**KATERINA POROPAT:** Good afternoon, everyone, and welcome to the first webinar for the series. Today’s session is Overview of the Victorian Curriculum F–10, including navigating the websites.

My name is Katerina Poropat and I’m the project manager in the Victorian Curriculum F–10 unit here at the VCAA. It is my great pleasure to introduce you to the unit manager for the F–10 unit, Craig Smith, who will be leading our presentation today. I would also like to acknowledge and thank Alicia Farrell from the 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 a Q&A box has been set up. We invite you to put your questions and comments in here, and this helps us to ensure that all your queries have been attended to. When you use that Q&A box, please make sure you select ‘all presenters’ so that all panellists can see your queries as they come in. And we’ll answer these in two ways. Firstly, we may type the response in directly and then all participants should be able to view and see these. Or secondly, there will be a Q&A forum at the end of this session, and I’ll read out those questions as they come in and Craig will provide the answers to those.

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 uploaded onto our VCAA F–10 resources web pages under the Professional Learning section.

Before we begin, we will start with an acknowledgement of country. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples’ spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region. I would like to pay my respects to elders past, present and emerging, for they hold the memories, traditions, cultures 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 just going to throw over to Craig to start our session for today.

**CRAIG SMITH:** Many thanks, Kat, and Alicia in the background. Before I start, I too would like to acknowledge the traditional custodians on the land that we meet on today and give my respect to elders past, present and emerging.

OK, today’s session is the first of nearly 40 webinars the F–10 unit’s going to be running across semester one in 2021. This one in particular is the first of a series that deals with a comprehensive introduction to the Victorian Curriculum F–10.

So, before we get into each curriculum area, we thought it would be really useful to do an overview, an introduction to the Victorian Curriculum, what it is, where it came from and where we can find it.

So, as Kat mentioned in her preliminary remarks, all sessions will be recorded, they will be transcribed and along with PowerPoint we’ll publish them on Victoria’s F–10 resources page. We will actually show you where that page is later in this presentation. Past recorded sessions are grouped by topic and include past presentations from 2020. The idea being that over time we want to build an extensive portfolio of curriculum support webinars that you can go back to at your leisure and go after a particular topic. And as always, the VCAA welcomes feedback on this and all the other professional learning sessions that we’ll be running, as well as we’re always really interested in getting your requests for new sessions and in particular on which curriculum topics you’d like more either clarity, a deeper understanding or even just have a professional conversation about. So, again, at the end of this we’ll throw up a slide with contacts. Feel free to get in touch with us, put forward some suggestions.

So, as I mentioned, today’s session is the first of a large program of 33 webinars the VCAA is running to introduce the Victorian Curriculum. These other webinars will cover each individual learning area or capability with a session dedicated for primary schools and a session for secondary schools. So, in other words, we’ll be running a webinar on English F–6 and then English 7–10. And we’re going to work our way across all the various curriculum areas that currently make up the Victorian Curriculum.

What this session today is going to cover... Give me a moment. Sorry, I’m just going between screens, so just bear with me if it looks a little juddery at points. So before we start these other sessions, as I said, I thought it would be beneficial to give an overview, and we’re going to run through the curriculum, the background. I really want to set the context because I don’t think it gets said very often around the where and the why fore of the Victorian Curriculum. And then I’ll step through where you can find it, and other useful curriculum support resources. As I go, Alicia will be popping in the chat box the relevant URL addresses.

Alicia, could I get you to change slide, please?

Alright. I thought it’d be useful to start with who we are, which is the VCAA - Victorian Curriculum Assessment Authority. We’re an independent statutory authority. Though we’re funded by the state of Victoria, we sit alongside the Department of Education, so we have, as I said, a degree of independence and we report back to the Minister of Education. We service all education sectors in Victoria. So obviously, government schools, Catholic schools, independent schools, and also, we do give curriculum assistance to those who educate from home. So as an organisation, we provide the curriculum and assessment services to all those sectors, and we offer curriculum services for from birth to eight, which is the Victorian early years learning framework, all the way through to senior secondary pathways. The F–10 curriculum is essentially for Prep to Year 10 students, so that’s to say the first 11 years of schooling in Victoria.

So, before I get too deeply into it, I just want to use or alert you to the common...or the way we talk about curriculum when we talk about the Victorian Curriculum F–10.

