**Katerina Poropat:** Good afternoon and welcome to today's webinar, Introducing the Victorian Curriculum 7–10: Capabilities. My name is Katerina Poropat, I am 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 the capabilities, Monica Bini, who will be leading our presentation today. So before we get into our presentation, we'll 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, 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 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 that we don't miss any of your queries. When you use the Q&A box, please make sure you select all presenters so that all panellists can see your questions as they come in. We will answer these in a couple of 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 dedicated Q&A session at the end of the presentation where Monica will address these queries. The second part of our housekeeping is to let everyone know that this session is being recorded. A copy of both the recording in the PowerPoint plus a transcript will be loaded onto the VCAA's F–10 resources web pages under the professional learning section. A copy of the recording and PowerPoint will also be emailed to participants in the coming days.

So without further ado, Monica, I'll throw over to you for our presentation today.

**MONICA BINI:** Thanks so much, Kat, and welcome to everyone here today on this rather wintry afternoon. So, this is a webinar designed for teachers of 7 to 10 who are at the introductory level as far as capabilities go. So it's going right back to the beginning to have a look at a basic level, at the capabilities curriculum. We'll touch on planning, assessment and provide an overview of VCAA resources that we're publishing and continue to publish over time. And we will begin with a brief overview of the Victorian curriculum and then drill down into the detail of the capabilities using a couple of illustrative examples as we go through. So away we go.

So just to recap, the Victorian curriculum has a structure of learning areas and capabilities, and there are four capabilities, and we say that those capabilities have discrete knowledge and skills, but should be taught in and through the learning areas. And hopefully that will become what's meant by that or intended by that, will become a little bit clearer as we proceed through this webinar.

So why does the Victorian curriculum have a construct like this? Well, we do – when we say we, you know, the VCAA has the view that capabilities underpin flexible

and analytical thinking. That's not to say that learning areas don't, but we do think capabilities certainly do, at least as well. They do underpin a capacity to work

with others and an ability to move across learning areas to develop new expertise, so that transferability of knowledge and skills is, has the sort of feel of being a capability, doesn't it? This notion that we're really striving towards general skill development and obviously within a school context and all the practical constraints that that might have, and we'll touch on those a little bit later, too, in terms of, you know, how far down the road you want to go with competency-type teaching and assessment, which can be quite difficult to do with 25 students all at once.

So the Victorian perspective generally is that, as I said, the capabilities do contribute discrete knowledge and skills towards these things we we're talking about in the previous slide. However, you know, together with the learning areas, of course the learning areas help with those objectives as well. And we want them to be transferred too. We do think that research supports explicit instruction of capabilities. There's, it is a little contested, but we have taken the view that this is, you know, the research that we think is robust and... So in other words, it's really saying that students benefit from explicit instruction rather than osmosis. And it's not to say osmosis doesn't happen, in other words, they just somehow pick up some collaboration skills through the process or the experience of collaboration or some such capability without necessarily explicitly reflecting on that or being explicitly taught anything. You somehow experience getting better at it through experience. This may have happened to many of us, but it doesn't logically follow that if particular knowledge and skills are discrete, then merely learning the discrete knowledge and skills of one learning area, they'll somehow pick up the discrete knowledge and skills of another learning area.

So in other words... What we mean by that is that you, if you are collaborating, say, in the Science context or Drama or something along those lines... Does collaboration in Drama look exactly the same as collaboration in PE? Does it look exactly the same as collaboration in, you know, in a Science experiment or a STEM project? It may in some ways, but it may not in others, or critical thinking or intercultural capability and so on, ethics issues. There are some similarities, though, at a higher abstract level and in terms of transfer of knowledge, being clear about the concepts that are being developed and helping the students scaffold from one learning area to another is really the best practice if you can, but that requires whole school planning and quite careful planning. If you can't do that in your school for various reasons, you know, some schools work better than others in that area, then at least the students know through a process of reflection what the general concepts are that they've been learning, in terms of active listening or something along those lines, whatever the capability concept is that you're looking at, and that these are transferable to other contexts is something that you can at least make them aware of at the very minimum.

So the capabilities do represent increasingly complex knowledge and skills. They are discrete from other learning areas, but are identifiable nevertheless within learning area contexts so the capabilities can assist other learning areas to go deeper, in particular, where the requirements of those learning areas require students to engage with complex real world problems. Real challenges into the, what I liked to used to tell my own students, the sort of messiness of the world of how it actually is out there. And this is where the capabilities can come into their own.

So we have published a literature review on transferability of knowledge, and that includes some handy tips in it, actually, about scaffolding students and helping them with their transfer of knowledge between learning areas and also outside of school. Ideally, you want them to do it for lifelong learning. So that's been published on our overview of capabilities page, which we will get to see later on when we look at resources, if you want to know more about transfer of learning.

