**Katerina Poropat:** Good afternoon, everyone, and welcome to today's webinar session, introduction to the Victorian curriculum, English F to 6. 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 our curriculum manager for English, Annelise Balsamo, who will be leading our presentation today. I would also like to acknowledge Alicia Farrell from the F–10 unit, who has done a lot of the work behind the scenes to make this webinar possible today.

Before we get into the presentation, I'll briefly go over some housekeeping. Firstly, you'll notice that there is a Q&A box that has been set up. We invite you to put your questions and comments in here, and this helps to ensure that we can address all your queries. 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 two ways. Firstly, we may type in a response directly into the Q&A box, which all participants will be able to view. Or secondly, there will be a Q&A forum at the end of this session where I'll read all the questions out

and Annelise will help answer those. The second part of our housekeeping is to let everyone know that this session is being recorded and a copy of both the recording

and the PowerPoint plus a transcript will be loaded on to the F–10 VCAA Resources web pages under the professional learning session.

So before we begin, we will start with an acknowledgement to 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 without further ado, I'm going to throw over to Annelise now for our presentation.

**Annelise Balsamo:** Hi, everyone. Welcome. I hope you've had a pleasant start to your week. I know it's not an ideal start because we've been thrown back into lockdown and I hope that well, first of all, we're out of it soon. And secondly, that it's been a fine start for you and your students and your staff. The presentation today is really taking you through what the Victorian curriculum F–6 looks like, where you can find it, all the elements of it, and then just give you some possible ways to read it. I'm not going to be prescriptive about this, obviously, because the curriculum, the joy of it is it's a broad document that offers you agency as teachers to construct your own sort of pedagogical pathways. But I think there are kind of ways to think about the curriculum that may help, or may not. And also just an invitation, absolutely open invitation to contact me at any time for conversations or questions or discourse around this curriculum document and the things that are thrown up for you. All of these

details for me, my contacts will be at the end.

So, the Victorian Curriculum F–10, it's a continuum from prep, what we call prep, but it's F right through to Year 10. We're just going to concentrate on the primary years. Importantly, it meets the requirements of Victorian legislation for a curriculum framework, so when you use it, you are meeting those requirements. You don't need to do anything else. And it is the framework used by all Victorian government schools and Catholic schools in this state and some independent schools, although not all, some of them are using the Australian curriculum. But having said that, it does incorporate the Australian curriculum and does reflect our Victorian priorities within that. You can find it there. You've got a link there on that page. That's what it looks like when you get to the page.

There will be, from time to time, updates to this curriculum, and so any information that you..any changes will be included in this update, so it's good to actually

register for that information and you can do that by clicking on that link. You subscribe to those publications. It's the VCAA Bulletin, which comes out monthly. You also can get notice to schools and the curriculum updates. These are all really important things for you, your staff and students to really know about. There can be

some interesting, engaging information that comes out of those publications, but also some essential things if there have been some significant changes. So think about subscribing when you can, and there's the link at the bottom there.

OK. So, English in this is a comprehensive document and it incorporates all the key knowledge and skills that are identified as central to this study to subject English. And it's designed in order to offer students key knowledge and skills that would allow them to meet their many pathways that they will have beyond secondary education. So obviously, we're looking at the primary at this point. But this is a continuum that thinks about what young people in this country are going to do beyond their compulsory school years. So we're thinking not just about the obvious kind of elements of literacy, but also about kind of notions of citizenship and being part of this community. So, notions of sort of participating in public discourse, all those sorts of things are important for us here. But we will just focus on the F–6 at this stage.

And central to what we do here is as we provide a rationale for what the curriculum document is about. And you can find this in the document. And it's obviously

something that a lot of people jump over and perhaps it's not for everybody. But I think it does give you a sort of vision of what we're about when we design this curriculum, when we put it out for you to implement in your classroom. And you can see here that it's not granular. It's not about we want people to be literate. You

know, we talk about confident communicators. We talk about imaginative thinkers and informed citizens. And these are the things that actually we want young people to develop out of this learning, out of the curriculum that we've designed and that you implement in your classrooms. So we want our young people to have access to these skill sets in order to really participate in the class, beyond the classroom and in our society. So, this is a is a part of the document that actually just might help you guide your thinking around why we've done what we've done, how we've developed this, but also just to give you a sort of overview of vision of what the study is about. It's a reasonably long statement. I've run it over two slides here so you can read that. And it does speak to Australia being a particularly...a particular kind of culture, which is obviously linguistically and culturally diverse, has a long history, obviously, with Aboriginal and Torres Strait Islander peoples, and it has this notion of what communication might mean for those young people coming into this society, but also it also speaks to some of our cross-cultural or cross-curriculum priorities, like the links to Asia. So as a statement, it's not a bad one to start with if you're interested in where the background of where we come from with this curriculum.

