**Katerina Poropat:** Good afternoon, everyone, and welcome to today's webinar introducing the Victorian Curriculum: Languages 7–10. My name is Katerina Poropat and I am the project manager in the Victorian Curriculum F–10 Unit here at the VCAA. It is my great pleasure to introduce you to Kylie Witt and Maria Dikaiou from the Languages Unit, who will be leading our presentation today. I would like to thank Alicia Farrell 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 will start with an acknowledgement of country.

**Katerina Poropat:** 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.

**Katerina Poropat:** 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 do not miss any of your questions. 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 few ways. Firstly, we may type a response directly to you into the Q&A box, which all participants will be able to view, or we will have a Q&A session at the end of this presentation where Kylie and Maria will address these queries or take them on notice and get back to you. A number of questions were also received through the registration process, so please note that these will be addressed throughout the presentation.

**Katerina Poropat:** The second part of our housekeeping is to let you know that this session is being recorded. A copy of both the recording and the PowerPoint, plus a transcript, will be loaded onto the VCAA's F–10 Resources web pages under the Professional Learning section. So, without further ado, Kylie, I will throw over to you for our presentation.

**Kylie Witt:** Thank you, Kat. I'll remember to unmute this time! Thank you to Kat and to Alicia and, yes, to my colleague Maria as well. And I'd like to mention there's actually three of us in the Languages Unit, so there'll be three contact names at the end of this presentation and there are three of us that you can contact if you need help. But there's two of us here in the room today.

**Kylie Witt:** OK, so, why are we here? We're here to look at the aims of the curriculum at 7–10, which is part of the broader suite of F–10 Curriculum. We're here to look at the structure of the 7–10 Victorian Languages Curriculum. We'll look at where you can find some of the curriculum documentation when you're looking to plan your teaching and learning and your assessment. We'll look at how you might link some of the curriculum items to school planning and to planning your classes. We'll look at where you can find additional support resources. And we'll talk a little bit about how to assess against the achievement standards. So, that's what's on the agenda. It's a pretty packed agenda, so we will be speaking reasonably fast, but as Kat mentioned, this will be recorded, and that means you can listen to us again if you can bear that, or you can look at our slides later on - they'll all be emailed to you.

**Kylie Witt:** OK, so, just before we begin, a quick reminder of where the Languages Curriculum sits within the broader Victorian Curriculum. There are eight learning areas and four capabilities. And obviously, we're talking today about the languages as a learning area and we're acknowledging that we also, through our teaching of languages, look at the four capabilities. When and where relevant, we use those together. The reason we're talking about that very briefly today is that we know that people who teach languages spend a lot of time talking about, practising intercultural capability, and in some schools, that becomes the responsibility of the languages department, so we'd like to just mention that in the context of that being a positive, but also something that you do not need to take on as your sole responsibility. All learning areas work on all capabilities, and that's the same in the languages. So, just because we happen to work across different cultures in a more overt way, we just wanted to remind people that that's actually something that everyone does together, and I think too Languages is quite unique in the sense that we can also cross-pollinate, if you like, with other learning areas in very productive ways. So, it's worth looking at this global picture before we get to thinking about our own areas too closely.

**Kylie Witt:** Wait a minute. My mouse has wandered off the clicker. Ah, yep. Here we go. So, what is the curriculum? The curriculum provides a continuum or a set of progressions that define increasingly complex knowledge, skills and concepts. That's what we do here at the VCAA. We provide the curriculum, we outline what needs to be looked at and how it can be measured, but each school delivers the teaching and learning program. So, you people in the audience, you're the ones who determine how this curriculum is delivered, and you tailor that to your own context - your own school, your students, your local community, whatever other factors are affecting the learning of your students. You decide how the curriculum fits in with that and how it's delivered.

**Kylie Witt:** So, the aims of the Languages curriculum are fairly straightforward. When the clicker works. We aim through our curriculum to develop the knowledge, understanding and skills to ensure that students can communicate in the language they are learning, they can understand the relationship between language, culture and learning, they can develop intercultural capabilities, and that they understand themselves as communicators. So, we'll have a little look at where you can find some of the documentation that will help you to unpack all of this in your own classrooms.

**Kylie Witt:** There are a number of different places where you can look for information on the VCAA web page, or website, and we're going to look at all of those today. We offer support for specific languages - there are about eight of those, and we offer support for generic language groups. So, we have a number of languages that have a great deal of specific support, then we acknowledge that there are so many languages being taught in Victorian schools that it isn't actually possible to tailor everything to every possible language, so there's a number of language groups for which we provide support, and all of that information is adaptable to any language. So I would say that if you are teaching one of the languages that is specifically supported, it would still be worth looking at the other materials, and vice versa - if you're in one of the language groups that is not necessarily covered specifically, please still look at that information, because there's a lot of things that can be adapted between different languages. So we really encourage you to explore everything on the web page once you get started.