But in the meantime, just to note that in the Gonski report, remember that, that was huge news for a while there. It was recommended that capabilities, and remember this is a national report, so it's talking about general capabilities, have their status raised. We have learning progressions, clear instructed approaches to their, and I would add explicit teaching, assessment, reporting and integration with other learning areas, which, of course, we've done in Victoria, noting that we don't look after the reporting function. So I'll just be looking at teaching and assessment today and integration with the learning areas in terms of planning.

So on with a brief overview of each capability. However, before I do that, I just wanted to, I did pop this one in a little bit later. I wanted to talk about that mutually beneficial relationship and how learning areas and capabilities go together. And I wanted to use a very simple example that you may not necessarily do in secondary school, but it'll illustrate very quickly for everybody here what we're talking about and a kind of message. There's an underlying message here.

So imagine that the Science teacher says to the class, and I'm not a Science teacher, so forgive me. But imagine they say something like, well, if it's a butterfly, then it has this distinctive shape, and then the student, let's see what might be going on from the student end. So what this table here shows is what the distinct contribution that the Critical and Creative Thinking curriculum in this case can make. So the student knows in general that classification of things, I'm assuming here that the student knows this involves necessary and sufficient conditions, which underpins the development of appropriate criteria or the making of distinctions generally, and, of course, is related to science, but not exclusive to science. And that should be transferable – the notion of necessary and sufficient conditions, distinctions and then criteria, although, of course the transferability of that would require scaffolding.

Now we can say here that if the student is thinking, well, hang on a minute, did the teacher say it was only butterflies that had this shape? They're using reasoning and that is explicit for us content-wise in critical creative thinking. Well, what are the necessary and sufficient conditions for being a butterfly? Is it just this shape? Is that necessary to be a butterfly, and is that the only thing I need to know to be able to tick off this creature in my backyard as a butterfly? Is it sufficient, in other words,necessary and sufficient. But what are the necessary and sufficient conditions? Well, science supplies those. Are there other insects that have this shape? That's, again, a logical reasoning type of question, from Critical and Creative Thinking. Hang on, I'm assuming a butterfly is an insect. Is it one? And science will supply the answer to that.

Now, at this point, a lot of Science teachers will say, yeah, but Science teachers will unpack the Science curriculum to, you know, do that kind of critical and creative thinking with kids, which is great, which is one sign that you know you've made a strong link to a capability, by the way, if good teachers unpack the curriculum like this anyway. But what we want to do in Victoria, of course, is have guaranteed and viable curriculum for everyone and just make it easier for every teacher to see what those strong links are and to support whole school planning as well so that you can plan to more transparently see across curriculum areas what's being explicitly unpacked and covered. If you know that necessary and sufficient conditions are being unpacked explicitly in science and they are useful in all sorts of learning areas where you're trying to, you know, basically develop criteria, then that's useful for everyone else to know about in the school. So it helps to make sure things are transparent across the school, that, you know, this is explicitly taught to every student, and not just contingent upon, you know, a particular teacher on a particular day in a particular class. It's guaranteed and viable for everyone and hopefully can be built upon across the school.

And notice that I said there that necessary conditions are really useful across learning areas. So I am making a claim here that this is worth an effort in terms of unpacking the notion of developing criteria. It's worth an investment of time and effort. It will pay off all the way up to VCE and into doing your own research one day and developing your

Own, in fact, winning a Nobel Prize, you'd have to work with that new creature you've discovered in the jungle working out, you know, taxonomies for it. So it's, it is worth time and effort. It's an example of a strong link and you wouldn't, of course, go to all of that effort unless it really was a strong link across different learning areas for a particular thing. And so in that sense, it's not necessarily the case that all capabilities are linked as strongly to all learning areas as every other one. That's something that's a school decision and often contingent on how your programs are unpacked and constructed and what kind of programs, meaning the term we use at VCAA just for units of work. You know, what kind of programs are you developing, and the devil in the detail, to see what those strong links might be for you at your school and which capabilities and which learning areas.

So in terms of curriculum design, bearing in mind this is a base webinar for beginners, so reminder, content descriptions identify what's essential for students to learn. And we organise that into strands. In other words, we group together content descriptions that seem to have a lot of themes, we kind of construct themes around that or strands. We have a continuum of learning across the bands, so increasing levels of difficulty in one way or another and level descriptions provide an overview within a band. They're useful to read because it gives you an overview of how the curriculum works down, vertically if you like, whereas the achievement standards, reading across that way, is horizontal, gives you a good idea of how that works as a learning progression.

