**Katerina Poropat:** Good afternoon, everyone, and welcome to today's webinar, Introducing the Victorian Curriculum: Civics and Citizenship F–6. My name is Katerina Poropat. I am Project Manager in the Victorian Curriculum F–10 Unit here at the VCAA. It is my great pleasure to introduce you to the Curriculum Manager for History and Civics. Gerry Martin, who will be leading our presentation today. I would also like to thank Alicia Farrell from the F–10 Unit, who has done a lot of the work behind the scenes to make this webinar possible today.

**Katerina Poropat:** 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.

**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 don't miss any 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 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 Gerry 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. 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.

**Katerina Poropat**: So, without further ado, Gerry, I will throw over to you for our presentation.

**Gerry Martin:** My name is Gerry Martin. I'm the Curriculum Manager for History and Civics. And I'm going to talk about the Civics and Citizenship Curriculum from Levels 3–6 today. And it's important to start off with, actually, one of the key structural components of the curriculum. It's organised around three strands - Government and Democracy, Laws and Citizenship, and Citizenship, Diversity and Identity. And there's broad themes that incorporate these three strands.

**Gerry Martin:** So, Government and Democracy involves the study of Australian democracy, the principles and values which underpin those democratic institutions, and the key institutions themselves, such as parliament, courts, and so on, and the processes, making laws, or how a court functions, and the roles people play in Australia's system of government. Laws and Citizens focuses on the Australian legal system, the principles and values, the process of creating laws and the rights and

legal obligations of Australian citizens. Citizenship, Diversity and Identity explores the shared values of Australian citizenship, diversity of Australian and multicultural and

multifaith and culturally diverse societies, and the factors that shape identity and belonging in Australia, and the nature of citizenship in our diverse society. And, fundamentally, also, just important elements of the curriculum is the interplay between

contemporary events and issues that are fundamental in the study of Civics and Citizenship, the democratic principles and values which underpin that, inquiry skills,

and how citizens participate in our society, particularly with a focus on concepts such as active citizenship, student voice, and student agency that play an important part of the curriculum.

**Gerry Martin:** So, those common elements are really fundamental. It helps enact the attitudes and behaviours we want from active civic participation of our young people, so that they are...they are informed citizens in our society. So, those key things of using contemporary issues, understanding the democratic principles and values of fairness and laws, and be able to develop those inquiries to investigate those contemporary issues and examine ways that citizens can participate in our society as active citizens through volunteering in their local community, interest groups, through the media, and consider how they might act, both as individuals but also as in groups and societies. And these are the key things that underpin...underpin our society.

**Gerry Martin:** Just moving on. So, one of the key things that are a really fundamental focus in Civics and Citizenship is engaging with the key knowledge that sits in the curriculum, but also how that is enacted through the exploration of contemporary

issues that affect the local school community, the local community, the state, nation and region. So, a focus on contemporary issues provides a means of developing students' thinking and critical capacity. These issues provide models of ways a citizen can be...actively participate, question, and improve our democracy. And we've seen many examples of that in the recent media.

**Gerry Martin:** As reflective, active, informed decision-makers, students would be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation. And it's important to allow students to appreciate and understand the nature of democratic government and decision-making. Because Civics and Citizenship is not just about learning about democracy or learning about Civics and Citizenship. It's a learning...it's also about the opportunity to practise being citizens. So, making a connection between what is learned in class and the events or issues is vital to the study of Civics and Citizenship.

**Gerry Martin:** Integrating these events and issues into a teaching and learning program enables the curriculum to be taught through relevant and contemporary contexts. And that is fundamentally important in the teaching of Civics and Citizenship. The issues that are relevant in the classroom today may not be the issues that are relevant in the classroom next year. So, the curriculum is flexible enough to evolve and change, depending on what are the key political, legal and identity issues that are affecting students in their context, place and time. So, the curriculum encourages students to consider ways they can participate in their school community, their local community, state, national and global communities. They also...they are also asked to consider options and arguments in relation to the issues of the community concern

and develop action plans to address these. The nature of Civics...the nature of active citizenship will differ, of course, between schools. And, so, therefore, there's an interplay between the enacted curriculum in the classroom, the experienced curriculum in the classroom, and then whole-school approaches to what, you know, student

participation in their community actually means.

