One thing I want to start talking about, really, is how you use and access the curriculum to develop your teaching and learning program. And one of the challenges really most teachers face is when they actually begin to look at the curriculum, they dive in at the deep end and look at the specific content descriptors in particular year-levels or in particular topics. And that can be a bit of a trap in many ways. So when teachers tend to enter the curriculum focusing on those content descriptors, what is to be taught, and get caught up in ticking those boxes of content descriptors. This is something you really should avoid doing, is atomising the curriculum down into those series of content descriptions. When we just focus on the content, we may lose sight of the of the wood for the trees and the intent of what student engagement and enjoyment in history really is all about. So when you actually design teaching and learning units of work for your classes, it's really important to always think about the curriculum as a whole, think about the aims and rationale of the curriculum.

Think about what learning and history looks like. What are we trying to do? What are we trying to have students demonstrate achievement of? And then how we actually teach – use that in designing our teaching and learning activities. That's kind of a process to think about every time we access the curriculum. So talking about that kind of high level, you know, what I often call a 10,000-foot view of the curriculum, the aims and rationale. And this is really, really important, to always reflect on these when we design a learning and teaching program, because the aims of History in the curriculum is we want students to have an interest in history, we want them to have enjoyment.

We want them to have a lifelong learning, work in this space. We want them to build capacity and a willingness to be informed and active citizens. And it's really important that we want them to have a knowledge and understanding, and an appreciation of the past forces that have shaped societies, shaped change, and shaped our own society here in Australia. And it's really important that, in understanding those aims and rationale, that we want students to develop some critical thinking skills in history, what we often call historical thinking skills. Concepts such as sequencing chronology, using historical sources as evidence, identifying continuing change, analysing cause and effect, and determining historical significance.

And we want students to be able to develop that capacity to engage in historical inquiry and develop those skills of explanation, communication, and explore contestability in history. And that's really, really important to always focus on those things every time we design our teaching and learning. If we focus just on the content descriptors, we can really get bogged down. The second key thing to focus on when beginning to develop a teaching and learning program is, what does learning look like in history? And I often call this the 1,000-foot view, and the associate page on the website unpacks these key skills and concepts in the curriculum, and they unpack what we see as the opportunity for students to develop understanding through the application of those historical concepts and skills I just mentioned earlier.

And these concepts and skills are fundamental to the discipline of history – causation, change, significance, evidence and sources, chronology. These are the concepts and skills that give the discipline its structure and its methods. And therefore, in the learning in history, it gives a brief but useful explanation of those things.

The third part of the curriculum, then, to consider when beginning to design a teaching and learning unit is the achievement standards. Every teaching learning unit does not have to assess all of the achievement standards. So be deliberate and judicious in selecting those key sentences within achievement standards, but also planning the assessment across the levels of learning, across 7–8, across 9–10, to ensure that students have been able to demonstrate all components that achieve a standard.

So when looking at the achievement standards, the Victorian Curriculum sets out a continuum across those levels of achievement – 7, 8, 9, 10. In the achievement standards, there is a progression of knowledge and concepts, and the achievement standards describe what students are able to understand and do, and they describe the complexity of those concepts and skills, and the increasing sophistication of those concepts and skills across the levels from Foundation to Year 10. The content descriptions are kind of like signposts on that journey, so think of the achievement standards as stops on the students' learning journey from Foundation through to Year 10.

When planning a unit of learning, focus on parts of that achievement standard, and target parts of it, and think about, what does student learning look like when a student is demonstrating that achievement? Understanding where students commonly come from and what they can currently do, and think about how do you progress them towards that part of the achievement standard through formal assessment activities and actual assessment tasks. Then, the next level is the actual practicality of designing a teaching and learning unit using the content descriptors. Now, content descriptors should not be used as a tick a box, or an atomising, it can be taught holistically.

It's really important to understand what the intent of each content description is and its purpose, and keep developing a learning program that elicits that knowledge and the thinking associated with that knowledge, and the skills. And I want to talk a little bit more about that as we progress through the presentation. Again, it's important to understand the two key components of the curriculum – you've got the historical concepts and skills strand, and you've got the historical knowledge and understanding strand, and both strands work together.