So we've done some of the work for you in those high-level, level descriptions, to look at the intended curriculum going down, should give you that overview of how the strands interrelate and might connect together. So in terms of critical and creative thinking we'll have a look briefly at each of the capabilities and then drill down into planning and assessment, so Critical and Creative Thinking has these aims. It's important to have a look at that front, all that front material on each of the capabilities, gives you an insight into the intended curriculum. And when we do curriculum design, we make the content accountable to these aims. And you can do that yourself in the learning programs that you construct. You want to keep your eye on the ball. Are we putting in place learning activities that are going to develop logical or support logical, strategic, flexible and adventurous thinking? Are we supporting the development of that?

And remember what I said before about this notion of challenge and setting up.

You know, you can see where those, ideally, learning activities like that are going to be the ones that support development of those dispositions where students really have to use the skills that they've been the target skills, and so on. So... Strands, in other words, here's how the content is organised in Critical and Creative Thinking, so there's content on the nature of questioning. There's processes and strategies for ideation or development of ideas. If you're trying to generate novel thinking, at least in relation to some problem that's being posed, reasoning is all about developing the knowledge and skills around arguments. And then metacognition is, as it says, there, strategies to reflect and manage your thinking, learning strategies or learning processes as well, and problem solving.

All right, in terms of Ethical Capability, this is the aims here. This capability is quite knowledge. It's all about knowledge, and the application of that knowledge is how you develop the skills. So Ethical Capability is really designed here for looking at ethical issues in particular and where there are dilemmas and it's contested around what the right or wrong, wrong thing to do might be. And this is where it's really useful if you want to look at issues about right, wrong, good and bad with students. And there is you know, there's more than one particular response. Teachers will say, well, I can't mark the students on their, you know, overall opinion because that's kind of, it has a subjective element to it. So how can I mark the work? Well, this is where ethical capability comes in. What you're looking at is the justification for that opinion, effectively. The strength of their explanations, drawing on ethical concepts that they've used to reach their conclusion. Not so much the conclusion itself. Obviously, the conclusion has to be coherent within the learning area context. And clearly, if a student is saying something that's just incredibly unethical, like, you know, violence is fine, then you might want to intervene as we would with school normally, or bullying is OK. You know, obviously that's unacceptable. But there are lots and lots of issues where they really are genuinely contested, and this enables you to really assess and work with students on ethical issues and provide them with really high quality feedback without getting swept up in the difficulty of whether you agree or disagree with their opinion. That kind of makes it much easier.

So the strands are really designed into understanding particular concepts and also ethical principles and... Then over in the decision making and action, we look at approaches or ways that we might approach ethical dilemmas in particular,

or ethical problems, and then what some of the challenges might be. And those two strands are quite interrelated. And you can look at them in isolation, like, you can unpack the concept of freedom as having two different elements. You know, Isaiah Berlin's work on positive liberty and negative liberty. In other words, one kind of freedom, I've got mastery over myself. It's a kind of, you know, I'm free in a way that an alcoholic or a drug addict isn't, if you will, that's a kind of mastery sense of

freedom, and this other sort of freedom, which is freedom from outside interference.

So you might want to talk to students about both of those concepts, have a look at an issue like, why don't we give students driving licences at the age of five? Well, you know, they don't have mastery of freedom, as it were. It's, obviously, that was

just a kind of... You wouldn't really do that literally, it's an example, but you can easily look at voting ages, reducing voting ages in the context of those kinds of things or any number of issues. So the concept of freedom there is useful, and that's where you might teach it in isolation, then head off into civics and citizenship or some other kind of issue.

But depending on the nature of the issue, the strands might be interrelated. And I'll show you why in this quick example. So Sartre had, he was a philosopher,

existentialist philosopher, had a really useful example, which helps us to see why the curriculum is the way it's structured and how the strands work vertically together.

So one of his students said to him, "I don't know whether to stay and look after my sick mother or fight for France." And he suddenly had this epiphany that even if you have a value like charity or generosity or a relevant value to this scenario and you value it a lot, which means it's an ethical principle, you're going to use it as a guiding

rule in your life, it's not going to get you out of this dilemma. It's not going to tell you whether to look after your sick mum or fight for France. Both of them are generous acts, both of them are, you know, charitable acts.

So then what do you do? Well, in the world of ethics, there are a couple of moves here and you can, one of them is consequentialist. You can look at the consequences, you know, weigh up the costs and benefits of doing this, each of the actions, try to do the one that will cause the least harm and so on and so forth. You can look at any particular duties you might have in this case, promises you might have made and the power of those, etc. and of course, context and character and so on matter too. What if I had four brothers and sisters who are perfectly able to help out, and so on. So those are the other factors that come into play and together they help us to reach a conclusion. And this is where, you know, it's really up to them in the end, whether they want to fight for France or go and look after their sick mum. And here, if this were a student – it was Sartre's student – if they were preparing a little written reflection on this, you would look to see how they would draw on the concepts here, how they would apply the approaches of consequences and duties with thinking about those factors, like the context, particular context of the family, the war that's being fought or whatever it is, to see whether they're able to justify this using ethical concepts. That's how you assess it. Not on whether you've said the right thing, you should stay and look after your mum or whatever. That's not so much, you know, that's up to them in the end, isn't it?