Added to that we have key aims. We have four key aims for what we would like students to develop through this curriculum, and the first one is literacy across all the modes. So, being able to learn through listening, reading, viewing, speaking, writing and creating and having that capacity to do all of those things across many texts and across many contexts. So, that's really key to what we do, but also to fall in love with the English language, to be able to use it not just with precision, but also with a sort of richness and excitement and that's power. The other thing, of course, is standard Australian English, as opposed to the variations that a lot of kids speak outside the classroom, obviously sometimes in the classroom and the context with which a student or a citizen might use that particular version of English in order to create authority and all of those things that are important, I think, in society. And also just that developing interest and skills and inquiring into texts and an informed appreciation of literature. So, those are the things that we're really after in this, or through this curriculum.

I'll walk you through the structure. It's quite complex, the structure of this curriculum, and it can be quite an obstacle in some ways to getting to the heart of what the curriculum is about, so I want to walk you through the various sort of iterations of the organisational structures here. I'm going to start with the really three important elements, which is the level, the mode and the strand. So, we...let's start with the level. So, English and mathematics are the only two KLAs that are organised by level. All the others are organised by bands. And bands are a two-year learning and we do it by one year. So, one level represents one year of learning. So it's a more complicated curriculum than the ones that you might see for other KLAs, with the exception of mathematics. But like the other learning areas, it is a flexible curriculum. So, you can move between the levels and you don't need to necessarily equate levels with years. I know we do, and it's obviously a kind of invitation to do that, but we can be a little bit more flexible in the way we think about what we introduce to our classrooms and how we introduce it so there can be agency for you to work with those levels and differentiation across your years. So, that's the first level.

The second is the modes. So, we have also organised the curriculum into the three modes, the reading and viewing, the writing, speaking and listening. I sort of in a very sort of overview kind of way, think about the modes as the key skills that we would like our students to develop. We want them to be able to read and view critically and effectively, we want them to be able to write flexibly and within context, and we want them to be able to speak with both authority and some empathy and to listen with compassion. So, all of those things are sort of the skill sets that we would like our kids to develop through these levels from F to 6, here in this presentation. But of course, through to 10 more generally.

Then across that, we have the strands. And we might think about the strands as the sort of key concepts of the curriculum or the key knowledge of the curriculum. And those three things are language, literacy and liter...literature and literacy, the three Ls. So, if we do conceptualise the modes as the skills, and I've sort of invited that, we might see the strands as the kind of key knowledge that students are to be invited into, so, the sort of richness of the language, the literature of that and the literacy, so that the kind of the way that you might come to reading, writing and creating and also speaking and listening. So, they're the sort of high level organisational strands that we have. And then there's another set of organisational elements which are the sub-strands. Now, these are the threads that run underneath the strands, but they also organise via the modes. This is going to sound really confusing. I'm going to give you an example of this in a minute. But the sub-strands can create a continuum of the key knowledge and skills. So, rather than thinking about the curriculum as the sort of high level skills and knowledge that might be represented by modes and strands or the kind of granularity of a content description, the substance gives you the throughlines that allow you to see those larger concepts that run right through our curriculum from F... (CLEARS THROAT) ..excuse me, from F to 10.

So, this is just to give you a sense of the structure and what it looks like that we have the language, literature and the literacy strands, and underneath that we have

these sub-strands. So, under Language we've got language and variation and change, language for interaction, text structure and organisation, expressing and developing ideas - which is an oddly named sub-strand because it's actually more grammar but seems to suggest something else, but that's the grammar strand - and phonics and word knowledge, which obviously is about the connection between sounds and letters and then words, obviously. Then we've got literature, which is...gives us literature and context and responding to and examining and creating, so, really engaging the text. And the third one is that literacy, which is, you know, putting texts in context, being able to interact with others and then interpreting, analysing and evaluating both text, but texts from all kinds of modes. So, oral texts as well as written texts as well as multimodal texts. And then we have creating texts. As opposed to creating literature, which tends to be imaginative work, creating texts in this context is

more creating texts other than imaginative texts and more persuasive texts or descriptive texts, those sorts of things. So, they're the sub-strands that sit underneath those strands. So, I'm just going to walk you through some examples of how we might go about that.

