**Katerina Poropat:** Good afternoon, everyone, and welcome to

today's webinar, Introducing the Victorian Curriculum: Geography

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's my great

pleasure to introduce you to the Curriculum Manager for Humanities,

Leonie Brown, 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.

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 those of you in the Melbourne

metropolitan area, we acknowledge the traditional custodians of the

Kulin Nations. For myself, I acknowledge the Wadawurrung people

of Lake Burrumbeet region, near Ballarat, from where I'm working

today. When acknowledging country, we recognise Aboriginal and

Torres Strait Islander peoples' spiritual and cultural connection to

country, and acknowledge their continued care of the lands and

waterways over generations, while celebrating the continuation

of a living culture that has a unique role in this region. I would like to

pay my respects to elders past, present and emerging, for they hold

the memories, traditions, culture and hopes of all Aboriginal and

Torres Strait Islander peoples across the nation, and hope they will

walk with us on our journey.

So, before we begin our session today, I'll just go over some

housekeeping. Please note that we have a chat function that has

been used by the VCAA to share relevant information and links. You'll

notice that there is a Q&A box set up, so please put any of your

questions and comments in here, as this will help 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 questions in

two ways. Firstly, we may type a response directly into the Q&A box

that 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 the questions

out and Leonie will provide those answers. The second part of our

housekeeping is to let everyone know that this session is being

recorded. A copy of both the recording and the PowerPoint, plus a

transcript, will be loaded onto the VCAA's F–10 resources web

pages under the Professional Learning section. So, without further

ado, Leonie, I'll throw over to you for our presentation today.

**Leonie Brown:** Thank you, Kat. (WHISPERS) You just need to

move it.

**Katerina Poropat:** Yep. It's just being a bit slow to give you the...

There we go. That should be working now.

**Leonie Bown:** VCAA training's a bit slow today. Good afternoon,

everyone. Welcome to this afternoon's session, which is Introduction

to the Victorian Curriculum: Geography 7–10. And I would just like to,

first of all, point out that even though it was a gorgeous

acknowledgement of country, Kat was actually reading my slide - so

she was saying that she was from the Ballarat region, where,

actually, it's me. So, normally, we'd go, let it slip, but I actually want

to use these images of that region in the presentation today. So, yes,

I'm working from home just outside Ballarat, in that Lake Burrumbeet

region. So, this is the gorgeous Lake Burrumbeet, and this is the

gorgeous Google map of the location. So, I just want you to get your

mind into geographic mode, and we're going to relate back to these

two particular images in today's session.

So, first of all, I'd like to outline the aims. So, first of all, I would

like to outline the aims of the Victorian Geography Curriculum, and

then go into how it's structured. Where can you find some of the

nitty-gritty of the curriculum documentation? 'Cause I would be taking

up two hours if I showed you the whole caboodle. So, it's just a little

taste of that part. How can you link the curriculum to your school

planning and to your individual lesson and class planning? Where can

you find some support resources? And again, just a couple of little

tasters for that too. And last but not least, how can you assess

against the Achievement Standards? So, that's the order of what my

presentation will cover today.

So, let's have a look at what the aims of the Victorian Geography

Curriculum are. So, these aims are basically very, very similar to the

aims of the Australian Curriculum, Geography. And there's a really

good reason for that - because they need to mesh and they would

mesh. So, it's all about developing a sense of wonder. But, basically,

Geography at any level, but particularly 7–10, is actually trying to

instil a sense of wonder, curiosity and respect for places, people and

cultures and environments throughout the world. But, basically, it's to

deepen general geographic knowledge of students' own location and

other places. It also strongly encourages them to think

geographically. and to be able to identify and use geographic

concepts. And I think one of the most important things is that

geography enables and builds capacity for students to become

confident, critical and creative thinkers and users of geographic

methods and skills. It also empowers them to be informed,

responsible and active citizens. So, by studying geography, students

would go out and be responsible citizens, and contribute to the

management of a world that's sustainably, environmentally correct,

in terms of those things. So, they're the aims of the actual curriculum.