So for Intercultural Capability, that has these particular aims, which in the end are about becoming responsible local and global citizens equipped for living and working together in an interconnected world. And it is organised around cultural practices, including intercultural experiences, in other words, where people come together who have similarities, perhaps, in their cultural identities. We often do more than we might think, perhaps even at a deeper level at the values level, perhaps, as well as some differences, which makes it an intercultural experience, or perhaps some radical differences. Depends, of course. There's also cultural diversity here as well in terms of the concept of it, factors around belonging and inclusion and ways that cut the relationship between cultural diversity and social cohesion.

So those strands are obviously interrelated, but could be taught separately or together. It's not quite as tied together as ethical capability was, but of course it can be depending on what you're actually, the context.

All right, for Personal and Social Capability, this is all about learning to recognise and regulate emotions, develop empathy for others, understand relationships, establishing and building a framework for positive relationships, working effectively in teams, developing leadership skills and handling situations constructively.

So a lot of secondary schools teach this through Health and PE.

Understandably, there's quite a bit of, you know, it's obvious that there's strong links there. However, bear in mind that other learning areas could benefit from this depending on, sometimes it's contingent on pedagogy,so, other than something like

design and tech, where as a designer you are automatically collaborating with someone, you know, designing for them. We'll have a look at that a little bit later. But something like, I don't, the Math teachers out there in your school, will be a copy of Vinculum, which is the Math Teachers Association of Victoria, have just published an article in there on the notion of productive struggle in the context of maths, that most of it is about the capabilities, personal and social and also metacognition and how they go together to help foster a student sense of productive struggle. And this is a concept in maths circles at the moment. It's pretty straightforward, this idea that... What can, how can the student help themselves

a bit better and struggle in a productive way before they stick their hand up and ask for help? And of course we still help them, but you want them ideally to have a go, don't you, yourself and get better at that and more efficient and more reflective about, self regulated, about that. So I encourage you to have a look at that article. It doesn't have any hard... Trust me, I'm not a Maths teacher, it doesn't have any hard

maths in it at all. It's mainly, 90% of it is just talking about the capabilities. You can easily draw on that for your own learning areas. And we'll look at, in the future,

of publishing something like that on our website, too, but for the minute that only just recently got published. It's just in that magazine for now.

So the two strands, self-awareness and management and social awareness and management, and we tend to find in schools that the resilience and setback frustrations part is at least taught somewhere, usually in Health and PE in secondary schools. What tends to be more ignored is the collaboration side of it, at least in terms of being taught explicitly. Obviously, most schools give opportunities for collaboration that don't necessarily teach the skills explicitly. And that's why I'll focus on that bit when we come to our example.

So just to sum up, content descriptions describe what to teach, achievement standards explain how well you should learn the content, so to what level of difficulty, if you will. You could flip it and say the achievement standard describes a progression of knowledge and skills, something you want the students to be able to understand, to be able to do, but what do they need to know to be able to, you know,

what's the underlying knowledge that underpins that? Well, that's to be able to do that and say, you know, achieve that. Well, that's in the content descriptions, either way. Hopefully, one of those makes sense to you. So you can see how that works here as an example.

So what do students need to understand and be able to do? That's described in the achievement standard. And then what do they need to learn to get there is in the content descriptions. That's how they work together. So in this case, in this example,

students need to be able to apply questioning as a tool to focus or expand their thinking, and I've chosen five and six, because it's a chance here,

I often do this in secondary PLs, and then in the primary PLs, I might use a seven and eight example because it reinforces this idea of a learning continuum rather than year levels. Your junior students are probably working from levels five and six to level seven and eight, so you want to be looking down a little bit to the curriculum there in terms of your planning.

So... OK, getting back to the example, so essential knowledge supporting questioning as a tool is knowing what kind of questions will help to identify and clarify information and possibilities. And then at level seven and eight, students progress to more complex questions that might have several layers, such as inquiry questions that can be broken down into smaller components, and that's a little bit more difficult. So this illustrates how it works as a learning continuum. So in your planning, you need to look at both of those together and match in the relevant aspect of an achievement standard together with relevant content, and bring those two together. And it's not always a one to one mapping. Sometimes, just think carefully about your context and what it is you're doing and use your, I guess, just check it for your own coherence.