The skills and concepts, skills, knowledge and concepts work together. And it's really important to know when teaching the knowledge that in some way it's the application of a skill, and the skill is part of that application. So when looking at the causes of World War I, it's not just learning about World War I but also looking at the concept of causation and what were the causes, and applying the concept of causation to that. We'll talk a little bit more later on. A really simple way to look at these key components of the curriculum is often what I call the "know", "do" and "think about" in history.

The knowledge we want students to know, what we want students to be able to know in history. The concepts is "think about" – how should students think about the past? And "to do", the skills – what do we want students to be able to do? And these three components – skills, knowledge and concepts – all form how students can demonstrate achievement and then progress along the continuum of learning in the curriculum. These skills and concepts are fundamental to historical thinking, and a good starting point to think about is the verbs that sit in front of each of these concepts or skills – sequencing, using, identifying, analysing, determining. The action, doing, because history is about student as historian, and we want students to have an active construction of their own understanding of the past.

So you should teach these individual skills and concepts explicitly to students, and students should have the opportunity to practise them within a context, but also the opportunity to transfer them and apply them in new contexts. It's also important to understand that even though they're listed discreetly as content descriptors, descriptions in the curriculum, they also do work together. For example, when sequencing chronology, students can identify continuity and change, and cause and effect. When using historical sources, students might actually explore and identify what were the causes illustrated in a source, or written down by a historian. So the skills also work together with each other.

When determining historical significance, students might look at the impact of effects and the significant changes that are caused. So again, teach them explicitly, but provide opportunities for students to apply them together. For example, what were the most significant causes of World War I? Students might list five causes and get them to rank them one to five – one being the most significant cause, five being the least significant cause – and get them to justify their reasonings for that ranking. There's more complex applications of that concept, such as using criterion and so on. And so this is really, really important to teach those explicitly.

Again, go to the Learning in History page, and it unpacks some of those key skills and concepts in a little more detail. It's a synthesis of well-established literature and research in the space of history education. But it provides a nice, quick and easy summary of that. That is really useful in thinking about in your planning. And again, think about, when developing a teaching and learning program, where have we given students an opportunity to be explicitly taught these skills and concepts? Where have they had the opportunity to practise them? Will future units of learning have opportunities for students to deploy them? And where are you gonna assess them on the learning continuum? And that's a really, really important thing to think about.

Also, the Victorian curriculum, as I said before, is a set of progressions that define increasingly complex knowledge, skills and concepts, and the Victorian curriculum is structured as a continuum of levels of learning and achievement, not years of schooling. And that's building on some well-established theory of Vygotsky's zone of proximal development. But what that means in a practical way is if you're just teaching Year 7 ancient Egypt, there's a responsibility to look at Levels 5 and 6, and Levels 9 and 10, where students have come from and what they should be able to do, and where students need to be progressing towards.

So having an understanding of the levels above and below, not just in the knowledge and a knowledge content description, but also in the skills and concepts and in the achievement standards. And this is really, really important to be able to identify where students are at, because – I said this before – the achievement standards describe what students are typically able to understand and do, and that is the basis for reporting student achievement. It's also important to understand these things, because it will enable the development of targeted learning programs for students, where the curriculum is used to plan in relation to the actual level of student progression.

Again, here's an example of one of the skills and concepts, to illustrate that progression. So all I've done here is chosen excerpts from the achievement standards from Foundation right through to 10, in relation to the concept of continuity and change. And you can see there's a cognitive demand and sophistication increase as students progress through the curriculum. So enabling the monitoring of students' progress along this continuum is a fundamental role of teachers and schools and the purpose, an end point of education in many ways. So thinking of the curriculum as that journey or as that continuum of learning is really, really important.

So thinking about where students have come from, where they're going, what they are able to do and not able to do, identifying what they can do. And you may be teaching students at a Year 9 and 10 level, or Levels 9 and 10, but those students may only be able to demonstrate parts of the achievement of a Level 5 and 6, or a 3 and 4. But be able to identify that and be able to identify, how do I progress them along that continuum? To be able to move from describing continuity and change, to being able to observe patterns of continuity and change, is really, really important. So the practicalities of actually designing a unit of learning, using a curriculum, is really important.