**Gerry Martin:** So, the key ideas that underpin the curriculum are the ideas of an active and informed citizenry, skills necessary to investigate contemporary Civics and Citizenship issues, fostering responsible participation in the democratic systems - be it school council, SRC, right through to actually voting and participating as adults in society - as well as the capacities and dispositions to participate in the civic life of our community. So, at the... What sits fundamentally in the curriculum is...is, why is engaging with contemporary issues central and foundational to Civics and Citizenship education? So, we want to move beyond this kind of minimal approach to Civics, just

learning about democracy, or learning about citizenship, to actually engaging in a more maximal approach to Civics and Citizenship education, where students are actually engaging in real-world issues that affect them and the community. So, you know, a Civics education in Australia needs to be taught with an emphasis on fostering young people's personal learning as citizens and their capacity to develop understandings about their own identity and location as members of civil society, together with their rights and responsibilities as members of communities, both at a local, national and global context.

**Gerry Martin:** So, when looking at the Civics Curriculum the first thing is really thinking about, what are those contemporary issues that are fundamentally important to students? And these sit as key aims and rationale behind the curriculum. So, "investigating contemporary issues and events, students learn to value their belonging

in a diverse and dynamic society and develop points of view and positively contribute locally, nationally, regionally, globally." And this means..."means of linking what students may know from the media to the theory about democratic political and legal institutions and values."

**Gerry Martin:** So, Civics and Citizenship education is a contemporary study. It's about here and now. It's about today. It's about understanding our systems and how they're applied today. Schools should use contemporary issues to focus either on one strand or, alternatively, teachers may select a contemporary issue that allows students to focus on the intent of all three strands. So, again, you can think about issues that affect...that may cover both political, legal and citizenship strands. For example, at Levels 5 and 6, students may examine the effects and impacts and responses

at a local, state and national or global level, say, to the COVID-19 pandemic. Through the following...through those content descriptors of, say, 5 and 6, you could actually cover all those just looking at that one contemporary issue. Teachers may request students to select a political, legal or social issue that concerns them and the wider world to investigate. They can consider the role of government, law and/or citizens

in bringing about real and positive change through civic engagement and participation. So, use the content descriptors from the strand's design frame and frame questions that shape and direct students' own investigation into issues that are

important to them. And again, it's important to know that they are also able to ask to consider options and arguments in relation to the issues of community concern

and develop action plans to address these. The nature of active citizenship

will differ between schools. And that's important. Opportunity for students to plan for action, not necessarily take action, but at least plan for action. Look at the strategies

that could be used to make a change and reflect on how effective those strategies may be. So, those are things that can be considered as part of the development of

a Civics and Citizenship program, either at a class level or a whole-school level.

**Gerry Martin:** So, again, Civics and Citizenship is a contemporary study. It's about here and now, and it's about how you develop a program of learning that allows students to have a voice and agency as part of learning, but also important to learning

the institutional knowledge and concepts related to Civics and Citizenship. Things...when developing...developing your teaching and learning programs, it's important, as a team of teachers, to talk about the curriculum and how you engage in those contemporary issues. An activity you might run with a group of teachers in your school in developing your Civics and Citizenship Curriculum is to start...first of all, think about all the contemporary issues that have affected our society over the last 12 months. Brainstorm those activities. There's many I'm sure that are popping into your heads now, as I talk about this. Many things in the recent media. Maybe contemporary issues or local community issues that are affecting you, your students, in their own schools and local communities. So, important to brain things...brainstorm those things and think about, "How can you connect those through the three strands or a particular strand in the curriculum?" And, of course, think about what those might mean and how they could be enacted through the curriculum. And that's a really important thing to think about as a frame, an anchor point, in developing any teaching and learning

program for Civics and Citizenship. Start with the contemporary issues. Contemporary issues may be at school community level, may be a neighbourhood, may be a local council, state, national, regional, global. Let the students' kind of own voice and agency play a role in what those contemporary issues are, and then use the content descriptors in the curriculum to navigate both the conceptual understanding, the

knowledge and institutional knowledge and understanding and link it through to the contemporary issue. And that's a good way to think about how you plan the curriculum.