So, the curriculum in this context describes a common set of knowledge and skills required for all students for lifelong learning, social development, and to be active and informed citizens. The curriculum at this level sets out what needs to be taught and learned, but it’s over to teachers and schools to decide how it’s to be taught. So what that really means is that schools have an incredible amount of flexibility to choose what texts, what pedagogical approaches, timetabling and sequencing, and I’ll cover...I’ll touch on this later. But the point is, the curriculum is also silent on how schools are to implement the curriculum as a teaching and learning program. Hence why, as I said, there is no time allocation, there are no prescribed texts, etc, at the F–10 level.

The Victorian Curriculum is mandated by the school sector authorities for Victorian government and Catholic schools. Independent schools can use the Victorian Curriculum as an analogue of the Australian Curriculum.

So if... Sorry, I’ll just step back one.

So where the Victorian Curriculum came from was 2008, all ministers of education in Australia came to an agreement and issued a communique known as the Melbourne Declaration On Educational Goals for Young Australians. And the purpose of this was essentially to address educational inequality, which was identified as a major cause of holding back too many young Australians from realising their potential. And among the various initiatives was the call to establish Australia’s first national curriculum. The language it used was that all young Australians should have access to the same entitlement of learning as set out in the national curriculum. This national curriculum became known as the Australian Curriculum, and it’s the basis of the Victorian F–10.

So why have we got a Victorian curriculum rather than just the Australian Curriculum? Well, as I said, the Victorian Curriculum F–10 is closely based on the Australian Curriculum. I would estimate about 90% of all the content that we publish underneath the sign of the Victorian Curriculum is the same as what you’d find on the Australian Curriculum. But there are some additional elements that best suit Victorian needs. And the main differences here, we’re explicit in the way we treat the capabilities. That’s to say in the Australian Curriculum, they currently offer seven general capabilities. We offer four, but we include content descriptions and achievement standards behind each of those capabilities.

Another point of difference is how we organise English. Here in Victoria we have a long tradition of organising English under three modes, which we’ve incorporated in the Victorian Curriculum, and there’s also a Victorian English as an Additional Language curriculum. This was first put out for consultation in 2015/16, and last year was a crossover year where teachers could choose to use the EAL curriculum or the curriculum it replaced, which was the AusVELS Companion to EAL. From this year onwards, the Victorian Curriculum EAL curriculum has been mandated to all government and Catholic schools. My point being, just simply, it’s another point of divergence from the Australian Curriculum.

Last point at this very general introduction, background and context – the Victorian Curriculum, like all other curricula in the state of Victoria, is open to continuity and change. By that, what I mean is that on average, about every six to seven years in Victoria since the mid ‘90s, we’ve introduced a new Prep to Year 10 curriculum. That’s to say in 1995, the first one was the Curriculum Standards Framework, which was updated and replaced by the Curriculum Standards Framework 2, which in due course was replaced by the VELS Essential Learning Standards in 2006. And then in 2013, we released a hybrid between the Australian Curriculum, because remember, the Australian Curriculum initially only developed four curriculum areas. So in order to have a full curriculum to offer teachers, we included the first four Australian Curriculum learning areas, along with the remaining Victorian Essential Learning Standard areas. And that’s why you had this sort of ugly acronym called AusVELS for four years. 2017, the Victorian Curriculum F–10 was mandated for all government and Catholic schools in Victoria.

So, behind that is a process of review, of consultation, of release and of implementation. And the cycle is approximately every six to seven years. One thing I want to say straight off the bat is the consultation is intense and exhaustive. We... Our main stakeholders are other teachers. So we engage with conversations. We get research around what is working in the curriculum, and what’s not working as well, and come forward with some options around how we could improve it. But I guess my main takeaway would be this is not a sudden process. It’s generally done across two years of consultation, drafting. And then we put out a version of the next curriculum for schools to trial, to familiarise themselves and, all going well, it’s the following year that implementation occurs. So it’s not a rapid process. And the idea, as I said, is we’re trying to hit that sweet spot between a curriculum that is up-to-date and relevant but by the same token, it’s not changing every year or every other year. And we think six to seven years is about the right sweet spot, if you will, between ensuring a curriculum that can do its job, but at the same time does offer continuity.

So let’s get into It. The F–10 curriculum structure. We have a common structure across all the learning areas and capabilities. That is to say, the key elements are content descriptions and underneath those are elaborations, and I’ll get to those in a moment, and achievement standards. In addition, we have three cross-curriculum priorities.