Oh, there are focus areas as well. If you're familiar at all with the Australian curriculum, these are also called threads, which is sort of slightly confusing, and these give you a little bit more information about each of the sub-strands. They're not in the digital version of the curriculum, you need to download the Scope and Sequence charts in order to see them. And it's just additional information. I'm not going to run through them because there are many and they're sort of self-evident once you get there. But it's just another level of you being able to organise your thinking around the curriculum.

So, the content descriptions are obviously those statements that we have that sit somewhere along the continuums, under the strands, under the modes that give us the sort of statements of learning that you want your students to engage with in the classrooms. So, they represent, if you like, the heart of the curriculum document and they will guide what you do and how it is that you organise your classrooms. However, I would argue that the content descriptions can be a little bit...they can be too individuated, and if you're thinking about the big sweep of your classroom, the sub-strands can help you organise those content descriptions into through lines so that you can be a little bit more systematic and sequential in the way that you think about what you're presenting to your students. So, all of the invitation here is while this looks like a very complicated, structured system that we've developed for this curriculum, it actually can work in your favour and can assist you in your development

of your teaching and learning work. But just to further confuse this, and I'm just going to work with you in a minute about this one, the throughlines are not organised under one mode necessarily, they can move between the modes. So, those sub-strands can move between reading and viewing, writing and speaking and listening. I'll give you an example of this.

So, in the phonics and word knowledge, under reading and viewing, we have, at level 3, a content...two content descriptions here that I've circled under level 3. Then when we get to level 4, there is no content descriptions at all and there is no thread here for phonics and word knowledge, and we pick it up again at level 5. There's only one content description here. So, what, are we not teaching phonics and word knowledge at level 4? No, that's not the case at all. It has dropped down into our writing. So, we can see it appears here in our writing. And this is level 4. You can't actually see it because it doesn't appear here. It's a bit further up the page. But

this is level 4 again. So, we can say that phonics and word knowledge has moved into that writing mode. And again, it's... And we can see that there are other content descriptions alongside that. But it is an invitation to see that the modes are not siloed, they are intertwined. And a student who is excited about reading often wants

to replicate that in their own work and put it in their own writing. So, to see the curriculum as siloed along...through the modes is problematic. So again, having these sub-strands that give you those throughlines that think about how you can see the modes being a little bit more flexible and what you might introduce into your classrooms give you a sort of broader throughlines into how to approach this particular curriculum and how it might be interactive...enacted in your classroom.

So, this is just to explain what I've just said. So, we can say that the phonics and word knowledge sub-strand exists in both the reading and viewing mode and the writing mode, so you can design a classroom sequence that explores that key knowledge across a number of modes and in that more holistic way. So you're not...you're not contained by it. You're not...you know, you can only do this through reading. It's not what we're inviting here in the curriculum. We're inviting you to see it as a much broader and more interactive document.

I can see that somebody has put into the chat that you're finding the slides hard to read in the mobile device, I think they're going to be made available on the website. Would that be right, Alicia? Maybe she'll put something in the chat about that. And you'll be able to see them yourself again at a later date.

OK, so I would argue that the structure then supports the content description and guides engagement with key knowledge and skills across all the modes, and we're inviting into this flexible approach to see the curriculum as not as a system of disaggregated statements about learning, but this kind of collective understanding of what you really would like your kids to do in terms of key knowledge and skills. So, we want to support your agency in doing that, in constructing your teaching and learning

that is most appropriate for your kids, for your context, for your community, the things that are important for the way that you perform and produce in the classroom. So, to think about the curriculum I think in those terms, it actually opens it up a little bit for you, and you can then develop something that's a bit more individuated for your experience in your context.