**Gerry Martin:** So, approaches to contemporary issues are really, really important. So, think about the achievement standard. What have students already achieved? What may students...student learning look like? How do we progress learning? How many...are using the content...Civics and Citizenship strands to develop that? How many lessons you have to actually teach the learning program in your school? What role does student voice and agency play in your Civics and Citizenship Curriculum? You know, an opportunity from the curriculum learning move to actual whole-school approaches to student voice and agency, and making those links from the curriculum to what's enacted in your schools.

**Gerry Martin:** So, students' views advise and inform teachers' professional practice on the issues that most interest them and affect them. Students should have an opportunity to have a say, expressing their views, providing information, advice and feedback into the teaching and learning in Civics and Citizenship. Also, by using contemporary issues as a lens to develop your teaching and learning program in Civics provides students an opportunity to be...as active learners - so, for students to have roles and ownership and engagement in the learning. Allow students to make decisions and take action to make changes in their own learning, but also in how their own learning connects with the wider community, and action they can take in their community, and methods and strategies to actually take action to be both productive, positive and active citizens. So, learning ways to provide students with real roles of value.

**Gerry Martin:** So, Civics and Citizenship education is both purposeful, productive and there's opportunities to learn through reflection. Students are actively engaged in their learning. So, provide opportunities for students to actually then take action. And that's...students and teachers collaborate to examine structures and purposes and practices and approaches to actually action...what action...Civics and Citizenship action looks like in their schools. And that's a really important opportunity for teachers as active collaborators in decision-making with students and challenging the

respectful...particularly around mutuality and respect and inclusion for students in the classroom.

**Gerry Martin:** So, again...teaching contemporary issues in Civics and Citizenship is a challenge, you know? It is a difficult thing and it vary...will change from year to year,

depending on the interests of students, but also the issues that are in the media or in the community at a particular time. But Civics and Citizenship education, particularly through the curriculum and using contemporary issues, is about the practices of

making citizens and empowering young people with the belief that they do...they do and will make a difference in their own learning. So, there's a real opportunity

to actually think about how that is incorporated in teaching and learning to ensure that students have access to a multiple of perspectives, a range of views, engage in different political policies or programs at a political level or even at a school level. What are the policies and processes that a school makes at a school? And how that...students can have a voice, agency, in that. And the processes in which…and the appropriate processes in which they can have an influence or voice in that. That's all part of student learning and practising of being a citizen, and a really great opportunity

for students to do that and link the learning.

**Gerry Martin:** It's also really important, when we look at Civics and Citizenship education, that students engage and become aware and be respectful of different perspectives and points of views about particular issues. So, it's about understanding that there might be progressive views or conservative views, or left or right. You know, the perspectives...there's not just one perspective, there can be multiple perspectives, and there are opportunities for students to negotiate those different perspectives

and appreciate and value different points of view. And it's really important to ensure that in developing a teaching and learning program, there is opportunity for students to do that. Again, there's opportunities to build in the capabilities into the Civics and

Citizenship, particularly through the use of contemporary issues. So, you can use the Civics and Citizenship strands along with one of the capabilities. So, for example, Ethical Capability or Critical and Creative Thinking is a useful vehicle to engage the students' thinking around the content or an issue.

**Gerry Martin:** And again, finally, at what level do students engage with contemporary issues and active citizenship in the classroom? So, it could be just at a class level,

it could be at a year level, or whole-school approaches to that. So, again, there is multiple entry points for engaging in contemporary issues and active citizenship, and that may vary from year to year, or from class to class, and from school to school. And, so, thinking about what is appropriate for your school and your students is fundamental in developing Civics and Citizenship learning that has a real focus on contemporary issues and active citizenship. So, just some big ideas in thinking about enacting and implementing the Civics and Citizenship Curriculum in class, in your school, in your

classroom context.