I've simplified it here into a kind of a four-stage process. I do have a more detailed presentation, which I'm happy to share on, but it involves four key stages, so, planning using evidence, design and develop, teach and assess and reflect and refine. And it's an important cycle. So when using the curriculum plan and planning, think about these four stages. The first stage of planning is using evidence, and that involves identifying what students can already do. This may be part of a formative assessment, or an assessment gathered from a previous unit of learning or from a previous report. There can be a diagnostic task. And use the progression and achievement standard to help you target what the focus of this current unit is going to be on, and align that with the content descriptions.

So, again, use the achievement standards to identify what students have learned, then what students are going to learn in this unit to progress them along to the next standard. Identify the relevant parts of achievement standard you're going to focus on. Remember, you don't need to assess every part of an achievement standard in every unit. So think and plan across your teaching and learning program. It's really back to the idea of levels of achievement. You know, when you talk about Levels 7 and 8, it's important in a humanities curriculum to think of that as, you know, four semesters. How are you going to teach Level 7 and 8 content and skills across those four semesters for a student?

So think about, then, how you then identify and plan the teaching and assessing of those past achievements across those four semesters, and that applies to all of the humanities, of course. So what am I going to teach and what assessment tools am I going to use are really important to think about in that planning using evidence. What content descriptions support student learning? What have students already achieved? These are all really important things to think about in the planning using evidence. Using that evidence you've gathered about the student learning to inform the design of the particular unit.

When it comes to actually designing and developing the unit, key things to think about is looking at that achievement standard, choosing the positive achievement standard you're going to target, and then design an assessment task and an assessment tool, such as a rubric or criterion that allows you to assess that students are able to meet that achievement standard by the time you've finished the unit. So start with designing the assessment task that aligns to the achievement standard. Think about what type of assessment task you're going to use.

How will you develop the rubrics? And I'll talk a little bit more about that later on. Some practical things. How many lessons do you have to teach this unit? That's a really important thing to think about. And then designing the teaching and learning program based on the time and capacity you have, and be able to then be able to assess students at the end of that, in accordance with the achievement standard. You know, there's no point designing a fantastic assessment task and then you can only assess this task if students have done four weeks on a topic, and then you realise you only have 2.5 weeks to teach the topic.

So really think about the practicality of time and then how you assess that at the end of that time. What type of assessment tasks are you going to include? Such as diagnostic formative assessments. How do you use the inquiry question to shape student thinking throughout the unit, and shape those learning activities? What pedagogies might you use and what learning activities could you use to illustrate the thinking skills and engage with the historical knowledge in the content description? They're all really important parts of the design and develop stage. The third part is actually delivering and teaching the unit. I won't talk too much about that, because you, as teachers, are experts in that domain. But it's really important in that teaching and assessing, is to be able to gather evidence of student learning.

Developed with targeted learning activities. Observe student metacognition. And discuss with your colleagues, you know, are students demonstrating progression? And adjust teaching plans as you progress.

And the fourth stage, really, then, is using that evidence to inform the review of the unit you might have taught, inform the unit that you're probably going to deliver or design, and inform future assessment tasks. I suppose that fourth stage is probably the one that's often hardest to do. We're often in a rush and we don't have time, and we're so busy moving on to the next thing.

But it's really important to carve out a bit of time to actually reflect and refine with your colleagues, to discuss what worked, what didn't work. Did the assessment task really allow students to demonstrate that part of the achievement standard? What might need to be modified? How in the next assessment task or in the next formative diagnostic task can we adjust to ensure students continually progress along that continuum? And that's a really, really important part of the teaching and learning process. One of the key questions that had come up prior to the webinar was, how much thoroughness should you engage in in teaching each of the standards, and how much detail should be assessed?

I'll give this basic example or illustration. At Levels 9 and 10, the achievement standard says, "They analyse the cause and effects of events and developments and explain their significance." That's the achievement standard on cause and effects. And across Levels 9 and 10, there is the key skill of cause and effect. So the key skill there – "analyse long-term causes, short-term triggers and the intended or unintended effects of significant later developments," so that's the key skill. But point two, three, four and five are content descriptions across four different topics. Now, my question is, how many times do you need to teach the concept of causation for students to know that concept?