**Kylie Witt:** There are three main entry points, and they're going to be the focus of today's webinar. There's an entry point called 'Language-specific curriculum', you can go in through 'Language-specific resources', and then there's a broader curriculum planning resource website, which is designed for all learning areas. And I'd highly recommend that the first time you visit them, if in fact you haven't done so before, that you bookmark them, or you'll do what I did in the first few months of my work here - you'll be googling all the time and looking for things. So, when you find them, bookmark them so that they're easy to find.

**Kylie Witt:** I'm going to hand over to Maria next, who's going to start us at looking with the Languages Curriculum pages. She'll start with entry point one.

**Maria Dikaiou:** OK...

**Kylie Witt:** Hold on, Maria. I'm just handing you the ball.

**Maria Dikaiou:** OK. Thank you.

**Kylie Witt:** You should now have control over the PowerPoint.

**Maria Dikaiou:** OK. Yes. Thanks very much, Kylie, and can I thank Kylie, Katerina and Alicia as well for the organisation of this webinar, and also a thank you to all of you for taking out time in your day to participate in the webinar. We are going to give you a lot of information, and all this information, as Kylie said, apart from the fact that it will be recorded and you'll have access to the recording - in all the slides, we have put in a number of links. So, because there is so much information for you, when you get the slides, you will have the links so you can look at everything again in your own time.

**Maria Dikaiou:** I'm going to start with the actual Languages Curriculum pages. So, if I can ask you to bear with me while I share my page, and Alicia has put the link in here - I'm hoping that you can all see this now. But where do I start as a first-year teacher or a returning teacher? How do I get to the curriculum for the language that I teach? As Kylie mentioned before, and you have this link in the slide that will come through, this is the first entry point, and you can see that on the left-hand side, there are a whole lot of languages that have specific curriculum information, and you'll also see non-Roman alphabet languages here and Roman alphabet languages. So if you find that your language isn't specifically named, have a look at the non-Roman alphabet or the Roman alphabet languages, because there is a full curriculum there for you.

**Maria Dikaiou:** All of these languages have been categorised and all of them have the same information, but there is a wide range of resources for you in each of these languages, so if you feel that you would like to have more information or you want to see what another language is doing or using, then please have a look at them. I'm going to mention the word 'elaborations' and I'm going to come back to that in a couple of slides, but if we can just imagine in our minds this page with elaborations, it will help with a bit of work that we'll do later on.

**Maria Dikaiou:** Also, this is an opportunity for us to become familiar with the language - no pun intended, but the VCAA language that is used in the curriculum documentation. So, here I am. We'll just look at the very first language, which is Arabic, and let's see what we have available to us. In all the languages - they're all set out in the same way - you'll see that we have a rationale and aims, and Kylie mentioned the aims before, but the aims in particular are very good to help you really focus on your teaching and learning program, because we know how exciting it is to be in the classroom and how much you really want to give to the students, and we know you want to give absolutely everything, but the aims really help you focus on your teaching and learning program.

**Maria Dikaiou:** When we go into the structure, we learn a little bit more about the structure of the particular language curriculum. So, in secondary schools, there are two learning sequences. The first learning sequence is in the F–10 sequence, so if you have a student in Year 7 in this sequence, you know that they have studied the language prior to Year 7. But there's also a sequence - the 7–10 sequence for students who begin to learn the language in Year 7. And there is a curriculum outline for both of those learning sequences.

**Maria Dikaiou:** Another major feature of the Languages Curriculum - and this, again, is terminology that we need to get used to - strands and sub-strands. Strands, sub-strands and content descriptions. So, we have our entry point, if you like - our sequence, and then we go to our strands - the strand of Communicating and the strand of Understanding, and communicating in the language and the understanding of the language and culture. These are the two major aspects that we must... we teach when we're teaching languages. It's just not possible to have one without the other. But with within those strands, we have sub-strands, and I'm not going to go through every one, but you can see that there are a number of them across both strands of Communicating and Understanding, and these really describe, if you like, and provide more context and more information regarding what students do and how we teach languages - what we're going to focus on.

**Maria Dikaiou:** So, we have our sequence, our strands and sub-strands, our content descriptions, which I'll show you in the next couple of slides, which really explain what we're going to teach, and then, of course, we have our achievement standards, which Kylie's going to refer to a bit later on. But the achievement standards - and you have achievement standards for both sequences - the achievement standards show student progression along a curriculum continuum.