**Gerry Martin:** Moving forward into looking at actually, "How do I go about developing a unit of learning using the curriculum?" It's really important to think about...the Civics and Citizenship Curriculum is organised over a two-level band, or two-year bands of schooling, rather than at each level, to kind of set realistic time frames to prepare

and review relevant documentation and think about the approach to engaging contemporary issues and the flexibility you have to do that and what's appropriate for your students, as well as the opportunities for whole-school teaching around Civics and Citizenship, linking those to active citizenship and contemporary issues. So, there's lots of pre-thinking and planning that needs to be considered when actually looking at the curriculum. It's really important, also, when actually looking at the

curriculum to actually think about how you access and enter the curriculum. A lot of teachers, when they actually first connect with the curriculum, they go in at what I call the ground level. You're looking at the content descriptors, where the red arrow is in the diagram. So, you're actually looking at, "What are the content descriptors that we must teach?” That is a kind of recipe for overcrowding of the curriculum, to lose sight of the wood for the trees and not understand what the purpose is of Civics and Citizenship education.

**Gerry Martin:** Really important, when developing a teaching and learning unit for Civics is to step back and look at what I often call a 10,000 foot view. What are the aims and rationale of Civics and Citizenship? Really, really important. I really caution you against kind of atomising out the content descriptors first. Step back. What is the purpose or aims and rationale of Civics and Citizenship? Things like a lifelong sense of belonging to and engaging with civic life as active and informed citizens, to understand that we are a multicultural, culturally diverse and multifaith society, the knowledge and understanding and appreciation of the values, principles, institutions and practices of the Australian system of democratic government and law, and what's the role of citizens within that, the skills necessary to investigate contemporary Civics and Citizenship issues, be able to foster responsible participation. And a capacity and disposition to participate in civic life at both the local level, the national, regional and global level. So, it's really fundamental when designing a unit, to think about those aims and reflect on, "Is my teaching or learning, "is my development of a unit of learning, "reflective of those big aims?" That should be your starting point. Then as you move through the curriculum, it's important.

**Gerry Martin:** But what does learning look like in Civics? Learning looks like, in Civics...it's about developing students' knowledge and political...knowledge of the political and legal institutions, which is really, really important, and to be able to explore

that idea of citizenship to engage in contemporary issues, such as debate over change to a law, elections, Australian government, law, community and so on. And a focus on

contemporary issues also provides a means of developing students' critical and creative thinking. So, think about those roles and the purpose of learning in Civics, to develop a civic identity - the roles in the community, rights and responsibilities of citizens, developing the connections between a school and the local community, and the values that underpin democratic societies, such as freedom, equality, responsibility, accountability, respect, tolerance, and how the students make judgements about those issues and values, how they form conclusions and how they make plans of actions. So, they're the things that should be informing your beginning to think about what a teaching and learning unit might look like in Civics and Citizenship.

**Gerry Martin:** The next level is really looking at the achievement standards. What is it we want students to demonstrate understanding of and obviously report on? And so the Victorian Curriculum F–10 and the Civics and Citizenship Curriculum, Levels 3–10. So, that's the learning continuum across the curriculum using the learning...using the achievement standards. And it's the progression in these achievement standards

to illustrate the knowledge, concepts and skills. And achievement standards describe what students are able to understand and do. And think of each of the achievement standards as a series of stops on a student's learning journey from Foundation right through to Year 10. And the content descriptors are the kind of signposts on that journey. So, again, when planning a unit of learning, focus on the achievement standards and the parts of the achievement standard that your unit of learning is going to focus on, and target particular aspects within that unit.

**Gerry Martin:** And the final stage is the ground-level view, is the content descriptors. Again, that should be the last point in developing a unit. It's about not atomising those out but looking at those content descriptors holistically and how they can interact and

relate to contemporary issues in the community as well, so students are learning about obviously the institutional knowledge, the values and opportunities to practise being citizens. So, again, it's important to understand that the curriculum, the set of progressions that define knowledge, skills and concepts, are increasingly complex across the levels. And the continuum is demonstrated in the achievement standards.

That's really important. And there is opportunity for progression and complexity across that curriculum. And this enables you to develop a targeted learning program for all students, but the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learn...year level, age, and so on. And that's really important.

