**Katerina Poropat:** Good afternoon, and welcome to today’s webinar, Introducing the Victorian Curriculum: Civics and Citizenship 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 History and Civics, Gerry Martin. And we also have Michael Spurr with us today. So, Gerry will be leading our presentation. 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 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 get into the presentation, I’ll briefly go over some housekeeping. Please note that the chat function is only being used to share relevant information and links from the VCAA. You will notice the 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 all your queries are attended to and we do not miss any of your questions. When you use the Q&A box, please make sure you select ‘all presenters’ so that all panellists can see your questions as they come in. We will answer these in a few ways. So, 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 Gerry or Michael will help 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 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, Gerry, I’ll throw over to you for our presentation.

**Gerry Martin:** Thank you, Katerina, and thank you for all of you who are attending this afternoon. I know it’s always a difficult challenge to show up to an online webinar when you’ve been teaching all day, but great to have you attend.

I’m going to give a bit of an overview of some of the foundational things to know about in relation to the Victorian Curriculum, Civics and Citizenship. A key starting point to think about is some of the key things that underpin the curriculum. The Civics and Citizenship Curriculum is about a contemporary study, it’s about contemporary events and issues that are affecting our community, our local communities, our school environments, our...local communities, states, nationally and globally. So, that’s really, really important. It’s also about understanding some of the key democratic principles and values and processes that underpin our democracy and legal systems, and an opportunity to explore inquiry skills and how students can participate and use student voice and agency through the Civics and Citizenship Curriculum. So, these are key things that underpin it.

The structural aspects of the curriculum. The curriculum is organised using three interlinking but also separate strands: Government and Democracy; Laws and Citizenship; Citizenship, Diversity and Identity. So, in looking at the three strands, Government and Democracy focuses very much on the principles and values that underpin Australia’s democratic institutions, the key institutions such as federal, state parliaments, the processes such as law-making, and the roles people play in Australia’s system of government. Laws and Citizens focuses very much on the Australian legal system, our justice system, and the principles and values that underpin those systems, as well as the process of creating laws through parliament and through the court system, as well as the rights and legal obligations of all Australian citizens. The third strand is the Citizenship, Diversity and Identity, which explores the shared values of Australian citizenship, the diversity, cultural diversity of Australia and its multifaith society, and the factors that shape identity and belonging in Australia, and how these all inform the nature, concept and often sometimes the contested debates around citizenship in a diverse society.

As I said, all these common elements can be focused, and the teaching of these strands can be focused, through the teaching of contemporary events and issues, which help develop a critical and informed understanding of the society in which we all participate and the students will participate in. And also the idea of evaluating those principles, and what we mean by fairness, laws, representation, democratic processes, and how students can engage in consensus making through the learning of Civics and Citizenship. Also it examines how they can participate as citizens in a society both as volunteers, interest groups, through social media, and ensure that participation is lawful and informed through the learning of the curriculum.

And these are the key things that underpin the curriculum. Also, it’s important to note – and I will talk a lot about this throughout today’s session – when developing a unit of learning for Civics and Citizenship, knowing where these strands interlink with each other and how they can be linked between each other, and it’s often through the contemporary issues that they can be linked, and also opportunities where the knowledge and content can be taught explicitly on its own within a strand. And that will vary from year to year, but also vary from contemporary issue to contemporary issue and how that is interwoven in the curriculum.

So, when looking at the curriculum, again, the key underpinning themes is that Civics...Civics and Citizenship knowledge and the concepts, the link between the contemporary issues, and that’s the idea of civic participation and engagement in curriculum. And these are things that underpin it. So, focus on contemporary issues also provides the means for developing students’ thinking and critical thinking capacities. These issues provide models of the ways citizens can actively participate and question and improve democracy in our society, and also, how do we make a cohesive and sustainable democracy? And there’s many examples in recent media that explores that.

There’s also the reflective, active and informed decision-makers. Students will be...are best well placed to contribute to an evolving and healthy democracy and allow students to appreciate and understand how democratic decision-making happens, not just at a governmental level or a state level or federal level, but also with their own school level and how those democratic processes can inform SRC or school councils and so on. And these are important things for students – the opportunity to learn and practise through the Civics and Citizenship Curriculum.