**Maria Dikaiou:** So, as a first point, before we even start looking at the language-specific curriculum, it's very helpful to become familiar with this vocabulary, Then, for whatever language you're looking at - and here, we're looking at Arabic, because it was the first one - we have a little bit of background so we know something about our students and something about the language that we are teaching... something about intercultural understanding, which we'll talk about later, but Kylie mentioned intercultural understanding before, and obviously, our second strand focuses on the language's... the culture of the language we are teaching, some information about texts and resources... and, of course, the use of Arabic and English in the classroom.

**Maria Dikaiou:** Now, remember, this is a curriculum which is designed as a continuum of learning - hence our scope and sequence charts. I'm not going to dare to click on one, because I'll know I'll lose the link, but in every language that is offered, there are A3 charts that show the scope and sequence for this particular language, so that you'll have F–6, for example, on one chart, or in our case, for secondary, we'll have a 7–10 scope and sequence, and the 7–10 in the F–10 sequence as well. And we'll show you this in a slide further on - these are really, really helpful documents when you're looking and trying to plan and you're working out where to teach what and where to put what. It's a good planning document, and it's also a good document to check that you are actually covering everything that you want to cover in the two years of your teaching and learning sequence.

**Maria Dikaiou:** And then if we go here, and Kylie, again, will speak to this a little later on and also have slides about it, but it's where also to find on the VCAA website other resources that may be useful to you in your planning of your curriculum and the teaching of the curriculum. So, that's for every language, and again, for every language that we have, including Roman and non-Roman alphabet languages, we have a curriculum.

**Maria Dikaiou:** So, if we click here. Here we go again with what we have. So, again, I want to download and I want to have a look at the curriculum for Arabic in 7–10. So, let's have a look again at what we have here, what the actual words mean and how we go about downloading it.

**Maria Dikaiou:** So, here we have our sequences, our F–10 sequence, and we have 7–8, 9–10 in the F–10 sequence. You can see that they are in two-year bands - band Level 7 and 8, band Level 9 and 10 - two years. The same for the 7–10 sequence - two years, Years 7 and 8, two years, Year 9 and 10. I'm just going to go to the next page, because that shows Levels 7, 8, 9, 10. This shows...when I keep clicking this way, it shows Levels 7 to 10 in the F–10 sequence, and if I click again, I get Levels 7 to 10 in the 7–10 sequence. OK, so, they're our bands. Here are our levels.

**Maria Dikaiou:** We have the sequence that we want - F–10 or 7–10, and then here are our strands - Communicating, and if I scroll further down, our Understanding strand. All in columns. And then here we have what are known as our content descriptions. The content descriptions tell us what we're going to teach, OK? Explain what we're going to teach. But then - remember I said to you a bit earlier to remember elaborations? Next to... In every content description, everywhere, across every language curriculum on the website, there's a bracket and then there is a 'VCA' and then some numbers. What does this mean? This means Victorian Curriculum, Arabic, C for Communicating, and then the number of the description. And if we go down here again, we have the same thing - Victorian Curriculum, Arabic, Understanding strand, and the number of the content description.

**Maria Dikaiou:** When we click on these elaborations, when we click on those, this is what we have. Here's our content description, which explains what we're going to teach, and here are our elaborations. Now, the elaborations are not mandated. The content descriptions are. What that means is in your two years of... in your teaching and learning sequence, you must address the content descriptions. The elaborations are there to give you ideas to help you plan how you're going to teach content descriptions - how your teaching and learning, through elaborations, is going to inform your teaching and, of course, lead you towards the achievement standards. The elaborations are not mandated. They're there just for ideas. But for... And these elaborations are available in every content description. Every time you click on these, you get ideas of how you can go about teaching this particular content description.

**Maria Dikaiou:** Now, this doesn't mean that when you look at the elaborations, you just go tick, tick, tick, tick and say, "Oh, yes, look, I already do that, therefore I'm teaching the curriculum." No. It all has to be done in context. Planning... And we're going to look at planning documents, and Kylie will speak about this a little bit later. I'm focusing on the elaborations because as a starting point, they are a good starting point to help you think about the curriculum, think of it as the continuum and think about what is suitable for you in your classroom for your needs with the student that you have. And these will change from year to year, obviously, but these are great starting points.

**Maria Dikaiou:** And I mentioned the elaborations earlier because if you don't like any of these elaborations or you think you'd like something a little bit different, there's hundreds of them as resources in the other curriculum...languages curriculum that we showed earlier. And as you can see, anywhere I click, anytime I click, the content description will come up with the elaboration. So, there's plenty of information there for you. OK, so, now I'm going to try and go back without losing you, but these are very, very... this is really your starting point. But it's important also to become familiar with the terminology that is used in the curriculum documentation.