**Gerry Martin:** So, when it actually comes to practicality of actually designing a unit of learning...in Civics, so, when using the curriculum, plan a unit by using these four stages. These four stages are a way of thinking about using the curriculum planning. So, the first stage is planning using evidence. It involves identifying what students can already do, what they know. This may be in the form of assessment from the previous unit of learning or previous learning that has been done by students. It can be done using a form of formative assessment, a diagnostic task and so on. So, use the

progressions and the achievement standards to help you target what the focus of the unit of learning is going to be and align that with the content descriptors. Be cautious not to over-teach knowledge and concepts in the curriculum, and that's really important. So, use the achievement standards to identify what students have learned, identify what students are going to learn in this particular unit of learning, and how you're gonna progress them from where they currently are to where you'd like them to be at the end of the unit of learning. Identify what part of the achievement standard is relevant and the focus of a unit of learning that you're going to develop. What you're going to teach and how you're going to assess it. And then use the content descriptors to support that student's learning and progression. These are conversations that you could have in that planning using evidence with your colleagues. What have students already achieved? And discuss what student learning may look like when they have demonstrated the achievement standard.

**Gerry Martin:** The next stage is design and develop. So, designing assessment tasks that reflect the achievement standard. Design the unit of learning with its pedagogies

and its teaching strategies and what contemporary issues you're going to use and what resources you might use to teach those. So, a key thing, then - once you've kind of identified the part of the achievement standard you're gonna focus, is to design the

assessment task and rubric that will allow you to assess student demonstration of that.

**Gerry Martin:** So, then that leaves the question of what type of assessment will be used. You know, what type of rubric will be constructed using the achievement standard and indicative progress of that? What indicates progress and progression in that achievement standard? How many lessons? Practicality. How much time do you actually have to teach a unit of learning in Civics at a particular year level? And what type of assessment task? Is it going to be a diagnostic or formative? How are you gonna use maybe inquiry questions? What will be the contemporary issue you're gonna focus on as a means of accessing the knowledge and understanding strand?

And what are the pedagogies you're going to use in delivering that? Again, with your teacher colleagues in that design and develop stage, you know, discussions with your

colleagues should be, "How will we address a range of student abilities? How can we use the progression across all the achievement standards to be able to ensure students who might be weaker access the achievement standards at the lower end, as opposed to students who might be progressing a little quicker than others?" So, discuss, then, successful targeted learning activities that may support the student in progressing students towards the relevant achievement standard, or the next achievement standard - so, how the students can work towards and improve and progress.

**Gerry Martin:** The third stage in this learning and planning is the actual teaching. I'm not gonna talk much about that because I think that's the expertise of the teacher. It's about how you actually implement a teaching and learning program in your class and in your school context and how you implement that and gather evidence to support

student learning. Are there opportunities for students to apply learning to contemporary issues? Are there targeted learning activities that indicate student progression? And be able to support that evidence. And how you might gather student reflection and metacognition. And again, the opportunities in the teach and assess stage for teachers to discuss, you know, how...discuss how...how you might evaluate success in student learning activities. Or do you require making adjustments to the teaching and learning plans to reflect how students might be progressing through the unit?

**Gerry Martin:** And then the kind of last stage in that learning and planning using the curriculum, it's really important to reflect and refine. So, take the time to reflect on the activities that worked and those that didn't, and make adjustments. What can be improved? Did the assessment activities provide evidence of student learning in the achievement standard? Can you annotate that student learning to illustrate how students have either demonstrated achievement standard or are working towards that achievement standard? You can use that in your reporting, I suppose. And how will this reflect and refine a student achievement? How will that influence the next unit of learning, be it in Civics or be it in one of the other learning areas? So, these are really important strategies or stages in using the curriculum to actually moderate and inform the development of the current teaching and learning program and future teaching and learning programs.

**Gerry Martin:** So, that's a bit of a very simple cycle of implementing the curriculum in your own school context. Other things to think about in the curriculum is the strands. You can teach each strand separately. So, you could have a unit of learning on Government and Democracy. You could have a unit of learning on Laws and Citizenship. And you could have a unit of learning on Citizenship, Diversity and Identity. So, that would be three units. But the curriculum's not necessarily

established to be segmented like that. Again, it's a selection of a contemporary issue

that can be incorporated to explore the three strands. Because, in the end, what you must assess is the achievement standard. You can see those three sentences

in the achievement standard. That's what students need to be able to do, and know and write, and that's what you need to be able to assess and report on. So, again, use the achievement standard to design your teaching and learning program. Use the achievement standard to select issues, contemporary issues, that might be pertinent

and reflective of student voice and agency. And then use the content descriptors

as a way to navigate that progression towards the achievement standard. So, again, think about the achievement standards as kind of scheduled stops on the learning journey. And the content descriptors are the directions to help you get there.