OK, so I want to talk a little bit about how you might read the curriculum using this particular method, so thinking about the sub-strands as your throughlines, as your guide to kind of containing or controlling the sort of the sweep of the curriculum, but not getting too bogged down in the one or two statements of the content descriptions. So, for example, I'm going to show you a few content descriptions that sit underneath the speaking and listening mode and the strand of language in...at level 3. So, this is a content description. It says, "Understand that successful cooperation with others depends on shared use of social conventions, including turn taking patterns and forms of address that vary according to the degree of formality in social situations." Now, we know context is everything. We know that for a generation for whom social media is second nature, that notion of where context sits and how you might use your...the power of formality or informality has become slightly blurred and kids get into trouble with this. This is a really important thing that I think that teachers and students need to engage with in the classroom. So, this sits within the

language for interaction sub-strand. So, this is the sub-strand we're going to be looking at. So, what comes before and after that? And how might that then be incorporated into the way that you do your teaching and learning? So, I'm going to invite you to look at levels 2 and 4 across this same sub-strand and to have a look at

differentiation, but also the sweep of the sort of possibilities here.

Now, I know for those of you who can't see this very well, it's going to be a bit difficult. But on your far left, you've got the level 2 and the sub-strand language for interaction. The content description reads, "Understands that language varies when people take on different roles in social and classroom interactions and how the use

of key interpersonal language resources varies depending on context." So, we have then the possibility here that you start with looking at that, different roles in the classroom. What happens when you're at the back or the front of the classroom? What happens when you're sitting in the teacher's chair or you're not sitting in the

teacher's chair? So, you can start with that. So it gives you a sort of entry point, if you like. Then you can go to that second level, level 3, in fact, which is that the content description that I began with, which is this, "cooperation depends on the use of social conventions, forms of address, formality." But then you can look at extending so you can look at what they're being asked to do in level 4, which is, "Understand that social interactions influence why people engage with ideas and respond to others." Now, that's a fairly sophisticated idea. That authority is often the way that people at this age, particularly, I think, when they're around, you know, nine and ten thinking about how somebody with authority is somebody that they're going to actually listen to, potentially, and that as your authority is eroded in the classroom or changes in the classroom, they absorb that information differently. And so these, across... If you think about it as across the levels and as a throughline, you can see how you can really enrich what happens in that classroom and how you might be able to both invite kids into this and extend them beyond it by using it

as a throughline rather than as siloed content descriptions.

This is what it looks like, just if you put it in some sort of rubric so it would give you a sense of that throughline but you could just use it within the curriculum itself. You wouldn't need to do anything like that. But that just gives you a clearer sense of what that looks like.

OK, so as I've said, here you could use that level 2 content description as an entry point or as a diagnostic exercise or as just fun, because kids might know this already and they feel comfortable with it and it's interesting to them. And then you can work it through. It's important to know, too, that you can be assisted with this work with

our elaboration. So, beneath all of your content descriptions sits a set of elaborations, and you can use them to then further understand or develop your understanding of what the content descriptions are about and the kinds of things you might be able to do in a classroom that would work within the context of cohort and community.

So, underneath the elaborations for that content description that I looked at level 3 on the previous slide, we see that the suggestions include identifying role and collaborate...collaborative patterns in students' own groups and pair work, which may include strategies like changing a topic through negotiation. So, there are actual

developed suggestions for what you could do in your classrooms in order to explore this particular content description and generally that sub-strand to give you that richness. It's important to note how open the verbs are across the curriculum, not only in the content descriptions, but also in the elaborations, because you offer...you're offered to understand the key knowledge and skills rather than something more prescriptive, something like identify, you could determine that in your own classrooms if that's where you want your kids to... If understanding for you is they just need to identify something, then you've done what you need to do, if you see what I mean. But understand as a verb opens up the possibilities for you as teachers to determine how it is that you're going to create that understanding in your students.

Just to show you where the elaborations sit... They're not obvious. So, what you need to do, I've circled it here in this same group or the same throughline of language for interaction I've circled... There are curriculum numbers that sit underneath those descriptors, descriptions. If you click on them, they're live links and they will open

up a new link and show you these elaboration. Some of them are quite extensive. Some of them have, you know, four or five, some of them have one or two. But, you know, they are... they offer you that richness. And it also provides you a live link to Fuse, which is the department's teaching and learning site, and that can give you more opportunity to think about teaching and learning plans. They give you some resources there. So, that can also be really useful for you as you're doing this work.

I'm just showing you what happens when you open that elaborations. So, you've clicked on this link, this is what it looks like. So, it gives you the content description

again and then the elaborations sit here beside it. So in this case, you've got identifying roles and collaborating for patterns in students' own groups. I talked about that before. And then you've got these like links to Fuse. So this is what it looks like. It actually opens up against the curriculum document. It doesn't take you another part of the website, just opens up and then you can use the cross at the top from the right-hand side to get rid of that and to move back to the curriculum. So, it's quite sort of versatile in that sense.