**Maria Dikaiou:** OK. Go back here. If you can just bear with me, because... So, I think it's quite helpful if we actually show...um... Sometimes navigating a new website might be a little bit confusing. I think it's useful to have all of these so you can have a look and check where we are. OK. And as I said, here is the link, and Alicia has put the link into the chat for you to have, and when you get the slides, you'll be able to have a...open it up and find the information that you want. This is what we had a look at before. Just noting again the importance of the aims, understanding the structure, looking at the scope and sequence, because as a teacher, I don't want to know just what I'm doing this year, I'd like to know where my students will go, what's happened beforehand. I might get teaching ideas as well when I am looking at it, and again, information regarding resources.

**Maria Dikaiou:** Now, the structure of the Languages curriculum. We have mentioned this, but let's go over it again, and that is that there are two possible learning sequences, the F–10 and the 7–10, and the different entry points in both sequences have their own curriculum. We spoke about the strands, the two major strands - the Communicating and Understanding - and the sub-strands, and the, um... Think of this as languages, think of this as culture - language and culture, language and culture, always going together. And, of course, the terminology - the content descriptions, which are organised into strands and sub-strands, and these explain what we're going to teach, and then, again, the achievement standards. The content descriptions and the achievement standards must be read together. Because what you're going to teach leads to what students are expected to understand and what they're expected to be able to do. So, read together. The elaborations help putting it all together, but the content descriptions and the achievement standards are what you need to read together to know what to teach, to know where you're taking your students.

**Maria Dikaiou:** Just another reminder that the elaborations are just examples. They're not mandated. Teachers have told us that they are extremely useful and very helpful. Many, many ideas, but these are examples of how you can transform your curriculum activities for your learning program. Let's just look at a couple of examples of how the elaborations and the content descriptions match up. So, already, we know our strand - our Communicating strand. So, there's going to be a focus on language here. That tells us that automatically. The sub-strand is Informing. The content description tells us...explains to us what we're going to teach. OK? So, we're going to look at information and ideas through a range of spoken, written and multimodal texts using information from a range of resources. How am I going to do that? The examples given here show us how this particular teacher chose to organise her activities in order to focus on that content description.

**Maria Dikaiou:** But even if you have a look at the elaborations here and the activities, you can see it's not just about describing a person. It's describing a person plus looking at grammar, looking at expressions, comparing and contrasting daily life, which may not just be only about language, it's also about culture. It's about collecting and collating and presenting information. So the focus is not just on written vocabulary. The focus is also on explaining the associated cultural aspects that are evident in the grammar that may need to be taught and also the cultural aspects when comparing aspects of daily life. So, this content description, and like all the content descriptions, you can do activities that relate to more than one content description, and that's perfectly fine.

**Maria Dikaiou:** If we look at the next example, again, it's the same information. We have the Communicating strand, which is, again, the focus on language. Here, though, the sub-strand is focusing on Socialising, and we can see that through the content description that here we have a little bit more active participation, if you like, of students actually engaging with each other or with the teacher. And you can see with the elaborations there, and I'm not a teacher of Japanese, but looking at that, I think we can all see that apart from the language that you would need to teach, there are all those cultural aspects that also need to be understood and for your students to be aware of. And that's true in anything that we do in Languages. You can't separate one from the other.

**Maria Dikaiou:** So, here were a couple of examples of how the elaborations, the activities are used to inform the content description or to make sure that the content description is actually taught.

**Maria Dikaiou:** When we were looking at the website, this is just a reminder that if you wish to download the curriculum, you just need to go to this particular curriculum page in order to download it. That's one way to get there. And again, we went through this. This is the languages of the F–10 Curriculum. the bands, the strands, the sub-strands, the content descriptions, which are mandated, and the link to the elaborations. The elaborations, they're a wealth of resource in these documents.

**Maria Dikaiou:** The second entry point is here with the Languages Resources, and again, for all these languages, I dare not click on this, because I'm going to lose it, but for all these languages again, and Kylie's going to talk about this a little bit later on, the set-out of each language's landing page is the same, and any language that you click on, you'll be able to get information related to languages resources for that particular language. And you can also see again there's also non-Roman alphabet languages and Roman alphabet languages here, so that any world language that is taught in Victoria has access to a curriculum.