We have published some resources which map achievement standards with content descriptions which I'll go into a little bit later, but ultimately, that is your choice in the context of a coherent learning program that you're putting together as to how you, which content descriptions you match to which bit of the achievement standards. Sometimes there's more than one bit of an achievement standard it might match to, and there's not a right or wrong answer to that. It's just whatever happens to work well for you and as well be, obviously, academically coherent.

So there's the overall curriculum structure, just generally for all of the capabilities they have. They come together like that, as you may have seen, if you've had a flick through the capabilities already, bearing in mind we have online versions of interactive. This is the A3 printed out version, if you like, scope and sequence, but there's the view where you can click on the codes and see the elaborations, etc, as well. So in terms of getting into the capabilities and learning areas, they should be taught in and through the learning areas where strong links exists and what, we saw this in the early example, we hinted at it about the butterfly, you know, where I showed you about the necessary and sufficient conditions.

But overall, what you're looking for, and we're going to start drilling down now, is, does the capability, will it assist higher quality learning for the learning area? But on the other hand, will the learning area provide high quality context, examples, case studies to bring that abstract knowledge that's in the capabilities alive, that abstract content? Obviously, you don't teach it so abstractly to the students. You've got to bring it alive through examples, and so on, in case studies that support the development of the capability, but you then might abstract out a little as through reflection, so to make sure those concepts are being understood, or is best practice pedagogy going to involve or benefit from capability, knowledge and skills, such as collaboration and so on.

So you can see an example here of a mutually beneficial relationship. So this is from seven and eight Geography, so on the one hand, students in a Geography class

will have a much better understanding of the cultural value of landscapes, they're on in the middle column there, and their influence on the way, you know, on how we might protect landscapes, which is informed by the cultural value that we might place on them. It's going to influence our attitude to protecting them if they understand that cultural practices are dynamic and if they've, you know, that they understand the concept of cultural practice to start with. So that's, in other words, the claim is that a bit of help from intercultural capability there is going to strengthen Geography, but on the other hand, it goes the other way.

Protection of landscapes is a good, rich, suitable context for nuancing students into cultural capability to count as one of the contexts that they can look at to look at the

dynamic nature of their own and other cultural practices. So there's a mutually beneficial relationship there for development of the capability and some, you know, rigour in geography. So that's an example of a strong link and other, obviously, other learning areas strongly linked to the Intercultural are Visual Arts, English, the Languages, obviously, and a range of others, but those tend to be the ones that come up a lot. And bearing in mind that is a school decision, but if you wanted, you know, a bit of a steer on that, they're the ones that tend to come up more often than others.

So sometimes there may be a strong link to more than one capability, so in this example, for Design and Tech, we develop project plans, you know, in this case to plan and manage projects individually and collaboratively, taking into consideration time, cost, risk and production processes. So we could link to ethical capability and, you know, build in some activities on the nature of risk, legal and ethical obligations in relation to risk, in a design context and so on. We could go down that path, or we could look at collaboration and perhaps conflict resolution in the context of project planning and prevention of concept, of conflict through careful planning. You could do either or both of those links, but the point being that a choice of focus would result in different learning journeys for the students.

So you don't always have time to link to every capability and do all of them. You want to just obviously make a strategic choice. And my high-level advice there, because it depends on your circumstances, of course, is think about what you want the students to do next and in the medium term, what else they're doing across other learning areas. If you've got an idea of whole school planning, where do you want to take them to, and is one of those better than the other in terms of the kind of, you know, what's up ahead for them, you know, in future years and right up to VCE. Where's the best spend, and in terms of their own needs as well, just generally in terms of the development of the capability in general. So make a judicious choice.

And in terms of planning, teaching explicitly is key to teaching and assessing capabilities. It does require naming and unpacking relevant concepts, bringing them alive in appropriate contexts, and often with capabilities, one of the tricks is about reflecting on learning experiences. It's really valuable, it helps to make sure that the thinking students are doing is visible.

So we saw an example of an appropriate context with intercultural and Geography, and in this case, using this kind of broad model, the teacher would teach both geographical and intercultural concepts, not just geographical ones, and neglecting the intercultural and expect that the students will just somehow know how to do that. They'll need explicit teaching on that.

So in terms of challenge, I've linked that to what the next steps in learning are, because you want to set the right level of challenge. So, having... But it's about more than that. It's also about having good knowledge of the curriculum area. The better, the more deeply familiar you are with the area, and that includes learning areas too, the more this will really give you the creative freedom to do some really, you know, challenging, appropriately challenging work with the students, really rich work and interesting work for everyone. But it does require that becoming deeply familiar with the curriculum as best as you are able, and we have some resources to help support with that, too, with capabilities, because I know you're all, you know, learning area specialists. So you've got to, you know, now go on about capabilities too but we have some resources to help you.