And, again, it’s linking that and making those connections between what is learned through the curriculum, or implemented and enacted through the curriculum, and how that can link to real-world learning through opportunities both in schools and the wider community to participate as active and informed citizens, and linking those contemporary issues that affect students’ engagement through the curriculum and through the learning in that.

So, again, the curriculum encourages, through the use of contemporary issues, for students to consider ways they can participate at their school, local, state, national and global communities. And those are things that need to be front and centre when you’re thinking about developing a unit of learning for Civics and Citizenship at the 7–10 area. What are the natural links and opportunities to connect that with the real-world learning both within the school community and wider? So, they’re the key things to think about in developing a unit of learning.

So, I want to talk a little bit about the nature of contemporary issues and “Why is engagement with contemporary issues central and foundational to Civics and Citizenship?” The reality is Civics is a contemporary study. It’s about understanding how society functions today, understanding how government functions today, understanding how the law and systems...how laws work today and how court systems work today and how our society functions and how we interrelate and interact with each other. And it’s only through the exploratory nature of contemporary issues can students really understand that. So, there’s a real difference between actually looking at how law...how parliament functions in a theoretical way as to how actually parliament functions in a realistic and pragmatic way, as we often see the news or on the media.

So, by looking at both, we’re also looking at a practical...looking at real-world examples of, say, parliament functioning and seeing, in a real sense, the students understand that Civics and Citizenship is complex and society is complex, and there is an opportunity and space for them to provide... Democracy is not perfect, we know that, and it’s really important that Civics and Citizenship education is taught with an emphasis on fostering young people’s personal learning as citizens and building their capacity to develop an understanding of the complex nature of our society and what role they can play in contributing to that society – their own identity, their location, an opportunity to participate in civil society, and what their rights and responsibilities are as both school community members, local community members, members of the state of Victoria, members of the Australian citizenship as well. So, the opportunities to explore those at both a local, national...regional and national level are really important.

Civics and Citizenship is about society today, and, therefore, engaging with the issues that are meaningful and real to students, and what they’re...front and centre with them is really important, and it brings the knowledge alive. The content descriptors can’t really illustrate that because those issues vary and change from year to year, and from week to week sometimes, as often prefaced by just looking at the news. So, it’s important that the content that’s engaged with illuminates those contemporary issues in society.

So, the curriculum positions this up front, “...investigating contemporary issues and events...” allows students to “...learn to value their belonging in a diverse and dynamic society, develop points of view and positively contribute locally, nationally, regional and globally.” And it’s a “means of linking “what students may know from the media to the theory about democratic political and legal institutions.” So, schools could use these contemporary issues to focus...focus either from a strand level or looking at the three strands holistically, across levels of learning.

For example, students might look at Levels 7 and 8. They may examine the effects, impacts and responses of a local, state, national and global level in relation to COVID-19. So, for example, students could be looking at to what extent really at the Level 8 cont...Level 8–9... levels 7–9...7 and 8 content, can look at the importance of elections and how elections have played a role in actually...the recent elections in Queensland or WA and it has...how the pandemic influenced maybe outcomes in that, as well as state laws and processes there. So, there’s really lots of opportunity to incorporate that contemporary knowledge and contemporary issues within that.

Teachers also may request students to select a political, legal or social issue that concerns them. So, what are the issues that concern students? Where’s their opportunity for their student voice and agency in shaping the learning in Civics and Citizenship? And that can drive a lot of their investigations. So, they might consider the role and responsibility of government, law and citizenship in bringing about real and positive change through their own active voice and student agency. So, use the content descriptors in the curriculum, from the strands, to design framed questions that shape and direct students’ own inquiries. That’s an important thing.

So, “They are also asked to consider options, arguments in relation to issues of community concern and develop action plans to address these.” So, in the end, we want some form of active citizen as part of the learning. And, of course, every school’s context manages how they want students to be active in their learning, and many schools provide opportunities already through, you know, shared learning or community learning in their programs. So, it’s about making those links between what’s taught in the classroom to what schools already do in a lot of their community service programs as well.

So, again, Civics and Citizenship is a contemporary study. It’s about society, government, democracy, power today. So, there, we need to think about how we can develop our teaching and learning programs so that it’s flexible to adapt to those changing issues – school issues, community issues, public policy and what...and in relation to current events. So, I’m going to try and illustrate a planning model that will allow you to insert issues as they evolve throughout the year.