**Maria Dikaiou:** Kylie, again, will look at this, but we just wanted to show you this so that you can see that all the Languages Curriculum information is set out the same way across all the languages, and when we click on various buttons, you'll be able to access information. Again, Kylie, this is one for you. There's information here about finding teacher resources, where to go to help regarding assessment, where to go to help if you need some help with planning. Just a reminder also that on these pages, there is also information regarding teacher language associations. Great resources. Great opportunities to network. So, if you are a new teacher and you don't belong to a subject association or you would like to, or you would like to find out more information about a language association, there is information in these pages as well.

**Maria Dikaiou:** As a wrap-up, just before I hand over to Kylie, just a few words about planning. The aim is to integrate the content descriptions into topics or units of work and focus on skills. It's skill-building, but look at your activities, look at the skills. Read the content descriptions with the achievement standards so that you know what you're going to focus on and how you're going to get there with the activities you choose, with the skills you think you need for your students to get there.

**Maria Dikaiou:** Here again is the link to these documents that we referred to earlier about curriculum mapping. These are the A3 pages that we spoke about earlier, and these are the mapping templates to support teachers to see where the content descriptions and achievement standards are being taught within your school and your own teaching and learning program. They're a great checklist, and remember, you have two years, because the band is two years - it's Levels 7 and 8. So you have two years to cover the content descriptions, two years to get to the achievement standards. The reason I'm sort of stressing the two years is because I know how overwhelming it is to see a curriculum document and you think, "I can't possibly do all of that work this year!" Remember, it's a two-year band. It's a continuum of learning. So, the link to these A3 sheets is here on this, at the bottom of this slide. And again, the scope and sequence - another downloadable A3 document. The link also...I showed it to you as we were navigating the website and you are able to download it.

**Maria Dikaiou:** The beauty of these ones as well is that you can have the 7–10 scope and sequence on one page with the strands and the sub-strands, and if you turned over this sheet, the achievement standards are at the bottom. So, you really have, for your students and for you, what you're doing now, where your students are going to go next year, where they've come from - you've got the whole curriculum information in a glance in one document, on A3, on an A3-size sheet. It doesn't include the elaborations, but at least this way, there's a constant reminder that the content descriptions and the achievement standards do go together, must be read together. How you get there, what you choose, how you want to teach, what you want to teach in terms of elaborations is up to you. And the elaborations, as I said, they're not mandated. You may not like any of them. You might have your own ideas. Terrific. You might be working with another teacher or a group of teachers or with a subject association, and you have a different program - that's perfectly fine. But they are...the elaborations are there as a guide for you.

**Maria Dikaiou:** Now, I think I've spoken for far too long and I would like to hand over to you, Kylie. And if you're ready, Kylie, I'll pass the ball to you. And you have the ball, Kylie.

**Kylie Witt:** Excellent. Thank you, Maria.

**Maria Dikaiou:** Thank you.

**Kylie Witt:** I'm OK with you speaking for a long time, because you've said some very useful things. So, that's great. And you've touched on a few of the things that I need to talk about. So, I'm going to do hopefully a very quick whiz through of these last tab. Now, we've deliberately left the middle tab until the end, so don't panic, we'll go back to that. A quick look at helping you to assess.

**Kylie Witt:** The achievement standards, I think Maria already alluded to those, and I won't link, but when you open the curriculum that Maria has so carefully stepped you through, if you scroll all the way to the bottom, you'll find a set of achievement standards for each band. And that's really, really important. The whole lot fits together. The description of what's going on is at the top, the content descriptions and the elaborations are in the middle, and down the bottom are your achievement standards. And that's the same with the scope and sequence document - the achievement standards are down the bottom. So, you get everything in one document or everything on one screen.

**Kylie Witt:** So, basically, the achievement standards for each band outline what the student is expected to understand and to be able to do, and they're the things that you're trying to measure when you're planning your assessment. And as Maria already pointed out, your assessment has to look back at and work together with your teaching and learning and your delivery of the content descriptions. So, the way we do that, then, is we look for ways that students can demonstrate what they are able to do and what they have understood through the products that they present. And again, when you looked at Maria's examples, you can see that there were things like blogs, diaries, conversations, menus, all sorts of things that people create as part of their teaching and learning and that students create to show what they've understood and what they can do in the language. So, again, be creative about that.

**Kylie Witt:** The achievement standards are also a continuum of language learning. So, they're not an age-determined set of expectations. We call them levels deliberately. We call them bands. We don't call them 'year levels' because they're not meant to be tied to year levels as such. We know that in school settings they sometimes get a little bit locked in, but in reality, some of your students in Year 10 will be at different levels to Level 10. Likewise, at Year 7, some of your students may be only Level 4, 5 or 6 and they may be up as high as Level 10 or beyond. So, that's a challenge, we know that, but that is why we encourage you to sort of look at all the different languages and the different levels and try and work out how you might accommodate different levels within your classes. So, the...I think we've already said this enough times - bands of two years, and everything looks across those bands. Let me just... Click!