There is always a risk in History to over-teach the knowledge. Because you could spend a week teaching the causes of the Industrial Revolution, and a week teaching the cause and effects of European settlement and colonisation of Australia. You could spend a week teaching the causes of World War I, and another week spent teaching the causes of World War II, that's across, you know, Levels 9 and 10. That's a lot of time. That's four weeks. Well, my question is, what had students learned in that process? Had they learnt anything more about the concept of causation and the application of that concept?

So think of it, this is where planning across the levels and across units is really, really important. For example, an alternative approach might be, you might very superficially teach the causes of the Industrial Revolution. You might have a list, you might briefly explain them, and then you might move on. When it comes to European settlement of Australia, you might actually spend that whole time teaching the concept of causation. It's multifaceted. Its long-term, short-term triggers, economic causes, political causes, and how ideas or leaders or individuals cause... You would analyse that concept of causation in its various forms and really get kids to really understand the application of that concept within the context of European settlement of Australia, so really spend some time.

So the first one, you might spend one lesson. When looking at European settlement, you might spend a week looking at that concept of causation of European settlement. When it comes to then teaching, say, World War I, you might remind kids, "Do you remember we learned this concept of causation? Here's 10 historical sources, all of them look at causation of World War I. I want you to use what you've learned about economic causes, political causes, social causes, long-term causes, short-term causes, triggers. I want you to use all that prior knowledge of the concept of causation, and I want you to use these sources to identify five causes of World War I. I want you to rank them one to five, and I want you to explain why one was the most important cause and five the least important cause." And that could be a lesson activity.

And what students have, they've already practised and learnt this. You've taught the concept in colonisation. And now they're deploying that concept in a new context, building on that prior knowledge, so that could be done in a lesson. And similarly then, when it comes to the next, World War II, you could do a similar activity, or it could be just a narrative activity on that, in a short time. In the planning of that, you need to think about that across Levels 9 and 10, and then you need to think about where in that cycle you're going to assess students' understanding of that concept of causation. So think about how specific, and how many times you teach a concept and how much depth and repetition do you really need to be able to assess students' understanding of that concept and skill.

Repetition and detail, over and over again, is not always going to improve student understanding, and that's important to remember. Again, when you look at the historical knowledge content descriptions at level, say, for example, here on the screen, Levels 7 and 8, the key historical concepts are built into and made explicit in the content. So you will see there – changes, perspectives, cause and effect, significance, sources and so on. So it's really important when looking at the content descriptions to actually think about what that statement is asking students to be able to know and do, OK?

So, for example, choosing the second one there – changes in society and the perspectives of key groups affected by change, including the influence of law and religion. So now, then, when you're looking at ancient Egypt, you want kids to be able to look at the changes in the ancient Egyptian society. We all have different perspectives of people in that society. And look at how those changes and how those groups were affected by those changes, OK? So really think about what each content description is asking students to be able to know and do. You could teach a lot on ancient Egypt and totally miss what the curriculum is asking you to teach and for students to know and be able to do.

And then by teaching the intent of those content descriptors will allow students to develop an understanding of those concepts and skills, and then it links through to students being able to demonstrate the achievement standards. So really spend time unpacking what the intent of those content descriptions actually are. Because the achievement standards, again, as I said before, are kind of scheduled stops on a student learning journey, and those content descriptions are just directions on that journey. So in developing your formative assessment or similar assessment, it's important to look firstly at the level you're teaching at, and then look at the complexity of the scale of concept at that level, and then look at the progression of that complexity across those Levels 5–6, 7–8, 9–10.

And that's really important to look beyond just the levels you're teaching at. One of the key skills, really, which is fundamental in history education is students being able to use historical sources. And it's a key part of the achievement standards, to use historical sources as evidence. And source use is fundamental. Using sources is the building blocks of the method of history, and it's important students learn the discrete application of this skill. The key components and features of source analysis is really, really fundamental. So students should be able to identify, contextualise, attribution, analysis and corroboration of historical sources, OK? That's really quite important.

Also, students should be able to learn how to use multiple sources. So, you know, depending on a student's capacity to use sources, you might teach explicitly how to analyse, unpack and deconstruct a source, one source. But students should begin building the capacity to do that with multiple sources at a time. So begin by selecting one or more historical sources for students to use. Of course, the number will depend on the students' proficiency in using historical sources. But students should be working towards using multiple sources and different types of sources – primary sources, secondary sources, historical interpretations.