So then we move on to the achievement standards. Now, the achievement standards are provided for each level and organised by mode. So, like the curriculum is organised by mode, reading and viewing, writing, speaking and listening, we also organise achievement standards by that. So, your achievement standards will be organised under reading and viewing and then by writing and then by speaking and listening. So, each level will have achievement standards that are relevant to the curriculum, but they do not exactly replicate the material. And I think this can be a point of some frustration for teachers that, you know, they've done... they've worked on the curriculum and they look to the standards and they're like, "But what I've done doesn't seem to meet that." But again, I would invite you to see it as a synthesis of the curriculum, that these are the sort of big ideas and concepts and that the verbs and the sort of conceptual understandings are quite big and open and that you can use them in order to work through what you have produced in your classroom for your kids. So, I've said that many of those achievement standards are really open. Understand, demonstrate, and again that's something that is a school-based decision. How are you going to go about doing that within a classroom context? And you can determine the best possible assessment tasks and tools in order to assess the learning that is best for your context and for your cohort. So, again, these are not prescriptive, but rather descriptive. They're open to your interpretation and for what it is that you are doing in your classrooms.

The achievement standards, though, as open as they are, you want to see them holistically and you want your students to be able to meet all of them. So, you're looking to be able to craft a curriculum in your classrooms, but open up opportunities that they can demonstrate all of the things that are in those achievement standards. And that will give you the richness. You can see that because they are sort of big open statements and they are a synthesis of a curriculum rather than a replication of it, that you have that opportunity to develop over a year, a program that would allow your students to meet that level in broad and rich ways. So, I'd be thinking about them simultaneously.

I'll just go through an example of this with you. So, again, looking at what I pulled out earlier, you can see that I've circled someof the elements that you could use or some of the statements you could use to assess your students against what I suggested earlier that you could do with that throughline of that formality, informality, speaking in context, speaking for purpose. So, you can see at level 2, we've got "Students listen for particular purpose." Now, you can see 'listen' is interesting there, because in the throughlines, it actually was...there was an emphasis really on the production of a text. So the speaking, but listening, of course, in this context is as vital, because if you don't pick up the cues of formality, then you're going to miss your cues for how you then respond. So in some ways, this gives you another kind of thought moment in order to kind of connect your students to this learning and to assess them. Then later, you can see that "students create text, drawing on their own experiences, their imagination, information they've learned". So, again, when we talk about texts here, a dialogue we would see as a text. Like, a text does not have to be a written production. It can be a spoken production. It can be an oral tradition. So, we can see then this gives your classroom some sort of richness that you can use in order to create interesting experiences for your students.

If you have a look at level 3, we've got "Students listen to others' views and respond appropriately using interaction skills." Now, that obviously opens up a whole

possibility there. It's not exactly like the content descriptions that we were looking at, but it is the same impulse for a student to be able to both listen and respond in ways the context provides them with both an ability to discourse with somebody else and also to open up possibilities of discourse, so you don't shut it down

by responding inappropriately because, you know, you've messed up the formality. Then we have at level 4 something similar. So, we have "Students create structured texts to explain ideas for different audiences." So, we can see in that level 4, it was a little bit more formal. They were asked to do something a little bit more sophisticated. And we have then an achievement standard that speaks to that, too.

Now, again, you can be flexible in the way that you think about these achievement standards. So obviously, if you've still got students who are working with that level 2, then you can utilise that in their assessment and reporting. But if you can see that you've offered them opportunities to get to that level 4 and you can assess them against that, you've got that flexibility, too. So you've really got agency to produce class materials and resources and also learning experiences that give kids that broad sweep and many entry points in order to both understand and also demonstrate understanding.

So, just for your information, if you come back to these slides, these achievement standards do connect with the example from the content description on the earlier slide. So it gives you that throughline too. So you can understand it within a context, if that makes sense.

OK. Under English in the curriculum, so on the website, we also have English as an additional language, or EAL, and in this year, in 2021, a comprehensive F–10 curriculum is going to be implemented in schools. So, we're going to have this other curriculum that runs alongside. I'm not going to speak to that. There's actually

an EAL manager at the VCAA who is across all of this fantastic...has done amazing work. There's many resources and you can certainly contact her. You can go to this part of our website in order to find out more information about that, how you might support your students through this curriculum. And there's also a professional learning program that you can access in order to further understand this. They do, you know, it's there on the website. It sits underneath English. So there's synergy there. It's just something that I'm not going to speak to now. But if you do have queries about that, I would use that link and perhaps get in contact with that curriculum manager.