**Kylie Witt:** So, this is an extract from the Level 7–8 Indonesian achievement standard. And basically, it's a long, chunky paragraph, but if you break it down, and I'll show you a really interesting document in a moment... I hope it's interesting. We think it's interesting. ..it shows you how you can look at the content descriptions and compare them with the achievement standards and match them together. And here's another one, which I won't read out to you. OK, so, it's essential that - we've said already - assessment is part of your program design. So, it's not really helpful if you spend the year teaching and then you end up at the end of a semester or a term or a year and start thinking about assessment. You are likely to find that it's difficult and it is much easier if the two are developed together. And it's why everything is documented together, so that you can look at those things and look at assessment, which may sometimes drive an activity, and on the other side of that coin, an activity drives a certain kind of assessment. But they are intended to work together.

**Kylie Witt:** It's really helpful to give students clear criteria, and for that purpose, there are a number of rubrics available. Essentially, you make your own or you develop your own or you use those made by others. We don't tell you how to create a rubric, but we provide the framework by giving you the achievement standards as a guide. You need to collect evidence over time from a range of activities and sources. And as Maria said, you get to know your students, you will find creative ways of measuring their progress. So, it doesn't always have to be a vocabulary test or a particular kind of activity or a particular kind of test. You will find other ways of measuring how your students are achieving and documenting that. And that's also a school decision as well. If you're lucky enough to be in a department that has more than one language teacher, that's something that you will discuss with your colleagues within the school as well. And I'd also encourage people to talk to members of their subject association, more experienced teachers, so that you get a really broad understanding of how that can be done.

**Kylie Witt:** And I'd like to, sort of, talk briefly about the VCE assessment principles. They're not, strictly speaking, part of the F–10 Curriculum, but there's four little words that we use at VCE that are worth noting - they are balance, equity, validity and efficiency. And I think they have value at all year levels, not least because we know that language teachers are often working under extreme time constraints. So it's worth having a think about balancing your assessment so that you do different sorts of assessment to cater for different sorts of students and different learning styles and needs, different contexts because of the school that you're at or the community that you're in. Efficiency is a really interesting one. I've been a German teacher and I've been a VCE teacher, and there is a tendency to focus too much on assessment if we're not careful. This curriculum offers you some really rich learning and teaching opportunities, so don't get bogged down in testing everything all the time. You do need to be measuring things, you do need to be measuring progress, but find efficient ways of doing that, that are respectful of your own situation and your capacity to do that.

**Kylie Witt:** Validity, of course, relates to it being fair and reasonable for all students. So, again, have a think about everyone in your particular class and what kinds of assessment will work for them. Certain units of work will almost certainly address multiple aspects of the achievement standard too, and that's actually an efficiency measure. There's not an expectation that each content description will be carefully assessed in its own right. This is a broader package. So, where you can combine things cleverly, that will be good for everybody.

**Kylie Witt:** Uh...why is this not moving? OK. I mentioned rubrics, and I don't have time to go into rubrics right now, but there are various models available, and the main thing is that you make it clear to your students what the observable characteristics of the performance will be in any given task. What is it that you are looking for? What are you valuing as evidence that they've successfully learnt something? And what's really powerful, as you would know, is giving opportunities for teachers to give feedback, but also for students to perhaps be involved in this process sometimes and give their own feedback as well to each other and potentially even to the teacher.

**Kylie Witt:** Now, I mentioned a cunning little document. The other learning areas are a little bit ahead of us in this regard, but we do have a document called an indicative progress document, and the Languages Unit is working on additional copies of this, additional versions, and we're going to be publishing these early in term two. But for the moment, if you follow the Greek link, we have an example available in Greek. Now, 'indicative progress' simply means that we're going to try and help you identify how you would move from one level's achievement standards to another level. So, for example, in this one here, at the end of Level 2, these achievement standards are listed. There's two here, which you possibly can't read, because the screen is too small, but when you get the slides, have a close look at what's going on on the left-hand side.

**Kylie Witt:** We've targeted two particular content descriptions. One of them is from the Communicating strand and one of them's from the Understanding strand. And that's...they're colour-coded in the bottom as well. And the idea is that on the left-hand side, it describes Level 2, and on the right-hand side it describes what your students will have reached by the end of Level 4. And in the middle, we've tried to articulate the kind of activities that you might do in order to move students from Level 2 through to Level 4. So, those are some practical little suggestions. And again, they're just examples. You might think of completely different ones. And certainly if you're not teaching Greek, you wouldn't be worrying about Greek Easter, but this is the example that we've given, and as I said, we'll be publishing more of those in early term two.