**Gerry Martin:** So, in developing assessment, it's important to look firstly at the levels of the achievement standard to understand the complexity of the achievement standard. Also, it's important to reflect on the level of sophistication that's required to meet that achievement standard. So, reflect on this complexity and what is involved and then use evidence to inform how students are demonstrating that achievement. And this will help you to think about what you need to do to progress students along that learning continuum.

**Gerry Martin:** Sorry, just lost it there. One second.

**Gerry Martin:** So, from a practical sense, what does that mean? So, selecting a part of the achievement standard... In this example, I've chosen ones from Levels 3 and 4. Explain how decisions can be made democratically and the role of local government. So, what does student learning look like at this achievement standard and between Level 3–4 and 5–6? What does progression look like? What evidence is required for you to collect and illustrate student progression? These are all really important things

to think about. So, think about, first of all, what is learning looking like when students can explain how decisions can be made democratically and explain the role of local government. That's the first question to think about. And ask what actions should a student be able to know and do when they are demonstrating that? These are key questions in developing initial thinking and developing of a unit of learning.

**Gerry Martin:** Once you have that kind of discussion it's important then to look at the actual content descriptors. So, again, the destination is the achievement standard - to explain how decisions can be made democratically and the role of local government. And how do you get there is the content descriptors. I've just selected a couple of content descriptors there from the Government and Democracy strand to illustrate that. So, therefore your teaching and learning program needs to think about, "How will the learning activities engage with the curriculum continuum and progress students?" And in developing assessments, it's important to look at that achievement standard, to understand its complexity, and, also, it's important to reflect on the level of sophistication required to meet that. So, questions that you could do and ask is, "What does student learning look like for that point in the achievement standard? What would my student progress look like? What evidence would you need to show that students can explain how decisions are made democratically and the role of local government? And how do you go developing something to illustrate that in a progression?" So, that's the kind of level.

**Gerry Martin:** But the second key thing to think about is, when we talk about progression, what does that actually mean? So, again, it's really important to look at the progression in that and sophistication in that...achievement standard. So, it's important to look at the progression in the curriculum continuum by integrating corresponding achievement standards to observe that sophistication, that progression, along the continuum. So, again, you can look at the Level 3–4 standard, then look at the Level 5–6. Sorry, there's an error there on the slide. It should be Levels 5–6 in that middle one. And then Levels 7–8. And looking at a progression across the achievement standard in relation to that one particular line in that achievement standard. And think about, as teachers, reflect and think about what student progression may look like, as students progress along that continuum where students may be in this curriculum continuum and how you can plan for that. So, work with the achievement standards not just at your level, but across the levels. And you might

be able to describe what learning looks like in between those points. Often what we call those is indicative progress. So, use that curriculum continuum in achievement standards across levels. So, if you are teaching a 5–6, use a Level 3–4 standard

and use a Level 7–8 standard to illustrate that progression. And you might make annotations or notes or descriptions of what learning might look like between those standards, 'cause it's a big jump between a Level 3–4 and a Level 5–6 standard.

**Gerry Martin:** So, you might describe what that might look like in between those points. And we've got some information on our website in relation to that, on our indicative progress. You can find this on our website, in our resources website. And this shows what and how you might use the achievement standards to describe learning between those standards. So, as students progress along the continuum,

indicative progress descriptions can be used by teachers to describe what student progress looks like at achievement standards, but also between achievement

standards. Such a description of a student progression of learning may be useful to a teacher that needs to assess and report their students' learning progress when they may be only partially through a teaching level, and hence using these...indicative

progress are really useful in thinking about it. Also, if you think about it, it actually may also begin to help you develop an assessment or a rubric to describe particular points between the achievement standards, so you could see how you could actually

unpack this further. And that could be the basis of...of a development rubric or a rubric of some form.