So in the context of the example we had before about Geography, the challenge is understanding, I guess, how culture, how cultural practices influence protection of landscapes and how they might influence the decisions we make and the way we behave. That is a challenge, you know, when you're in year seven and eight to really get your head around that. I mean, obviously it's a lifelong learning thing there. We nuance this over many years, but we have to begin somewhere. And so we begin in this unit of work by being explicit, and in terms of transfer of knowledge, you help students, you scaffold that, their knowledge of what a cultural practice is, through identifying similar contexts where they might be able to apply their knowledge and then gradually and perhaps more distant ones as you, if you're able to, have the opportunity to work with other teachers to, you know, scaffold across.

If you're Visual Arts, English, Geography, Languages, you're all looking at cultural practice. How can you help each other out to be more efficient and effective? So in terms of explicit teaching, if you were to link to a capability, what you would expect to see is explicit teaching of it, as we said, to progress learning. In other words, for students to develop further and then application of prior consolidated new capability, knowledge and skills to some sort of challenge and a reflection on how well, you know, how what happened as a result of that challenge, how's their capability developing, what's happened to their learning area, knowledge and skills. Has it got deeper for them? So some kind of reflection on that.

So what we find that teachers find is valuable and useful is what we call a split screen approach. So what you're doing here is you want to take all students with you when you introduce new knowledge and skills for a capability. So introducing two new things at once will leave a lot of students behind. So if you're doing a lot of learning area knowledge and skills and you're throwing in a lot of stuff on cultural practices and whatever else in the capability, you know, ethical concepts, freedom and the whole lot, a lot of students will just be left behind. So what you want to do is, I guess, as far as the capability side goes, when you're introducing new capability concepts, new bits of knowledge, unpacking that, you want to activate prior knowledge, which is how, if you think about it, how you teach anything else. So you want to activate familiar examples before you then apply it to something that's less familiar, so get students used to the new concept, in other words, which is how you would introduce learning area knowledge and skills, let's face it.

So let's look at an example of that with nine, we're going to go to nine and ten here,

and you remember the Design and Tech one, my example back there. We could either have gone to Ethical Capability and looked at risk or collaboration and looked at, I'm going to say, conflict resolution, in terms of collaboration in this side. I'm going to pretend that's what we've chosen. So this is, bearing in mind, in a project management context. So what would we do? Well, we would look at, its design and tech, so then we'd pick a context such as where we think there might be disagreement and lack of consensus, because we're looking at conflict resolution in terms of project management.

What that means is, how can you plan ahead to try to prevent conflict occurring if you run a big project? Like, do you have an agreed method for resolving disputes? Is it going to go to a majority vote? Is it going to be, you know, a meeting to reach a consensus? Are you clear about what's going to be everyone's own opinion versus something we have to reach consensus on? You know, have you built into your project management regular debriefing meetings to say how everyone's travelling, how they're feeling, are we all happy? And those are things that we do to try to prevent conflict and processes we can put in place to, you know, try to resolve them. And those are things that you might explicitly talk to the students about as far as their project management goes.

But when you're talking about how to plan for conflict prevention and resolution, which is new to them, and what I just said won’t be new to you, but it will be new to the students potentially, then use a context, and I'm imagining here a food class because Design and Tech has all sorts of different contexts, different types of, could be a more physicsy, sciencey context, but I've picked food in this case, because I thought, OK, examples of sensory perceptions of familiar foods and attempts to reach consensus on what's most appealing, as I figured it's likely to be a disagreement on what's most appealing, at least one way or another. So students will see that it's worthwhile planning, you know, how are we going to resolve or reach consensus or resolve disagreements and what we can do to try to prevent any disagreements occurring in terms of, you know, how we plan and manage this project. But we're using a familiar context to learn about these new strategies, then what we do is we've got used to that and we then apply it to a challenge.

So in other words, here, the context might be new, but we're using a known capability. And known doesn't necessarily mean the student is fantastic at it, but they've been introduced to it. They've consolidated a bit through some learning activities. They're now going to apply it to a, you know, a rich inquiry or a bigger project or a new sort of context. So it's like other teaching, and you would move from the known to the unknown. So in terms of our design and tech, um... Context in design and tech, you work on solutions for things, so we might collaborate on a food solution involving reaching a consensus on factors like optimum flavour, texture, visual appeal. And we might, in as far as a project management go, expect, have a look and expect that application of strategies to prevent and resolve conflicts through planning will be a part of that project.