So, what does that look like in terms of the rationale? So, "The

Geography Curriculum presents a structured way of exploring,

analysing and understanding the characteristics of places that make

up our world, using the concepts of place, space, environment,

interconnection, sustainability, scale and change." So, they are your

geographic concepts. And, as a teacher, if you're concerned about,

"If I need to slip into Geography mode, how do I do that?" well, you

could wear your Derwent necklace, like I've got today, or, more

importantly, you could use those concepts in your lesson. So, I used

to challenge myself, often when I had pre-service teachers,

particularly those who were out-of-field teachers - and I know some

of you people who will be in that category too - they weren't quite

sure about, "OK, what is Geography all about?" History's easy,

because it's a study of the past to unpack the present. That's fine,

but Geography can be a little bit tricky in terms of things. So, the

pointers to go to are those seven key concepts of place, space and

the environment. So, throughout this presentation, I'll give you some

little tasters as to how you can incorporate those, too, in your

planning.

So, how is the actual 7–10 Geography Curriculum structured? It's

quite simple, really, in that it's got two sub-strands - Place, Space

and Interconnection, and Data and Information is part of that first

sub-strand, and then it's got the strand of Geographic Knowledge

and then Geographic Skills. So, in terms of sub-strands, which some

of us in schools may... It's rare that I would find a school actually

calling them sub-strands, but that's what they are as per the

curriculum. So, we tend to translate that into units of work. So, at

Levels 7 and 8, there are four units - Water in the World, Landforms

and Landscapes, Place and Liveability, and Changing Nations. At

levels 9 and 10, Biomes and Food Security, Environmental Change

and Management, Geographies of Interconnection, and Geographies

of Wellbeing. Now, these are units that should be offered in some

shape or form, and that is up to you, as a teacher, and it's up to a

school as a school as well to actually do that. So, the VCAA design

and present the curriculum and are here to help you deliver that

curriculum. But what it actually looks like in your individual

classrooms, and what it looks like in your curriculum documentation,

may vary, and should vary, so that it's adjusted to your particular

circumstance, to suit the needs of your location, your students, your

background, all those sorts of things. So, these sub-strands

are...whilst they're in order here, and often schools choose to

actually teach them in that order, they don't have to be taught in that

order. So, this one doesn't have to be term one, term two, term

three, term four, or you don't have to teach Water in the World

before you teach Changing Nations. And, so, in that sense, these two

units often sit at Level 8 and Water in the World often sit... and Place

and Liveability often sit at Level 7. But how you actually deliver it in

your school context is up to you, in that sense. So, they're the

sub-strands, they're the units of work. They're basically your topics

that you would be looking at.

So, this is a snapshot, a screenshot, of some of our support material

that's here. So, I just want to talk you through this page. And my

apologies for this. If you are finding that it's hard to read because it's

too small, please let me know in the chat and I can...I've got a magic

button that I can press to make it look closer. But because I've used

screenshots with these, they are somewhat blurred. So, I apologise

for the somewhat blurred visual that you're getting. But this is what I

call the landing page as to where you can find the curriculum

documentation. So, left-hand side, you've got what I call your main

menu. So, your Rationale and Aims and Structure, which is what I've

just presented. And then we'll visit each of these throughout the

presentation. So, you have a choice there of where to go to. This

one's actually at the Scope and Sequence, which is the core

of...probably the document that you would refer to the most in your

planning. So, it's...there is a capacity to print the page. There is a

capacity to use a PDF...to have it in PDF form, and there's a

capacity to have the doc form. And, also, when you actually print

them out, they're in A3 size, because they're stacked full of detail

and A3 is the most appropriate in terms of that. So, that's your

landing page, and that will help you as to where to go

to get particular aspects of it.

So, Geography: Levels 7–10. 7 and 8 here, 9 and 10 here. Then

you've got your sub...you've got your sub-strands...sorry, your

strands here - Place, Space and Interconnection, Data and

Information, Geographic Knowledge, in this section here. So, these

are where you've got your sub-strand topics, and then your particular

aspects of those sub-strands are broken down in more detail. So,

this is, again, a snapshot of what you would be printing off in A3

format for your planning.