**Gerry Martin:** So, again, when using achievement standards, you know, it's important to identify the curriculum area levels of the assessment and what that span will involve, to be able to think of a context or a contemporary issue that will be the focus of the learning unit, be able to choose the relevant parts of the achievement standard and the content descriptors, and be able to highlight progressions between levels and be able to describe what learning might look like between those points in time. So, it's a kind of useful document on our website that can help you start thinking about developing assessment tasks, but also developing and describing what learning might look like between achievement standards.

**Gerry Martin:** And I know many, many people are coming with questions around resources. Lots of great resources online. I'll just highlight a few of those. The ABC Education Civics and Citizenship is really great. The Australian Electoral Commission

as well as the Victorian Electoral Commission has some great resources. Asian Education Foundation is fantastic. On the Victorian Department of Education and Training website, Fuse has lots of great and useful resources and videos around Civics and Citizenship. The Museum of Australian Democracy has some great virtual excursions you can do, which are fantastic and really interactive for students if you're interested in looking at that. The MoAD, or Museum of Australian Democracy, is based in Canberra. I know our own Parliamentary Victorian Education Office has some really great and useful resources, as does the Electoral Commission and the Victorian Law Foundation, some really great videos as well. So, some really great videos. If you also go to our VCAA Civics and Citizenship resource page, there's actually a document

there you can download. It's actually got resources aligned to each strand and at each level. So, it's a bit more nuanced and more targeted to focus on.

**Gerry Martin:** At this point, there's a bit of...a bit of an overview of the curriculum and some ideas around planning and assessment. And I'm really interested in if you've got any questions at this moment in time. So, if you want to add those questions into the Q&A box... But my contact number is there and my email. Please do feel free to email me or contact me or ask me any further questions.

**Gerry Martin:** And coming up later this…in the next couple of months, we are going to have a whole bunch of new resources that are going to be really exciting and engaging. The resource that the VCAA has worked with Vic SRC in developing. So, these resources are resources created by students for students. And there's an element of digital resources and teaching...teaching or learning resources or activities students can use in the classroom, focused on the themes of voting, citizenship,

active participation and policy development. And we've got great videos that go with this that have been developed by the students, which I think you'll find really useful, and they should be launched in the next few months. So, there's additional resources

coming up in the near future.

**Gerry Martin:** Have you any questions, Kat?

**Katerina Poropat:** No, nothing has come through just yet. But like Gerry said, we have some time now if you have any questions to pop them in the Q&A box.

**Katerina Poropat:** So, I just want to take this opportunity to thank Gerry for that fantastic session. I hope that everyone's taken a lot away from it. And thank you all for attending as well. Also want to shout out to Alicia for making this webinar possible today.

**Katerina Poropat:** So, like I said, we'll be sticking around. If you've got any questions,

please pop them in that Q&A chat box. Alternatively, the details for Gerry are on the screen there. So, if anything pops up at a later stage, please feel free to send an email through or give me a call. And Alicia has popped into the chat box, but I'll just let everyone know that today's webinar recording and PowerPoint presentation will be emailed out to all registered participants within the next few days. So, we'll just stick around for a couple of minutes. If anyone has any questions, please use that Q&A function and then we can get to those now.

**Gerry Martin:** Approximately how many hours of teaching per unit for Levels 3 and 4? That's a great question. So, it is a school-based decision of how much time you spend on teaching and learning for Civics and Citizenship at a school level. So, that's a school-based decision. And of course, at a primary level, you're probably integrating multiple areas of the curriculum. So, that will vary, depending from school to school. So, again, it's a school-based decision and it's about reflecting on the needs of your own students and their capabilities in relation to both the knowledge and understanding strand and the content descriptors there and the assessment tasks you've designed, as well as what contemporary issues you've engaged with. So, that will vary from school to school, but it's a school-based decision.

**Gerry Martin:** I think that's all, Kat.

**Katerina Poropat:** I think it is, but like we said, please feel free to email through if anything comes up at a later stage that you can think of for any questions. But, like I said, thank you all for attending and we hope you took a lot of away from it. And

enjoy the rest of your afternoon, everyone. Bye for now.

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