**Kylie Witt:** So, for the moment, there's a really long, descriptive document that accompanies this. It spells out how you step through this process. So, if you're curious before term two, have a look at it, and if not, we encourage you to engage with those in term two.

**Kylie Witt:** There's also formative assessment, and we don't have time to unpack formative assessment here today, so I'm going to encourage you to read these slides later on and to follow the link, because there's some really detailed information on how you might create formative assessment rubrics. And the other thing I would say about that is that if you are a very new beginner teacher, this is something you might want to come to a little bit later. You might want to focus on simpler methods to start with, but certainly, have a look at all of this, because there's some really useful information in here.

**Kylie Witt:** OK, we talked about entry point number three, but I'm aware that we're running out of time as well, and again, this is material that... if you like, is for another day. This is related to curriculum planning across the school or between different learning areas, between different languages in your school, for example. So, when you're planning on a whole-school level, you're likely to be looking at the school level, the curriculum area, year levels, and units and lessons. So, depending on where you are in your school - you may be the only teacher of language in your school, or you may be a member of a massive big department of 10 or 20 or whatever. You may be in a leadership role in your school and you may be driving the curriculum, or you may not be. So your perspective on this will be different depending on what your situation is, and that's kind of why we're not going into it in big detail here, but it's a really important part of the support that the VCAA provides that this documentation is available for you.

**Kylie Witt:** So, we've talked today about the curriculum, this first circle on the left - what needs to be done. We've talked about assessment. We don't talk a lot about pedagogy, because that's a school-based decision and that's something that you work on yourselves. We provide examples and ideas, but we don't tell people how to teach. Likewise, we tell you what should be looked at in terms of achievement, but we don't tell you how to report - that's also a school-based decision. So, that's just a nice little visual to remind us all of that.

**Kylie Witt:** And then this too is an important slide that needs looking at, and in an ideal world, we'd spend a lot of time thinking about these questions, but I'm actually going to skip over that. I'm just gonna linger on it long enough for you to look at the questions and to understand that they are useful prompts for you to think about when you're planning your assessment and your teaching and learning. 'Cause I really want to get to a couple of other things.

**Kylie Witt:** So, this document here, if you click on the 'reporting guidelines' link, that will be available...well, it's currently available, but it's currently being updated too. So, another point I would make shortly is that we're going to encourage you to sign up to our F–10 Curriculum Update, which is an email that comes out at regular intervals, and when this document has been revised, there'll be a new version of it and it would be really terrific if you used the new version, so look out for it when it comes out. Whoop. Hang on. Ah. There we are.

**Kylie Witt:** Right, I'm going to skip over this for a moment, and then I'm going to come back to Maria. There are two really important additional pieces of support that we'd like to draw your attention to - these languages assessment tests are really interesting and exciting, and something else we have on the VCAA website is a number of career education resources for teachers.

**Kylie Witt:** Now, if you're just starting out, you may feel this is too much for you, or you may in fact be very excited by it. So, we're just going to throw this out. Follow the link if it interests you. What we've placed here is a number of resources that are suitable for teachers of all learning areas if they wish to include career education within their learning and teaching. And I would just say for language teachers, we've done some language-specific ones, and again, we haven't tackled all languages, but we encourage you to adapt the ones that are there. And the other thing I'd say about language teachers is, depending on your students' capacity, we, of course, have the luxury of being able to dabble in other learning areas, so have a look at some of the materials that the other learning areas have done as well. In particular, the design and technology people have done some amazing things that can be helpful with younger year levels.

**Kylie Witt:** OK. Just quickly, we've talked about all of these links, but here they are on one slide. And I've told you that we'd love you to subscribe to our F–10 Update. And here are our contacts, and I did tell you that there were three of us, so you'll notice that Catherine is here as well. Now, in the interests of time, I'm going to skip quickly back, because Maria has been working very hard on these resources. So, I'm going to say thank you from me, I'm going to hand back to Maria to very briefly introduce these language assessment tests, and then we're going to hand over for questions. Maria, I'm handing you the ball, but...wh...

**Maria Dikaiou:** OK.

**Kylie Witt:** Maybe I am. Yep. Here it is.

**Maria Dikaiou:** OK.

**Kylie Witt:** And if we could swing to questions in a moment, that'd be great. But thank you.

**Maria Dikaiou:** Alright, thanks, Kylie. I'll hand the ball back to you after I've... Thank you for focusing on these. The career examples in languages are also excellent, as Kylie mentioned. That information is on the slide after this one. But if you are a teacher of these languages that are in bold on this page - Chinese, French, German, Indonesian, Italian, Japanese, Greek and Spanish - there are a number of online languages assessments that you are able to access at no charge if you're a teacher in any school in Victoria. Government school, Catholic school, independent school or an after-hours provider, you can access them online at no charge.