So, I think the best way to actually navigate our website... And,

actually, we're a bit tricky at the VCAA - we haven't got one website,

we've got three. And to be honest, I myself find it confusing

sometimes where particular things are actually at. So, I strongly

encourage you to do what most of us do in most cases when we're

looking for things, and that is to go into Google. So, what I've done

here is just a screenshot of what comes up. If you type in "F–10

Victorian curriculum content elaborations", which is getting down into

some more detail of the things. So, this is what actually comes up.

And, again, it's another landing page. Again, you've got a menu that

you can choose from. You've got the capacity to download it here.

You've got the capacity to print. You've also got the capacity, which I

think is a really groovy one...is that you can choose whether you

want the Level Descriptors, which I would say you would always

need to have, the Content Descriptors - not necessarily, but mostly -

and then Achievement Standards as well. And you can have all three

together.

It also enables you to move across here. So, with this one,

I've got the primary strand here, in terms of Levels 5 and 6. So, this

is what you should be able to do at the start of Year 7. So, this is

what would be...assessed against Achievement Standards at the end

of Level 6. So, there's 5, 6. So, this is where...if you're a Year 7

teacher, this is perhaps where you might be starting. This would be

where your students should be coming from. Then, at 7 and 8, so at

the end of Year 8, this is where they should be. And at the end of

Year 9, this is where you should be. So, you don't have to have all

three. You can just have two. So, again, you can move not just here

to show the view, but also across in terms of your levels there.

So, if you want a little bit more detail in things, this is, again...well,

I've just clicked on Content Descriptors only. So, this is digging down

into, say, for instance, at 7 and 8, Geographic Concepts and Skills,

under Place, Space and Interconnection. "Explain the processes that

influence the characteristics of places." So, that's one content

descriptor. If you require some more detail with that... And this is

where I've just done a screenshot of 7 and 8, 9 and 10. So, the one

that I was just talking about is this one that's found here - "Explain

the processes that influence the characteristics of places." You'll

notice... And I know it's a little faint, and for those of you who may

not have seen it before, you might need to look very closely. But

when you go back over this presentation, you'll be able to find it

again. This is a Victorian Curriculum numerical link. And if you click on

that - abracadabra - up comes the Content Elaboration.

So, "Explaining processes that influence the characteristic of places"

is very much geography-speak. So, what does that actually mean?

As a teacher, what do you need to plan in your teaching program to

actually make sure that you are addressing that content descriptor?

You could follow...you should follow these four key points. So, this is

where it'll, again, dig deeper down into more specific geographic-type

things. So, "Explain the processes that influence the

characteristics..." This is where you might be looking at the physical

causes, the temporal, the time patterns and spatial patterns of an

atmospheric or hydrological hazard. So, I'd like to pick up on this

particular one for droughts, with that example that I used, and I'm

about to come to the slide, again, of Lake Burrumbeet. The impact of

drought on that particular place is significant, as are storms. But in

sunny, beautiful Ballarat, we don't suffer from tropical cyclones. But

flooding is something that, in my lifetime of living in this region,

we've certainly had through. So, they're typically the sorts of

processes that influence the characteristics of those places.

And, again, that numerical code for the Victorian Curriculum is here.

And if you would like to click down here, some of these actually have

FUSE resources that are linked with that as well. I know a number of

you would be used to that sort of resource being available to support

your other teaching. So, that's how you get down into FUSE.

So, the next thing I'd like to cover is, "How can you link the curriculum

to overall school planning and planning your classes?" So, this is

bigger-picture stuff. And what have we got to support there? So, first

of all... And this is a support resource for what I would see at a

school level. So, this is what we call the Victorian Curriculum Planning

Resource. And, again, I've just done a screenshot of that. But this

enables you to get in and give some examples of how you can do

whole-school planning. So, the curriculum looks like this on the set

curriculum page, but how can you actually plan it to fit into your

school context, to suit your students and your staffing needs and so

forth? So, this is a tool that you could use at a school level. So, I've

just done a screenshot of what that looks like. I don't intend to go

into it at all today. I just want it to be a resource that some of you

may find that you need to use, depending on your particular context.