Which brings us to assessment, which we'll have a look at now. So when you're introducing new knowledge and skills, assess against the capability achievements

standard at least the same as you do now. If you're introducing a new maths topic or a new, any other learning area, you assess against that learning area achievement standard. So you would do the same with the capability here. Then, for example, in terms of our food example, perhaps, you know, drawing on this familiar context, they might display some classroom posters, you know, giving advice about conflict resolution strategies that we might do. Then when they could draw on those descriptions to reflect on their planning for prevention and resolution of conflict and to suggest improvements, which is what the achievement standard is driving at there. After, they could do some initial planning, step away and reflect, redraft, or they could run the project and then provide a reflection at the end of that to say what could have worked better. Perhaps a majority vote wasn't such a great idea. And they'll choose another method next time, for example. But... So, in terms of the application, so what we're talking about before is you've learnt new capability, knowledge and skills are just, you know, taught you about the concept of freedom and so on.

We can do a quick assessment of that against the ethical capability achievement standard. We can do it here in this poster thing about conflict resolution and so on,

but now you've come to, you're going to apply this to a big project or some other assessment task rightly embedded, you know, with a new learning area context either within the same class, but a new scenario, or a different learning area. It's up to the school, depending on how well you plan it. Here, you can add in the capabilities and add a component to the assessment task, or you can set it up as part of the expectations for the learning area achievement standard. And I'll demonstrate what I mean by both of those.

I'm going to have to use both examples. I'll use the Geography one and the Design and Tech one. So for the added component, this is easily seen with the Design and Technology one. So you would, of course, have an assessment task all about reaching a food solution. I saw today that there was a notice that went out to schools running...

VCAA is going to run a webinar, here's a free ad for you, Kat, you know, on entering things into the Royal Show.

So imagine that a group was going to do a food solution to enter into the Royal Show. This is a good example, actually. Well done, me. To enter into the Royal Show, but they have to reach a consensus on appeal, aesthetics, is the thing going to win the cupcakes or whatever it is? That's high stakes there. It's probably worthwhile doing some project management to try and prevent and manage conflict about that. So a great opportunity here, it might be an assessment task to head up to the Royal Show and at least give it a go, then you would add into that expectations on conflict resolution as part of the achievement standard.

You would have a set of questions there to help elicit some evidence about whether they are planning for prevention of conflict through careful project management, and

then a reflection on how well those were used. And the key point here is, bearing in mind this is an illustrative example for any capability, this is fair and reasonable

to do because you've been transparent and explicit with students about the kind of strategies you would expect to see. They understand the concepts, so this is fair to pop this into the assessment task and it's assessable. It's not just the student's random opinion about how well conflict went or not. They've got strategies that you would expect to see there.

And of course, if things pop up in the application of it that are new you can work with students on those at an individual level, sometimes teachers ask me about that. Well, of course you can. And then provide bespoke feedback for them on that as well and take that learning opportunity for students. There's nothing to stop you developing, you know, with each student according to their needs.

So for the integration example, I'll go back to Geography and we'll have a look at that. Notice here in the Geography achievement standard, students are meant to be

able to explain interconnections. And in this sense, we've got interconnections in this context just means the relationship between cultural practices and various other things, and landscape protection. The assessment task would, I mean, the content description says, you know, mentions the word "cultural" there, so we would expect the assessment task to address interconnections, including cultural influences

on views of protecting landscapes. And that will be in the context of some kind

of case study that the students are doing. You know, I've seen one on Papua New Guinea, I think. Something along those lines. It will be quite, you know, probably some sort of case study, not highly abstract like this, but it'll come alive during, you know, actual, stimulus material that's given to them and so on. But feedback to students would be provided on their understanding of the interconnections in this context through the particular case study.

So here in this case, what I'm proposing is a choice for you. You don't have to do it like this, but you would expect knowledge of cultural practices, that we've just gone to all that effort to have a look at, would become part of the expectation of what it is to understand geographical interconnections. So it's an explicit expectation. So part of your assessment task, students would see that they're expected to draw on their knowledge of, on the dynamic nature of cultures in, you know, in the sense that they've been talked about, and it becomes part of the expectations attached to the geography achievement standard here. How we're going to unpack cultural influences there and the notion of interconnections and what we expected. We're setting the, unpacking the expectations that go with that. And you can obviously keep assessing and seeing intercultural capability achievement standard as well. There's nothing to stop you doing that. But I'm just demonstrating how you might integrate that here.

And if you think about it, we do this with Maths all the time. So, we teach, I don't know, measurement or something like that in mathematics, and then we expect, you know, Geography is a good example of that, they do measurements obviously all the time. But we build in certain mathematical expectations there about what it is to take a measurement because we know they've learnt it in Maths. So we build that into the assessment task and it becomes, but it's actually how the achievement standard

in geography's unpacked. You're not going back to the maths achievement standard there. You're integrating those maths expectations into the learning area and here we're integrating the expectation about cultural influences or whatever it is explicitly, or you can keep going and you can do both. You can keep assessing intercultural, of course you can.