**Maria Dikaiou:** They are suitable for Levels 5–10 and they are a range of online languages assessments that focus on the receptive reading and listening skills. Later on in term two, and this is why it's important to subscribe to the F–10 Update and the VCAA Bulletin, you will be able to access some information regarding some professional learning that we will provide regarding the language assessments. However, on each of these languages' page in the F–10 Curriculum area, there is information...further information about the language assessments and how you can access them now. So I would encourage you, if your school is not already involved or if you don't know about them, please just have a look. There is information online. We have offered professional development in the past about language assessments and we will do so in the very, very near future. So, that's another resource to add to your collection.

**Maria Dikaiou:** Teachers who have participated in the online language assessments have found them to be very, very useful, very, very helpful, and as I said, they focus on reading and listening skills.

**Maria Dikaiou:** So, Kylie, I think now, unfortunately, we are near the end, but I shall hand over to you.

**Katerina Poropat:** Thanks, Kylie. A question has just come through. So, we've got, "Do you use the achievement standards to create the rubrics?"

**Kylie Witt:** Ooh, that's a trick question. You can. I'm actually gonna throw that to Maria, because I'm going to confess that I am reasonably new to this role, so I think this is one that Maria is probably better placed to answer. It does relate to an earlier question, though - do we need to report using the achievement standards? And in fact, yes, you must report on the achievement standards, but the school determines how that happens. So, I might throw to Maria for some more detail on that, if she's got some specific advice.

**Maria Dikaiou:** You actually have answered...

**Kylie Witt:** Oh!

**Maria Dikaiou:** You have just answered the question.

**Kylie Witt:** Oh, great.

**Maria Dikaiou:** Because it is it is the achievement standards which must be reported against, and again, you can use...rubrics can come out of them, but many schools have policies regarding reporting and the use of achievement standards, so I think the best advice at this first step is to become familiar with achievement standards and then speak with your coordinator - languages coordinator, year level coordinator - to see what your policies are regarding your reporting and assessment.

**Kylie Witt:** Thanks, Maria.

**Katerina Poropat:** Excellent. Thanks, Maria. We do have two more questions that have come through, and given time, we might have to leave it there. So, please email. We'll answer these two questions now. But any other questions that you do have, please send them through, and we will address those at another stage. There was a question, and this has come up a couple of times in other PDs, so I thought I'd just share this answer as well. In terms of attending the session and any certificate, the VCAA no longer provide a certificate of attendance. You can use your approval registration email received from WebEx as proof for anything that you may need to use that for.

**Katerina Poropat:** And then the last question that's come through is, "I'm teaching Year 7 Indonesian after a long break. I have students who have learnt Indonesian at primary school and others who have learned another language. How do I accommodate these learners with the two VCAA documents re students who've learned a specific language and those who are new to it?"

**Kylie Witt:** Perennial challenge of the language teacher. Roslyn, feel free to email us soon - that's who asked the question. But I know you've asked a question that's on the tip of everyone's tongues. Maria, do you have any thoughts on that right now before we offer to send email to anyone who does email us?

**Maria Dikaiou:** Yes. No, we will reply to Roslyn. But because this is 7–10, your school will have made a decision about which language curriculum and sequence will be taught. So, the first step is, what is your school offering, and then we'll answer you, Roslyn, with some hints of how to accommodate all the different languages, backgrounds that you're dealing with.

**Kylie Witt:** Fantastic. Thank you. Now, someone else asked us about modifying pre-existing resources, and I can see there's only nine people left, but if that person is in the audience again, you're someone who needs to email us, because we'd love to help you out, but we need a bit more information about your question.

**Maria Dikaiou:** And... And...

**Kylie Witt:** And I think we're... Sorry.

**Maria Dikaiou:** Just very, very quickly, because then we will have to stop, and that is about the VCAA assessments. I'm assuming that's the online assessments. Could you please have a look at the website for the language that you're interested in? And it's in the 'Help me assess'. Languages, online assessments, and it gives you the link and the phone number so that you can register to access the assessments. And again, if you have a problem, please email us and we will we will help you.

**Katerina Poropat:** Thanks, Maria. There was another question, but I think we will email those people back at a later stage, given we've just run out of time. But thank you, everyone, for attending. We really appreciate you coming along and hope you took a lot away. Enjoy the rest of your afternoon, everyone. See you later. Bye.

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