And also thinking about the different forms of those sources – visual sources, photographs, posters. And textual sources – speeches, newspapers and so on. So getting an understanding of the different types and forms of those sources. And teachers should select those range of sources to give students access to. So using historical sources as evidence requires these key components on the slide. Now, the VCAA's web page has a really great resource on ideas and tips for using historical sources. It also breaks it down into questions under each of those headings. And those questions can be selected, modified, simplified for your students.

And it gives a really good basis to structure students' understanding of source analysis and deconstructing of sources. So when using sources, students should use prior historical knowledge to ask questions about the sources or may use questions to begin their historical inquiry. Each question may be provided by the teacher and should include things like an identification. You know, when was the source created? When and where was it made? Was it made at the time of the event? Who made the source? Is it a primary or secondary source? Is it a photograph? Is it a poster? Is it a video?

Their questions allow them to identify the source. Second part, of course, is contextualisation. Describe the content of the source. Be able to identify literal features such as people, places, events. Symbolic elements and what they might represent, such as an event, an idea, a group. What other source information does it provide? What was happening at the time the source was made? So be able to put the source in a particular place and time – really, really important. Then, looking at attribution. You know, who is the audience of the source? Why was the source produced? What is the perspective of the source? What is the purpose of the source? Who made it, and why?

The next stage is analysis. What interpretations may be drawn from the source? What inferences can we make? What inferences may be drawn from the source, from things that might be absent or omitted? For example, people – women, First Nations peoples, and so on. What conclusions can be drawn? What questions about its usefulness and its reliability and accuracy? The last thing really is corroborating. It's using multiple sources to corroborate each other. Those key investigative skills in history. So is the source reliable? Is it useful? What's the similarities and difference between these sources? Do they confirm or deny accurate or inaccurate information in both sources?

What gaps may be in the source or between sources? What evidence can you draw from corroborating multiple sources? What other sources are available to check, confirm or oppose the evidence gathered in these sources? So the interrogation of these sources should be used as evidence to support a student's own historical interpretations because, in the end, history is about student as historian. So please have a look at that useful resource on the VCAA website, because it's a good starting point to begin and focus on what a source, and students being able to use sources, is all about. I'm going to just focus very quickly on looking at the achievement standards and what that actually means.

So, for example, I've chosen two or three lines from the Levels 7 and 8 achievement standards related to source use, what we were just talking about. When looking at these key points within the achievement standards of Level 7–8, the key questions to ask – what does student learning look like when a student is able to explain the historical context of a source? What does student learning look like when they can analyse different perspectives of people in the past, using sources? What does progression look like, and how do you plan for that student progression? And of course, it's applying these key skills to a particular knowledge topic.

So, for example, the case below. You might apply this to the cause and effects of medieval Europe – castle development and so on. But also, it's important to look at those positive achievements on Levels 7–8, and see where the progression is and continuum is from Levels 5–6 and Levels 9–10. And to be able to interpret the corresponding achievement standards to observe the sophistication that is required along that continuum. So as a teacher reflects on and thinks about what student learning and progression may look like, a student's progress in that continuum is really important, where students may be on the curriculum continuum, and basically target learning activities to help them progress along that continuum.

So you might be teaching source use in ancient Egypt at Level 7–8. You may design targeted learning activities and assessments tasks that allow students to demonstrate that level in achievement. But you can use the Levels 5–6 achievements – and the Levels 9 and 10 achievement standards – to give students who may be further back on the continuum an opportunity to demonstrate success and progress towards the next achievement standard. And that's really important in doing that. So, what I mean by that is work with the progressions across the continuum levels and work within the levels to progress students. Some students, we all know, will be in a class working at a Level 3–4, some are working at 5–6, some are working at 7–8, and some are working beyond the 7–8 achievement standard, if we're teaching Year 7.

Some students will not need it until they practise and deploy those things in future contexts, so it's important. So use the curriculum continuum in the achievement standards to identify where students are at. Use your assessment tasks to progress students along the continuum. Use targeted learning activities to progress students' understanding. And use the evidence you've gathered to plan the students' progression along that learning journey. A really useful tool is the indicative progressions on the VCAA website.