So, a content description is simply specific and discrete information that identifies what teachers are expected to teach and students are expected to learn. This is the knowledge and skills that have been explicitly expressed, and this is the element that is mandated in the curriculum. For each content description, there are generally a number of content elaborations. These are examples of how the curriculum may be transformed into a classroom activity or learning opportunity. And as the slide says, the elaborations are advisory material only. They are not mandated. They are really just to help your understanding of what a content description…of what the aspect of knowledge and skill that sits underneath, whether that’s English or science or whatever, what it could look like when it’s translated into a teaching and learning program and enacted in a classroom.

The other element that is key in the curriculum content is, of course, the achievement standards. If the content descriptions set out what needs to be taught and learned, the achievement standards are the criteria against which a teacher using a non-balanced judgement can make an informed decision around how well the students’ progress of learning is happening. So these achievement standards, they describe typically what a student is able to understand and do and are the basis for reporting student achievement. Achievement standards are provided at each of the 11 levels for English and maths, and at the end of either a 5 or 6 band for all the other learning area and capabilities. I’ve got a little slide that pictorially will show you this. Thank you, Alicia.

So what the slide is doing is showing you where the achievement standards fall. So if you look from Foundation to the right, the first thing you should notice is that for Foundation there are only five... The achievement standards are tied to four learning areas and one capability, so... And that being English, maths, the arts, health and physical education and personal and social capability. And the idea behind that is Foundation is essentially for students who have entered schooling, formal schooling, for the first time. The key knowledge and skills we want them to be taught and to start their learning journey essentially is around English, maths, the arts – to retain that idea of creativity and celebrate it – health and physical education - how to look after your body, how it works and so on, the importance of movement - and personal and social capability, which makes explicit skills like how to get along with each other. So the reason why at Foundation there is this emphasis on an achievement standard in those areas is to support the learning needs of very young learners as they enter into the school system.

I did mention...

So two components are learning areas and capabilities, which collectively we call curriculum areas. The other component or element are cross-curriculum priorities. And these are Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and sustainability. What these are, the cross-curriculum priorities, are a lens or a way of seeing how the curriculum can be organised to engage students with one of the particular priority areas, with the knowledge and skills to be taught and learnt that are already embedded in the curriculum areas of the Victorian Curriculum F–10. What that means...

Sorry, I’ll just go back. Alicia, I might just drive this, otherwise I’m going to get out of sync.

The cross-curriculum priorities don’t have content underneath them. There are directions or ideas around how you could use these as, as I said, a lens. But they don’t have content descriptions or achievement standards. The idea is relevant content descriptions and achievement standards are already embedded in the curriculum. What, say, for example, the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures will do is map out where you can go across the curriculum to find appropriate content descriptions to engage, in a meaningful way, this cross-curriculum priority.

So, the curriculum structure. This is straight off the landing page on the F–10 website. You can see at a glance what’s underneath the learning areas and what’s underneath the capabilities. So just a word, the arts, even though they’re sort of spread out across six, what the arts call ‘disciplines’, we tend to refer to them as ‘the arts’. It’s one curriculum area that has those areas of specialisation. Whereas underneath the humanities, civics and citizenship, economic and business, geography and history really work more as stand-alone curriculum areas rather than being all compressed underneath the humanities.

A couple of years ago here at the VCAA, we started playing around with the way we presented information, and one of our curriculum managers came forward with this as a design of trying to visualise the way the curriculum exists in a holistic way, as a curriculum, but also as discrete...what you’d call, like, the learning areas and capabilities, at their own discrete knowledge and skill.

So, what this diagram is trying to do is represent both the things that are discretionary to it, like the arts or English as its own area, but these areas also intersect and lean on other parts. For example, the skills and knowledge a student will learn in English can be applied into health and physical education, and clearly into languages. The other thing we wanted to pick up was the intersection between the cross-curriculum priorities, and these are these three tram tracks that are running right through the middle. And visually, what we’re attempting to do is to demonstrate that they have a relationship. Even though they have no content of their own, it is a theme or a lens that you can pick up on knowledge and skills that are expressed elsewhere in the curriculum to engage in a sustained way in one of those cross-curriculum priorities.