So, first of all, when developing a unit of learning, with your team of teachers who are working on it – it might be one or two teachers developing a unit of learning for Civics and Citizenship across Years 9 and 10 – first of all, think about all the contemporaneous issues that may have affected society or politics or government over the last 12 months. I’m sure there’s things jumping into your head straightaway. Many examples. Pandemic’s been huge. You know, the moral and ethics of politicians and so on. There’s lots of issues we can think about. The ability of the government to restrict our freedoms in times of national crisis, and what implications that has for our own individual rights and responsibilities. There’s lots of really interesting things that you could already think about in relation to contemporary events. So, again, when developing a unit of learning, think about, “What are the issues, contemporary issues, that might intersect with this content?”

The second thing is to kind of identify within the curriculum, in relation to the three strands and the content descriptions, where those issues might actually apply. So, think about what that might engage with. So, that’s the first kind of strategy as a team of teachers or as a group of teachers working on it, or you might be working by yourself and you might be able to manage to come up with some ideas to manage that. That is a really important thing. There’s many examples of that – things like, “Do you support drug testing at live music festivals?” is a common issue that emerges. Or “Should researchers be allowed to use animals in testing for vaccines?” and so on. Or “Should the minimum voting age be lowered from 18 to 16?” “Should citizens lose their citizenship if they join a terrorist organisation?” Or “Should Australia end the monarchy and become a republic?” All these issues are relevant and an opportunity to explore that.

So, again, when...and this might be led by student voice and contribution and student agency into the teaching and development of the teaching and learning programs, is asking students what are the issues that might affect them in their school community, in their neighbourhood, local council, state, national, regional, global, and maybe let those issues drive the teaching and learning, and then use the knowledge, the key knowledge of the curriculum, to then inform that with some substantive knowledge that sits behind the knowledge of the Civics and Citizenship Curriculum.

So, again, when thinking about approaches to the contemporary issues, look at the components – the curriculum, the achievement standard, the strands – and use those to develop your teaching and learning program. Use opportunities for student voice and agency to inform that development of teaching and learning programs, and to think about opportunities for student action coming out of that teaching and learning program, and how they all inform each other. These are all really important things to think about.

So, for example, when developing a teaching and learning program, think about what pedagogy it’s going to use. What part of the achievement standard are we going to focus on? How do they relate to the content descriptors? How do we engage multiple perspectives in the Civics Curriculum? What pedagogy teaching and learning activities are available? What resources? Opportunities for students to have a voice and agency in that. So, allow students to have a say – how they express their views, how they listen to other people’s views are really, really important. So, it provides them as active learners and it probably improves their engagement in the content area when they do actually have a say. So, it’s about students making decisions and taking action for themselves, and with other students, and the opportunity to have an influence in their own education, but also, it allows you to meet your requirements in delivering the curriculum.

So, that’s really important to think about opportunities, so that students see meaningful and purposeful learning through the Civics and Citizenship Curriculum. It’s easy to teach how a law is made or how a court functions in a theoretical sense, but it can be dry and boring. Bring into it a real issue or a real court drama into the scenario, and then, suddenly, it changes the dynamic and they see the relevance. And they then can begin to evaluate the theory and the reality and how effective those are in civics, in the real world of civics and citizenship.

And again, I suppose it’s important to acknowledge it is difficult to teach challenging issues. We all have our own personal views and opinions, we’ve all got our own personal perspectives and that, and sometimes we’re a little bit cautious about expressing that. Students have their views. They know you have views on stuff, and it’s OK to declare those views, but it’s also important, in doing that, to acknowledge that there are different views and perspectives, and airing those different views and perspectives. I think students will have different perspectives, and it’s important for them, the opportunity to share each other’s perspectives, hear each other’s perspectives, but also it’s the responsibility of teachers to bring maybe a perspective that’s not been shared or aired as part of that discussion. And that’s really, really important to do that in a safe environment. So, I think it’s important to acknowledge that there are multiple perspectives on many, many issues, and that is part of the process of actually understanding and participating and becoming an informed member of our society.

So, again, connect with those different perspectives – you know, left, right, economic conservative, social progressive. There are many, many different perspectives on these things, and it’s important to kind of share those when we look at those contemporary issues. And that’s part of the process of students acknowledging that and understanding that, and being able to come to a consensus between people who might have different perspectives on how you navigate and negotiate to achieve that consensus.