So, I did talk a little bit before about Learning in Geography, how to

be geographic. Well, it's about using those geographic concepts that

I talked about. So, at a secondary level, between Year 7 and Year

10, students' Geography studies are geared around seven concepts,

but those concepts are incrementally introduced through their journey

from F to 6. So, at Foundation to Level 2, there's particular emphasis

on place, space and environment, and also studies at a very

personal...a local scale. And then, basically, as they go up towards

the higher end of the secondary school, they go into more complex

geographic concepts, such as interconnection and so forth. Although,

actually, interconnection is something that...which is basically, if

you're looking at interconnections, looking at links and effects

between places and people and environments, so, actually in the F–2,

that's when it's first introduced. So, that relationship about, say, for

instance, a student and their immediate surrounds, their location,

it's important that's emphasised. But the interconnections, the

relationships, become more complex as they go up through the

secondary school, even though they're still

doing...acknowledge...application and identification of that concept of

interconnection.

So, again, this is back on the landing page, and that's where...if you

want to know further about those concepts, go to Learning in

Geography and find them there. And here they are, in bolder print,

in terms of things. But what I thought I would do is, particularly for

those of you who are not so sure what some of these may mean,

like I just said, application of them... So, students should be able to,

first of all, identify them, and then apply them.

So, how could you do that, given a particular place? So, my special

place that I want to use today is Lake Burrumbeet, because it's my

local area. It's just a little bit up the road - a bit too far to walk, but

it's not in terms of driving and so forth. But it is a really important

local resource to our local, I would say, Ballarat community. So, if

we're going to go through those concepts, let's start at the most

basic, which is place. So, the place of Lake Burrumbeet is here, as

shown there. So, where is that place located on the earth's surface?

So, as geographers, we often show that by longitude and latitude.

So, that's a specific point. This is where Lake Burrumbeet is located.

So, that's what we call absolute location. We can also say that Lake

Burrumbeet is 20km north...sorry, west-north-west of Ballarat. So,

here's central Ballarat, with the gorgeous Lake Wendouree. And if

we go west-north-west 20km, we get to Lake Burrumbeet. So, that

is giving its location in relation to somewhere else - perhaps

somewhere else more important - so that people who are not familiar

with that area may get some bearings about where it is. And that's

what's known as relative location. So, both of those types of

locations indicate the concept of place.

The next one is space. So, Lake Burrumbeet, at the moment, looks

very similar to this. It's quite healthy. in that the water levels are quite

high. We haven't had an algal bloom for about three months. So,

they've been able to fish and water-ski - and loudly jet-ski, but we

won't go into that. Some of you might be jet-skiers, so I don't want to

upset you there. But that is very typical of what it looks like. But why

is it like that? Because it's part of this substantial Western District

Volcanic Plains. So, it's a flat area. This lake is very shallow. At the

bottom of it is a significant layer of basalt, which traps the water and

enables the water to actually collect and form into a lake over time.

So, if we have significant times of low rainfall, and actually no

rainfall... Like, typically, from 2014 onwards, Lake Burrumbeet was

dry. So, the jet-skis had to sit in the garage, but the motorbikes could

come out and they could actually go across the so-called pan of the

lake and that. So, how it fits into its region, its surrounding space,

that flat volcanic plain, is an example of space.

It is a lake environment - it's what's called eutrophic lake, which is a

lake that fluctuates in its height, according, very much, to the local

rainfall regime, and it's significantly susceptible to different levels of

oxygen. And at particular times, when it gets shallow and particularly

warm, that's when we get the algal bloom. So, it's an environment

that has, in its natural system, quite a lot of change built in. But, also,

it's a lake that has been modified. The catchment area of it has been

modified, because surrounding this lake in this region, including our

farm, which is just down here, this region here, they significantly

impact on it in that some farmers have got an irrigation licence to

remove water from here and supplement their rainfall to irrigate

their crops - their pasture crops. And it has significant... When you've

got 28 ski boats, like there was two weeks ago on a Sunday

afternoon, that I counted, that has a significant impact on that

environment as well. So, the environment is the natural environment -

in this case, the lake environment - but also that human environment

about this growing expanse of Ballarat, that urban...growing urban

area within 20 kays of this lovely lake. And, so, therefore, that lovely

lake is often very, very popular. So, that environment is important.