Underneath the curriculum is this idea of that there is a progression of knowledge, concepts and skills starting from Foundation, which, as it sounds, is the starting point of a student’s education and progressing up and along. And the achievement standards follow that progression along a continuum of learning. It’s one of the reasons why the curriculum is presented by levels rather than year levels. The idea being that really the curriculum is trying to articulate the knowledge and skills that are required, as opposed to, you know, Prep, Year 1, Year 2 and so on, are the way schools organise a cohort of students into a particular class. Sometimes those two things coincide and sometimes they don’t. What I mean by that is for students perhaps coming into our system from overseas, refugee students in particular, who may have not had access to much in the way of formal schooling, it would be appropriate that they would start at a lower level which matches what their learning requirements are, as opposed to what their age cohort is. I mean, obviously, they would accelerate faster through the system. But my point is the curriculum is presented in a really flexible way so teachers can actually make judgement around what is the best fit in terms of providing a curriculum that supports a student’s learning needs.

So that was the curriculum in a nutshell. I just want to quickly take you through how you find the various different parts of the curriculum. And I’m going to cover these four topics. The F–10 website, the curriculum resources, we also have the curriculum planning website and the Bushfires Education website.

So the first one I want to draw your attention to, this is the Victorian Curriculum F–10. I want to say a number of things. One, it’s the definitive version of the Victorian Curriculum. This is where you need to go to make sure you’ve got the actual Victorian Curriculum. And the way to tell is, first of all, look to the banner. You’ll notice that the Victorian Curriculum name and logo is there and also the VCAA logo on the right-hand side. There are many sort of different websites, people wanting to sell you things around curriculum and curriculum resources. When you’re looking for the definitive version, come to the website, especially when you’re doing things like curriculum planning. And I would always start afresh with my material from here rather than recycling curriculum plans that may have been handed down across a couple of years. And a simple way of going back to it – bookmark this page as one of your favourites.

How it works is fairly basic. The black menu bar along the top, which I’ve highlighted in red, has a series of drop-down menus. Choose which one you want to go to. That’s consistent across all the areas of this website.

The other thing I want to point to is – it’s got a gold ring around it – this is the download function. It’s really where you go, first of all, to select which different parts of the curriculum you’re interested in. You can download these as either PDFs or Word documents and you can then print it out if you want a hard copy or you can, especially if you capture it in Word, you can cut and paste it into your own documents. We also offer a full version of all the curriculum content on that download page as an Excel spreadsheet. It’s huge. Some people use it because they want the various codes and what have you because they use it on another program. So if you’re looking for downloads, for things you want to print and so on, click on the download button and it will take you to a download screen that gives you different options in terms of selecting what part of the curriculum you wish to either download or print.

I’ve highlighted the curriculum areas again in the green box. You saw that a couple of slides ago.

And finally, in the body of the text there is – you can’t really see it at this scale – but there are several short cuts to either the F–10 resources, documents like the curriculum guidelines, or to other F–10 websites. These are highlighted in the blue. They are a hyperlink, click on them, and I’m going to take you and show you where you come out later on in this presentation.

So I’ve gone...I’ve selected from the curriculum, health and physical education. So, it takes me to the health and physical education landing page. First thing I want you to notice is that in the black menu bar just underneath the Victorian Curriculum Foundation to 10 banner, ‘Curriculum’ is actually bolded. It’s white, it stands out. It tells you that you have selected a curriculum area. Underneath health and physical education, is an ‘Introduction’ and ‘Curriculum’. Introduction is bolded, again telling you that you’ve selected the introduction option. And underneath that are introductory materials - rationale and aims, structure, learning in, scope and sequence, resources and glossary. And this is the same across all our curriculum areas. It’s the same structure.

I would urge you, if you hadn’t had the opportunity, take your time as you read the rationale and aims. You’ll probably only read it once or twice, but it really helps set the scene around some of the scope and the thinking behind why or how this particular curriculum area will work.

My colleagues over the next 33 sessions will be going in a great deal of detail to each and every one of the curriculum areas. But I thought it would be useful to actually see how they work in a consistent manner right across the site.

If you chose ‘Curriculum’ rather than ‘Introduction’, and if you look, it’s hard to tell, but ‘Curriculum’ is actually bolded white. You know, it stands out more than ‘Introduction’. Again, it shows you that you are now on the curriculum page. I’ve ringed this little area called ‘View’. Our default setting is the middle view option, which basically is what we call the slider view. It presents three levels of curriculum at a time. So the middle curriculum is your target curriculum, to the left is a level before and to your right, a level above.

In the gold ring, if you wanted to jump, you know that... For example, you’re interested in the level five, six of the curriculum, you could just simply click on five, six...levels five, six in that menu, and the website would take you there instantly. Or the other way you can move this along is in the green ring, is just a ‘Next’ button with an arrow. And what that does is it just slides the curriculum along to the end. So that’s one way of viewing the curriculum.