I just want to talk, as we're sort of winding down here, about literacy, because I think it becomes...it has become a real touchstone word and I think it's become... It's

interesting because it's both a capability and it's a strand, but it's also this sense of what it is that we do in our classrooms. We make kids literate. Literacy is our goal. And I just want to talk a little bit about it, because it does sort of loom as a very large word, I think, in the way that we think about our curriculum and our teaching and learning. And I think it needs to be seen in the context of what the other things that we do in the curriculum as well. So it is, of course, foundational. It's very difficult to learn if you're not literate and it is foundational. And much of what we do in the early years is about developing that literacy. But it is also across all learning areas and arguably it is the responsibility of all teachers to be developing literacy in young people.

I do want to indicate that while it is a capability, it is not one of the four capabilities - it has a separate curriculum document in Victoria. In the Australian curriculum it does, but in Victoria, we don't have that. So, it is embedded in our curriculum and we don't have it as a separate curriculum, set of curriculum documents. I would argue that much of the explicit teaching of literacy will occur in English or in the English blocks in your classroom, but it is strengthened, it's specific and extended all other learning areas. And I think that we need to make that almost visible to our students, that literacy happens everywhere. You know, it's not just in our literacy block,

it's everywhere. And every time you engage with text, every time you speak and every time you view something and every time you're in a conversation with somebody else, you're exploring your literacy skills and you're strengthening them. And so empowering them to feel like literacy is everywhere, I think is a really important thing that we can do as teachers.

Where literacy is embedded most profoundly, arguably in the English curriculum, is across the strands of language and literacy and particularly, sort of confusingly,

in the language strand, it doesn't feel intuitive, I know, but in the language strand is where you're going to find a lot of those throughlines into basic literacy development. So, if you're going looking for it, I would suggest you look under the language strands.

We do also have literacy learning progressions, that's the link there. I guess many of you would have already connected with this. And they're an additional resource

to assist teachers to map student progression in their journey to literacy. We would argue that the progressions particularly useful for teachers who are working with students who are at levels either much lower or much higher than their general cohort. So, if you are in a grade 3, in a year 3 classroom, and you are thinking that, you know, level 3 is about where most kids are, but you've got a kid who's at level 1 or a kid who's at level 5, the literacy learning progressions will help you a lot. But for the general cohort that's working at level 3, you're better off working with the curriculum in that way, where you're looking a little bit forward, a little bit back, opening up the richness of it. What the learning progressions give you is a much more sort of granular exploration of what literacy might look like in a kid who is either a long way behind or a long way in front, so it sort of gives you real anchor points to work with that kid. I would think... I would invite you to think about literacy learning progressions as a complementary document to the curriculum and not to replace it with it because it is a bit granular. It doesn't have those big kind of concepts, the richness that I would invite you to think that the curriculum will offer you as teachers.

For additional resources, we do have a number of resources, we have planning for curriculum coverage and planning within a whole school context. There's a whole website dedicated to that and you can find those documents there. It's actually a project that we would like to work further on, planning for curriculum coverage and how planning best works in the classroom. So keep checking back there because we're working on more documents around that. You've got additional stuff that will assist with teaching and learning, and you've got resources that assist with assessment, including a template for indicative progress. You've got annotated work samples at most levels and information about formative assessment If that's something that you are interested in, that sense of, you know, a kind of sweep or sequence of assessment, beginning with formative and ending of summative. And you have some resources there. There's quite a lot there that you may be interested in looking at.

You're welcome to ask questions today. I will either answer them in real time or if there's something that I need to take offline, I'm happy to get your contact details and get back to you and have a conversation with you. If you do have questions, if something pops up after this presentation or, you know, down the track or in March or July, please get in contact. These are my details. All of those phone numbers just come straight to my computer and the magic of technology. So I'm usually able to answer them. And you can either email the area, the F–10 area or you can email me directly. That's my email - Annelise.Balsamo@education.vic.gov.au - and so...but you can also then also subscribe to those links and you can get information updates. So, if you just want to have rolling information, you can do it that way or you can get in contact with me.

Thank you so much for being part of this presentation. That sort of ends my formal chat to you. If there are any questions or anybody has anything that they would like me to return to or be clearer about, I'm happy to do that.