In this Western District lake system, the local lake system, we have

the lake which is just to the north-east, which is Lake Learmonth. So,

in terms of scale, the next geographic concept, Lake Burrumbeet is

considered to be a larger-scale lake than Lake Learmonth. And Lake

Learmonth's considered to be a larger scale lake than, say, Lake

Wendouree. Both of these are natural lakes. Lake Wendouree is

not...it's a human-induced lake - so it used to be a swamp in the

original ecosystem. Now it's actually a lake, but it's very much

human-managed influence. Yeah, these are the natural lakes. But in

that sense, scale-wise, Lake Burrumbeet is considered to be a

large-scale lake. Obviously in comparison to, say, Lake Eyre,

Australia's largest inland lake, it's tiny...of a much more smaller

scale. So, scale is often used in geographic terms as a measurement

against two similar bodies, but of a different size, a different scale.

So, I've already talked about change that's been brought about in

terms of natural change, to do with the impact of the rainfall patterns,

the impact in human evidence, in terms of change with the growing

expanse of Ballarat, and the pressure being put on this great

recreational resource, and how much Ballarat people love going out

for a drive, taking their boats, taking their jet-skis, taking their fishing

boats, catching their redfin, all those sorts of things. It's a really

popular sort of area. So, significant change with that.

In that change, there's often a question of sustainability. And often,

people go to the first port of call with sustainability, which is what I've

really been talking about, which is environmental sustainability. So,

what does local rainfall regime implications have on this lake, in

terms of sustainability? So, can it support the fish and the gorgeous

pelican communities and so forth, depending on the rainfall? But also,

can it economically support a little milk bar and a caravan park,

which is just around there in the picture? So, that caravan park has

gone through phases in my lifetime of absolutely flourishing, where

people...it's been absolutely chocka, people can't book a site, to

closing down totally when the lake was dry. So, that sustainability

can be judged in terms of environmental sustainability as well as

economic sustainability.

The last, and often considered to be the most complex geographic

concept, is interconnection. So, with interconnection, the way I'd like

to present that is...it's basically what I've been talking about here -

so, the interconnection between Lake Burrumbeet and Ballarat.

So, as Ballarat grows... And we've had substantial growth in Ballarat,

full stop, but in particular this western fringe. So, these growth areas

of urban residential land-use changing from what used to be -

agricultural land-use - means that that urban area of Ballarat is

growing out, towards... So, that means there's a stronger

interconnection, a more important interconnection, between people

and that lake, and people wanting to use that lake for particular

purposes. So, there's a strong interconnection. There's also an

interconnection between a couple of farmers down here that have the

irrigation licences to grow their pasture crops to actually feed their

gorgeous Angus cattle, that go in to make certain hamburgers,

which we won't mention. So, that's another example of

interconnection in terms of the agricultural area and the movement of

irrigated water from the lake and so forth.

So, in that sense, geographic concepts - easy to cover. Pick a local

area, unpack it, just like I have. And hopefully, that'll give you some

sort of idea about where to start. So, the area that I was just looking

at particularly, perhaps, is, "Explain the processes that influence the

characteristics of places." So, it's that content descriptor in Levels 7

and 8 to do with geographic concepts in place, space and

interconnection. Also, I was just talking about urbanisation here.

Urbanisation has an impact on other environments, so these often

interrelate. So, it's where you choose that particular area that you

may choose as your case study and apply these to actually suit it.

So, use your location and use these content elaborations to actually

design what you're going to put into your teaching and learning

program. When you're designing a teaching learning program,

teachers always want to have resources and they always should

have resources. So, I'm just going to touch a few here.

First of all, let's start in our own kit bag, the VCAA - the Geography

Glossary, which is part of that landing page that I talked about. I

mentioned to you the example of, in the sense of place, 'absolute

location' is part of that. So, the Geography Glossary is obviously in

alphabetical order. It kicks off with absolute location. There's an

example of the definition of those. So, the Geography Glossary on

the VCAA Curriculum page is the place to go to unpack some of

those things. Also, you've got the content elaborations and the

subsequent... often the FUSE resources that go with that as well.

So, that's another place that you can go to get resources. There are

two other really important, I think, support mechanisms for

geographers. One is at a state level, and that is the Geography

Teachers' Association of Victoria. If you're not a member or your

school is not a member, I would strongly recommend to you that you

become a member. So, I'll just flip through...