Another way, if you selected again from the view… So I’m talking about what is there in the red ellipses. You can probably barely see it, but there’s a box with an E in it. E stands for elaboration. And if you clicked on that, what would happen is the view you’d get is the content description opened up with its elaboration next to it.

So what I’ve done is, even though it’s moved slightly, the gold ellipses is sitting pretty much on top of a content description and the elaboration is partly obscured by the same gold ellipses. But I think you get the point.

For those who have got exceptional eyesight, you can see that there is a code next to the content description. Only content descriptions have a code. And there’s no secret to it. VCHPE. Victorian Curriculum, health and physical education. And P is for... Oh, I knew I was going to forget this. Sorry. P is for...it’s the first letter of the strand... Just give me a second. Yes, sorry. P. First letter of the strand for personal, social and community health, and then it’s followed by a unique number. And, as I said, for all our content descriptions right across the F–10 website, there’s a code behind the content description. If you were to click on that, it opens up a pop-up box that also has the same version of the elaborations, but links you directly to some useful and relevant resources.

So that is a taste of the Victorian Curriculum F–10 website where the curriculum lives. The VCAA also offers additional F–10 Curriculum support resources. And they sit on the VCAA’s main website, so it’s a different website to the one we were just looking at. And ways of telling, again, look at the banner. What you will see here is underneath the Victorian Curriculum and Assessment Authority, it’s in the middle. It’s F–10 Curriculum. It doesn’t say Victorian Curriculum F–10 and the colours and the layout are slightly different.

So, just so you know where you’re sitting, before we were at the curriculum website - purpose built, houses the definitive version. This website is part of all the other VCAA resources – VCE, VCAL and so on. F–10 has a particular section in it. F–10 Curriculum pages is what you’re looking for. And underneath the F–10 resources, we’ve split them into basically three piles.

The first one is to do with curriculum area resources. So, following on the HPE theme, if I was looking for HPE resources, I would go in and look under the curriculum area resources. The one next to it, the cross-curriculum resources, are for those resources that work across curriculum areas. STEM, which is science, technologies, engineering and maths. Clearly, you know, comprises more than just one curriculum area. So we’ve got resources under there. Home economics is another one which touches on content from design technologies and some of the content descriptions under health and PE.

The third category is professional learning, and this is where this webinar transcript and recording will be found and it’s where you would go to find registration information around forthcoming professional learning opportunities.

We have two other stand-alone websites. This is the curriculum planning website. And again, there are links scattered all through both the curriculum F–10 website and on the F–10 resources pages. So the idea is that if you miss finding how to find these on those other documents, you will encounter them somewhere else on the website. And they go in both directions. So we have the stand-alone website dedicated to giving you support resources for curriculum planning. This site has both planning templates and advice and it basically maps out a preferred way that the VCAA would like to see the curriculum planned for, which is by four cascading layers – by school, by curriculum area, by year level, and down to unit and lesson plans. There is a lot of material on this site and as I said, you will be linked to it... Say if you went through VCAA’s F–10 resource website, through here, underneath the cross-curriculum area there will be a pop-up box with the title, Help Me Plan. One of the options in that will take you to this site.

Also, you know, if you get lost, there are some quick ways to find your way again. One is to go back out. I use Google and I also use bookmarks to mark my favourite because I know I want to keep coming back to certain entrances to these websites.

The final...last website that the F–10 unit is responsible for is the Bushfire Education website. And we’ve got some dedicated webinars coming up where we’ll be looking at this website in detail. But just really quickly, these are bushfire education resources that VCAA has commissioned and put forward. They’re aligned to the Victorian Curriculum F–10, and what they comprise of are a number of lesson plans really targeting students from Foundation through to about Year 8. And, I mean, this website came into existence following the 2009 Black Saturday bushfire and the royal commission. So, it’s a great set of resources that we update on a regular basis and are really keen for teachers to know about and to use.

So, that was a rapid, you know, transit through the F–10 Curriculum. I’ll now ask if you’ve got any questions, comments, if there are things you would like me to clarify, please put them into the Q&A box and hopefully Kat will alert me to them.

**KATERINA:** Yeah, so we’ve just had one question come through during this session regarding the levels for Arabic 7–10. So do we have the links in the chat box to the Victorian Curriculum page? I can paste it in here. But it would be located under the languages section and that’s where you can navigate to Arabic.