But just to note, there's a kind of loop back here where this then, you know, you've done your case study on Papua New Guinea or whatever it is, that becomes a familiar context for next time when you're progressing knowledge about cultural or intercultural capability even further. It's now a new familiar context once we've had a go at that. You know, you'd say to students, remember, when we learned about cultural influences on landscapes, to introduce the next new thing.

So summing up, discrete knowledge and skills, use backwards design, think about what you want the students to use it for. What's that challenge that you're looking at at the end? That's how I designed this webinar. You know, thinking about the

food solution, going back from there. New knowledge and skills, find a natural fit. Think, if you're thinking to yourself, we do this anyway, that's a good sign. It's a strong fit.

Consolidate new learning, apply it to your new context, assess against the achievement standards.

In terms of resources, because I want to get time to get to questions quickly, tip is, go to the VCAA website. Don't go to the curriculum website itself. It's a separate website.

Click on ‘Finding Curriculum area’ resources. It will take you through to a whole bunch of tabs, including for Ethical Capability, the overview tab... There are all the overview of Capabilities. They're all the same resources. We just don't have an overview tab so we repeated it across the different capabilities. But otherwise, they're bespoke resources for each capability covering things like this.

In the overview, you'll see whole school planning advice, some curriculum mapping examples and templates, general advice on teaching and assessment. Under different capabilities, you'll see unpacking of content descriptions. So we've got that for reasoning in critical and creative thinking because a lot of teachers struggle with that,

so it's unpacked for you. You can see what they're all about, those content descriptions. We've done that for ethical as well. We've unpacked all of the content,

so you can see what on earth you know, what are we on about? What would I teach students? In other words, how would I, how could I unpack this? And so we've done that kind of academic work for you to support you becoming deeply familiar with the curriculum. We've also done that for intercultural capability and we're working on the others. It's just me, mainly, so we'll get there as best as we can with help of writers

and so on when we're able to get them in terms of, you know, projects that we're running. External resources for CCT.

We've got sample units of work for CCT, Ethical Capability. We've got assessment rubrics for Intercultural and Ethical, digital assessments for Critical and Creative and intercultural over in the DAL for CCT, and Insight platform for Intercultural if you want to have a look at those. We are working on resources that put the learning area at the centre and reach out to the capability rather than the other way around, having the capability at the centre and linking out to all the learning areas. We're developing resources which will be something like, you know, OK, science, what's it got to do with all the capabilities and going from there, rather than Ethical Capability, what's it got to do with all the learning areas, which is the other way around. So we will get around to learning area-focused ones. You know, put them at the centre as best as we're able as we get the time and space to clear those through.

All right, so here are my contacts and my contact details. Please do get in contact with me if you have, if you want to continue the discussion after this. But in the meantime, we'll go to questions. Have a look at the Q&A. Kat, what have we got there?

**Katerina Poropat:** We've got one question that's come in.

So I'm interested to know where the topic of disability would suitably sit, both

across the general capabilities and more generally in the curriculum.

**Monica Bini:** It depends what you mean by the topic of disability and what you want to do with that topic. So, for example, I heard an ethicist talk about disability recently, actually, at a conference, who works in the disability field as an ethicist, talking about how important it is to get the voices of disabled people, in terms of the provision of solutions, having a say in the kind of solutions that they want for themselves. And that's an ethical angle versus, I don't know, how we might... You could take a collaboration focus in terms of making it... You know, how do we engage and set up a good, you know, collaborate together and provide for everybody to collaborate perfectly well together and use personal and social capability, or respectful relationships through personal and social and Health and PE. That depends. Ask yourself why, what do you want to do with it? And then link across to the relevant capability, and more generally in the curriculum, again, that depends. It could be very Science. I've seen tech schools look at STEM solutions around people who might have particular, um, let's say, disabilities, in this case. I know it has a particular meaning, but, you know, particular needs. There could be a STEM solution you're looking at there in terms of design thinking, or it could be through a health and PE focus, a friendship focus, sort of social belonging and inclusion focus.

So, again, it depends, you know, on what you want to do. Ask yourself, you know, what precisely... What knowledge do I want the students to have, what do I want them to apply it to? How do I want them to use it? And then, as you think more about that, it will become more obvious, which capability in which learning areas might be relevant.

**Katerina Poropat:** Thank you, Monica, for that.

If anyone has any other questions, we do have a couple of more minutes left, so please feel free to pop them in the Q&A box. But it does bring us to the formal conclusion of our presentation today, so I would like to thank Monis... Monica, sorry, for presenting that fantastic session and like I said, we will be sticking around for a few minutes now but if something does pop up at a later stage, please feel free to email the Victorian Curriculum F–10 unit with the generic email there or Monica directly. Her email is linked up there as well. I'd also like to thank all of you for attending today and hope that you took a lot away from this session.

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