I've just taken a couple of screenshots of part of their website to say,

"Well, if I'm going to go to my learning area and say I'd like school to

join this, then what am I going to use as my arguments for why that

would be?" So, first of all, they do offer help with resources. So, if

you need to have some assistance, which you can obviously get from

me as curriculum manager, but some assistance in planning, "What

does this look like in your school context?" then, by all means, Jane

Bellamy, who's the education officer, is very much part of that

support. And Jane and I often work together in supporting schools in

that sort of sense. So, she could point you in the form of resources.

They offer professional learning - like, I know they've got some

particular geospatial technology free Esri workshops for last

Thursday, tomorrow night and next Thursday. Quick, jump in,

one-hour, very specific, um, Esri developed... So, they're the sorts of

things that GTAV offer.

And they do have resources. There's journals, news, primary

resources, secondary resources, landing page there, VCE

resources, fieldwork resources, some particular spatial technology

resources, which they've actually done some quite exciting ones to

do with F–10, linking these to spatial technologies and fieldwork. So,

they're examples that you're able to purchase from them. The other

thing I'd like to put out to you is that the annual conference for GTAV

this year is a little bit different because it's on the 16th of May. And

the AGTA conference, which is the national body, is in late

September, very early October. So, 29th, 30th of October... Sorry,

29th, 30th of September, 1st of October for AGTA. And on that note,

the AGTA home page leads you into a resource which was

developed some time ago, but it's also just undergone a major

refurbishment in terms of being updated with more recent links and

so forth.

So, it's a resource known as GeogSpace. If you type this in, you

need to make sure that you haven't got a space between the 'Geog'

and the 'Space' there, with AGTA. But, again, that's the landing page

for AGTA, but, again, navigating the site, you can click in here to

whatever years you would like. This is designed to support the

Australian Curriculum and, again, really strong parallels with our

curriculum. So, they are not a bad starting point in terms of things.

Sometimes, people are looking for exemplars and they contact the

likes of me, the VCAA's curriculum managers. And in some cases,

we do have exemplars available. But not...I couldn't actually point

you towards any geographic ones right now, but AGTA actually do

have some, in terms of things here.

So, for those of you who are interested in that particular aspect to

inform your planning for your teaching and learning program,

exemplars are available in GeogSpace. Or you could go to the

conference at the end of September, 1st of October, and meet with

some people and do those sorts of things. Now, last and certainly

not least, I'd just like to go over how you can assess against the

achievement standards. So, the achievement standards in the

Victorian Curriculum... Now, I know some of you will know this

backwards and forwards, but some of you won't. They appear at

particular key milestones. So, at the end of Levels 2, 4, 6, 8 and 10.

So, if you go into the curriculum documentation that I showed you

before, that really busy page, but you go right down the bottom here,

you might be able to just see - and, again, I apologise for the quality

of this - but you probably can see the bold type "Achievement

Standards". So, this is where you find the achievement standards

when you click on the menu beforehand to say, "I would like to see

the achievement standards." This is where they live, this is where

they sit and this is what they look like. Again, this is a little bit blurred.

So, by the end of Year 8, these are the aspects of Geography

learning that you need to assess. By the end of year 10, these are

the same in terms of what you need to assess in terms of

Geography skills and knowledge. So, in terms of how you do these,

when you do these and sometimes how often you do them, is entirely

up to a school decision.

So, again, I'll put a...a reach out to you in that a lot of this has been

designed as a general introduction. So, hopefully, that will get you

kick-started on supporting you going through the Victorian

Curriculum, Geography. If you have any specific questions about

"How can you tailor it to your particular school needs?" and all those

sorts of things, the best thing to do is to contact me. Now, you can

either contact me on the Skype number that's given here, the 9059

5143, or my mobile. This Skype phone is switched through to my

mobile at the moment because I'm mostly working from sunny

Ballarat. But if you would like to contact me, please leave your name

and number and where you're from, because I have no way of

tracing where the call has come from. So, just be mindful of that.

Other people may prefer to actually email me.

So, it's Leonie.Brown4... Yes, there's four Leonie Browns in the

education system. I'm... That amazes me. But anyhow, I'm number

four and I just have to come to terms with that.