**CRAIG:** That’s correct. We’ve got 19 language areas underneath languages. So perhaps if either Kat or Alicia, do you want to go and do a live screen of the Victorian Curriculum and I’ll just talk my way through?

**KATERINA:** And just as a follow-on question, there was a query about the progression map as well for Arabic.

**CRAIG:** Sure. So, Alicia, can I get you to do the drop-down menu from curriculum?

**ALICIA:** Mm-hm.

**CRAIG:** And select languages. OK. Because languages is so large, it’s got its own landing page. And as you can see, down the left-hand side are all the specific languages that are incorporated into the Victorian Curriculum, including Arabic. We’ve also got some generic languages as well, like non-Roman alphabet languages and Roman alphabet languages. So, Alicia, if you could just click on Arabic. And click on the curriculum. And click on... It was 7–8, wasn’t it, Kat?

**KATERINA:** Yep, for levels 7–10.

**CRAIG:** OK, yep. So, languages is really interesting. They are split between two sequences. We offer them as an unbroken F–10 sequence, or from Years 7–10. The idea being simply, a lot of our students, when they finish primary school, change schools. So the idea is that when you start secondary school, you may well start a new language for the first time. So to support those learners, we have two sequences of language, one that is for...from first year of primary school all the way through, and that’s the F–10 sequence, and the second sequence is for those learners who start a new language when they enter high school, and that’s the 7–10 sequence.

So are there anything... anything more specific in terms of the question? The other thing I’d want to point out, too, is we will be having a webinar on, or a couple of webinars from my colleagues, in the languages unit. So they’ll be doing a deep dive, as they say, through the languages curricula.

So I, again I’d invite you, are there any questions or any comments or anything you’d like me to clarify in my comments?

**KATERINA:** And just to follow on through that question, the progression map for Arabic was also asked about.

**CRAIG:** OK, I’m not quite sure what you mean by progression map. So what we’re looking at is the curriculum that has, as I said, the content and the achievement standard. And you... A teacher would assess student progress against the achievement standard. OK, thank you. I can see the question. “We should report against achievement standards. Is there any template like other learning areas?” That would be... I’m not quite sure what you mean by a template. Let me be really clear about this. The mandate of the Victorian Curriculum Assessment Authority, we stop giving advice around reporting. Reporting is something that each of the school sectors give advice to their own schools on. We give advice and we support teachers to understand how to use the achievement standards for assessment purposes, obviously assessment of forms reporting, but we don’t actually give advice on how to report students’ progress against the curriculum. I know it probably seems a little odd, but that’s actually been a longstanding demarcation line here in Victoria. We did not give reporting advice in the VELS curriculum either, for example. So each, like, the Department of Education training, the Catholic Education Offices offer advice and give guidance around reporting. And that could be something, if you do come to the languages webinar, to put to one of my colleagues that you’re looking for different sort of assessment support, advice and, you know, could they give some suggestions, please?

Now, I’d invite any other comments or questions.

OK, so if no-one’s got anything coming forward, I would warmly invite you to go, if you haven’t done so already, look through the array of introductory webinars that are coming up over the next...in total, I think about 16 weeks, off the top of my head. There are 33 sessions, as we said. It’s free. You need to register for each session and you’re more than welcome to come, meet one of our curriculum managers. If you’ve got questions or comments that you wish to make, this will be your opportunity to engage with the curriculum manager in an area of the curriculum that’s of particular interest to you.

Thank you, Alicia. Alicia’s just popped up our contact details. So my name is Craig Smith. The F–10 unit has a generic email address. It’s there. Or I’m quite happy if you want to get in touch with me directly. And, again, so... Underneath – “For further advice about the implementation of the F–10 Curriculum...” Please also subscribe to the F–10 Curriculum Update. This is a subscriber list where when we are about to offer a new professional learning opportunity, we send the details directly to those who are interested in getting them. So I would urge you, if you haven’t done so already, follow up in the link, click to the subscriber update and keep in touch with what’s going on in the F–10 space.

OK, Kat, are there any other questions?

**KATERINA:** No, we haven’t had any other questions come through. But if any pop up that you want to ask at a later stage, please do email them through and we’ll address them. So, thank you all for attending today. I hope you enjoyed the session and took a lot out of it. And thank you also to Craig for hosting our wonderful session today and Alicia for all her work behind the scenes to make this webinar actually possible today. So, as we said, any questions, feel free to email them through. And thank you again. So I hope you enjoy the rest of your days.

**CRAIG:** Thank you and goodbye.

**KATERINA:** Bye now.

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