They're really helpful in a number of ways. They're just suggestions, and only illustrations, and merely there to stimulate school-level discussions. But focus on those key things about understanding what each part of the achievement standard requires, describing what that progression looks like between standards. Now, considered discussion and thinking of these is really useful because you could start developing a rudimentary form of rubric to use in your teaching and learning. So have a look at those as a really useful tool, because they will help you highlight specific elements of the achievement standard that you want to target.

They'll also help you to develop a description of what students would be expected to do, make, say or write as they progress along that achievement standard. So a really useful tool to have a look at and think about, for your planning. So I've covered a lot of the main things in this presentation. It's an introduction to get you started thinking about what's involved in the curriculum, to think about how you start understanding those key components of the Victorian Curriculum History, such as the learning and history skills and concepts, the content knowledge, the structure of the content, and the achievement standards and how you use the progressions and learning continuum in the achievement standards to inform your learning and teaching planning and your assessment design.

If you've got any questions, please do put them into the chat box, and I will address them now. I will finish up also by looking at some of what I think are useful resources. If you or your school is not a member of the History Teachers' Association of Victoria, I highly recommend it. They offer great professional learning, a great network of professionals that you can connect with and engage with, and share ideas and access ideas from, and a great publication range that is really useful, too, in building your professional learning and knowledge. The department's FUSE website has got a great volume of resources on history education, as does ABC Education History.

The History Teachers' Association of Australia has a range of targeted History units for the curriculum that are really useful and provide an opportunity to modify and build for your own classrooms. Australian War Memorial is fantastic if you're teaching the wars. BBC Bitesize History is a really useful resource. Some great activities and simple information that can be used. The Melbourne Museum, the National Film Archive and the National Museum all provide a range of learning activities, lessons and ideas that you can incorporate, and are all aligned to the curriculum, as well. And they're really useful resources.

So there is my name and obviously my number and my email address. If there's any questions after this session, please do contact me. I'm happy to discuss or provide advice or guidance on your implementation of the Victorian Curriculum, advice on assessment and any other ideas or thoughts you would like to discuss with me. Now, do we have any questions there, Kat?

**KATERINA POROPAT:** No, we haven't had any questions that have come through, so I just want to take this opportunity to thank you, Gerry, for presenting this fantastic session today, and also to all of you for attending our session. We hope that you took a lot away from it. So given that we don't have any questions that have come through on the Q&A section, that brings us to the end of our presentation. But if something does pop up at a later stage, like Gerry mentioned, please get in touch. His contact details are in the slide now.

**GERRY MARTIN:** Kat, there's one question you've missed.

**KATERINA POROPAT:** Oh! Did I miss it? Oh, no!

**GERRY MARTIN:** I see one there, and I'll just read it out. "What questions should you ask, in reflection, that help to identify areas of improvement in a teaching unit?" I think that's actually a great question. And as a key, really key thing to focus on is looking at the achievement standard, the task that's mapped against that achievement standard, the assessing task and rubric, and be able to use that rubric to identify what students have been able to achieve and not been able to achieve, and then modifying your teaching and learning program to support students in that progression along the continuum. That's kind of a key thing. It's about reflecting and discussing those questions that I talked about – what does student learning look like when they're demonstrating that? How do we progress students to that point?

And when students aren't progressing towards that point, thinking about what targeted learning activities do we need to embed into our teaching and learning program – in the current one, or in our next one – to actually progress students along that. So it's really unpacking using the Learning in History, using the content descriptors, using the achievement standards and thinking about what student learning looks like when they're achieving those things. If there's a rigorous discussion around those things and thinking about activities, or a subtask that allows students to progress towards that, you'll find that those things will improve, and will improve the teaching within a unit. Thank you for that great question.

**KATERINA POROPAT:** Excellent. And apologies for missing that question. I didn't see that one. So, if there's no other questions, again, thank you very much for attending and please do feel free to get in contact at a later stage, if anything does pop up. OK, goodbye now. Thank you for attending.

**GERRY MARTIN:** Thank you very much. Thank you again. Bye-bye. Have a nice evening.

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