**Katerina Poropat:** Annelise, there is a question, actually. It's come through via the chat, OK? Don't know if you can see it there, but it's from Janine. And she's just written, "Interested if you can talk about how to deal with specific literacy English learning disabilities such as dyslexia and dysgraphia..." I think that's how I pronounce it.

**Annelise Balsamo:** Yep.

**Katerina Poropat:** Sorry. I'm just checking. Yep. "..within the F–6 curriculum. What are general adjustments that teachers can start with to help students?"

**Annelise Balsamo:** That's interesting. That might be something I do take offline with you, Janine. In terms of the theories around that and how to assist kids, there are some sort of, I guess, generalised understandings in terms of the way that our curriculum works to support those learning needs. It's almost like you have to see it as a levelling. So, you go back into the curriculum and you perhaps start back at foundation or you use the literacy learning progressions and you develop a program that you think would support that student who is learning at a different rate or with a different set of understandings to develop a capacity to move through the curriculum. It may be a much slower process, and it is, I think, hard in a mixed ability classroom to, you know, to develop a teaching and learning plan that's going to work for 25 kids. But I would think about seeing your throughlines, if you like, backwards. So, whatever it is that you're doing with your class at the time, say you're working on some word knowledge and you have a student that is...that has dyslexia or dysgraphia, you might look backwards and have a look at what foundation suggests and go back to real basic principles with them. But, of course, you know, some of those other things that I think are well known, you know, using particular fonts, lots of letting between any handouts that you give them or whatever they're looking at so that they have a lot of space around what they're looking at, you know, using Arial as a font, all of those things. I mean, I think these things are well known. But thinking about the curriculum as a throughline, again, I'm going to say that a million times so that

whatever you are doing for your level 3s or level 4s go backwards and see what's being suggested for your level 1s or your level 2s, and build that into whatever you're doing in your teaching and learning. But get in contact with me and we can talk further.

Is this a follow-up question? "What if the school doesn't support the necessary programs?" Is that a follow-up, Alicia? Is that the same...?

**Alicia Farrell:** I'll just take a look.

**Annelise Balsamo:** Because I can't see the first question, so...

**Alicia Farrell:** No, it is a different...looks like it's a different.

**Annelise Balsamo:** Oh, it is a follow-up. Saying "What if the school doesn't...?" Yeah, well, I know it's tough. Oh, OK, well, somebody else has said that there's information on the website for learning difficulties, so that's another place you can go. Obviously, we do a sort of broad-brushstroke curriculum and it probably has

something that's a little bit more granular. But without a school, I mean, the necessary programs, I guess, is a whole 'nother question. But what you do in your classroom can support those kids. So, having those basic understandings of the difficulties a dyslexic kid might face just in looking at a document or looking at something on a whiteboard or looking at something on a screen will help you there. But I think also just using the curriculum in a much more flexible way. So what is foundational? How can you go back to support that kid, to develop the first skills in order to get to the second, third, fourth and fifth levels, that might help.

**Alicia Farrell:** Annelise, there is another question there, it's also come through the chat, so if anyone else does have questions, if they can please send it through the Q&A box. It just helps us manage the questions a little easier than if they are sent through the chat. But this one is around handwriting. "Lots of schools use the Victorian cursive. Do we still need to be practising this?"

**Annelise Balsamo:** I don't think we prescribe it. Craig, can I ask you to speak to that? We don't prescribe this, do we? Is he there?

**Craig Smith:** Yes, I am here.

**Annelise Balsamo:** Do we prescribe?

**Craig Smith:** No.

**Annelise Balsamo:** No, I didn't think so. There's no prescription in our curriculum as to as to how you teach that. So you are free to use whatever teaching and learning you want around handwriting.

**Craig Smith:** The only caveat I would add onto that would be to look across to what your school sector authority. They may have guidelines around having a particular approach to handwriting. If they do, that's something that's published by each of the school authorities, the Department of Education, training for governments, schools, Catholic education offices. But in terms of the curriculum, no, we don't actually specify what sort of handwriting needs to be taught.

**Katerina Poporat:** Well, thank you, Annelise, for that wonderful session that we've just had today and for Alicia for making all the behind-the-scenes work with the webinar possible. I would also like to thank all of you for attending today. And we hope you've taken a lot away from this session. As we've mentioned, our contact

details are there should you have any follow-up questions that you're unclear about. And, yeah, we hope you enjoy the rest of your day. And thank you for attending.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2020