Leonie.Brown4@education.vic.gov.au. And down the bottom of the

page is just a link that you can use for further advice about the

implementation of F–10. And some of you may have even had your

ears tuned in that currently we're going through a review of the

National Curriculum with ACARA and we've been involved, working at

a national level with that. So, that happens first and then, surprise,

surprise, we're going to revise the Victorian Curriculum throughout

these coming months and coming years. So, that's certainly on the

cards. So, if you'd like to be updated about those sorts of things go

on that link. And thank you to Alicia for putting that on. Now, it's

question time, which really means it's 'cup of tea sip' time for me.

**Leonie Brown:** Sometimes...

**Katerina Poropat:** Thanks, Leonie.

**Leonie Brown:** No, that's OK. That's fine. Can I, in my presentation,

just say a huge thankyou to the support being offered by Alicia, who

has been support behind the scenes, in many ways, but really

important to actually put this presentation together, support your

registrations and so forth. And a special thanks also to Kat for

actually chairing today. And she's going to chair the question session

now. So, over to you, Kat.

**Katerina Poropat:** Thank you very much, Leonie.

I might just get you to mute your microphone.

**Leonie Brown:** Yes, I'm doing that... Alright. It's OK.

OK, now... Yeah, OK.

**Katerina Poropat:** OK. So, during the session, we had a question

that came through about the concepts. So, "Is there any plan to

connect the 7-10 concepts "with the VCE concepts?" And then that

was just followed up just with a part two - "Because at 7–10, they

use 'SPICESS' and then at VCE, it is completely different, so the

preparation for senior study in the middle years is limited, so just

wondering if there's any plan to rationalise these two."

**Leonie Brown:** The new version of the VCE study design is more

aligned, much more aligned, to the F–10 curriculum in terms of that.

So, this year, due to COVID, is the last year of the current study

design, the older study design. So, as of next year, they will be

aligned in terms of that. So, yes, that has been...that has been

addressed at VCE level in terms of things. Now, I think I've answered

the first question, Kat, but I'm not sure about the second one. So,

can you just outline that one to me again?

**Katerina Poropat:** It was a bit of a two-part for that one. So...

**Leonie Brown:** Right.

**Katerina Poropat:** Because the Years 7 to 10 use 'SPICESS' and

then, VCE, it's different. So, I think you've possibly addressed that.

But, um...

**Leonie Brown:** No, I...

**Katerina Poropat:** If there's any other questions, please put them in

the Q&A box about that and we'll address that.

**Leonie Brown:** Yeah, that's good. Although could you... Could I just

ask the person who's asking the question about SPICESS? Now, I've

been around a long time and lots of places and I've used lots of

acronyms, but I honestly don't really know what someone is talking

about with SPICESS to do with, uh... So, not unless it's "space

place, interconnection, change and environment". That might be it.

Yeah, that could be it. So, um, can I just see...?

**Katerina Poropat:** Have you got access to the...? Yeah, if you can

see the Q&A, you might be able to see it.

**Leonie Brown:** No, I can... No, I can't. No. I've only got access to

chat there. So, I might need to rely upon you. But I think...if that's

what they were talking about with SPICESS, then, certainly, that's

covered, yes. But, look, one of the most important things that you

can do is just get kids to identify, when they're being a geographer,

when they think geographically, and they'll think geographically if they

go and use those terms to...focus upon a particular aspect of a place

or an environment, and what's special about the place, what's special

about the space, what environment, what interconnection, what

change takes place. How should we manage changes?

Geographers, we often are the people who solve those problems of,

"How do we change the place so it can be more positive "and how

do we manage it appropriately?"

**Leonie Brown:** So, hopefully, I've covered that there, Kat.

**Katerina Poropat:** Thank you.

**Leonie Brown:** If not, I'm more than happy for people

to contact me outside time, that's fine.

Is there anything else?

**Katerina Poropat:** So, not at this point but we're going to hang

around for about another five minutes. If people want to put some

questions in that Q&A box, we can address that now. Otherwise, we

can move up onto the previous slide. And if any questions come up at

a later stage, you can contact Leonie directly.