There’s always an opportunity to use some of the other areas of the curriculum, such as the capabilities, to help inform how students might engage or think about their contemporary issues. So, you might use the Critical and Creative Thinking Capability, or you might use the Ethical Capability to shape it, depending on what the issue is and the processes you want and learnings you want students to engage with.

And again, I suppose, when looking at contemporary issues and active citizens, it’s important that planning...do you want that to be just at a class level, a whole-year level or a whole-school approach? So, it’s, again, looking for opportunities where what’s happening already in the school can link to what’s happening in the Civics Curriculum and make those links and leveraging off of the things that many schools already do as part of the whole-school curriculum. So, consider that part of your developing of units of learning.

When it gets down to the actual practicalities of developing a unit of learning, I’m going to basically talk to some key points to remember, but also some traps I think you need to avoid. When teachers go and look at the Victorian Curriculum for the first time, they often go straight in at the micro level and focus on the content descriptors, or what I often call “the ground view”, and sometimes that can become a bit of a trap because you lose sight of the wood for the trees in the scenario. You kind of get caught into... There’s so many content descriptors. “How do I develop a teaching and learning program that teaches all these?” You know, “Have I ticked them all off?” These become kind of traps, and atomising the curriculum like that is probably not really what the curriculum is intended to do.

So, really, what’s really important to do is actually see the curriculum as a number of levels and layers, and it’s really important, in developing a unit of learning, that you have an understanding of, “What’s the purpose and intent of Civics and Citizenship?” And that’s really set out in the rationale and aims of the curriculum. So, we want students to have a lifelong passion for learning and engagement in society. That’s a key thing. We want students to know what it means to be active in society, we want students to know what it means to be informed, and we want them to know what it means to be part of a secular, democratic, culturally diverse and multifaith society. We want them to have knowledge and understanding and appreciate the values, the institutions and the processes in which our society functions. We want them to have skills to investigate a contemporary issue, to be able to navigate those competing perspectives, to be able to weave and be able to critically analyse different perspectives and be able to anticipate opportunities where they may be misguided or fake news, or navigate that fake news issue. We want them to...the skill to be able to foster responsible participation...responsible participation in our society, through whatever means – writing letters, petitions, peaceful protests and so on – and what that actually means. We want them to have the capacity to think of issues not only in their own life but also in their local communities, in their regions nationally and at global level.

So, they’re the kind of things that should sit front and centre when developing a teaching and learning program. Then moving through, looking... What does learning look like in Civics and Citizenship? We want students, again, to be able to see that contemporary issues and debates change over time and different issues affect laws and elections and Australian government, and their responses to international events can change over time. We can see that as adults, but we want students be able to observe and explore that. We want to focus on the kind of understanding of the different viewpoints and how they might affect our civic identity, our roles in community, the rights and responsibilities of citizens, developing their connections to the school and to the wider community, and valuing the...and understanding the values that underpin our democratic society, such as freedom and equality and responsibility and accountability and tolerance and so on. So, these are things we want kids to be able to do through this curriculum. So, again, when thinking about your...developing a unit, these things need to sit front and centre before we get into the actual detail of planning learning.

When it gets down to a practical sense, the starting point of developing a unit of learning really is looking at the achievement standards – what we want students to be able to do...know and do at the end of a unit of learning, and identifying that in the achievement standards is really, really important.

Second thing really is, then, understanding, “What does that mean and look like in the curriculum and what does that mean and look like in your teaching and learning plan and what does that mean and look like when students are demonstrating it?” And that’s what the purpose of the achievement standards are. And it’s then, once you kind of have the sense of that, you use the achievement standard or parts of the achievement standard to develop your assessment task and your assessment tools like rubrics and so on. Once you’ve got that in place, then it’s important, then, to use, then, the content descriptors to help navigate and design your activities and learning so students can get to that point in the achievement standard and progress towards that.

So, building on this, it’s important to know and understand that the curriculum is built on a continuum across levels of learning, and this continuum is a progression of knowledge and skills, and that progression increases in complexity as students progress through the curriculum. So, it’s really important to not only know, if you’re only teaching Year 7 Civics, it’s important to know what students have learned in the previous year or what they’ve demonstrated or not been able to demonstrate in the previous achievement standards, and know what you’re trying to progress them towards at end of Level 7 and 8 achievement standard. And kids...some kids are going to be progressing beyond that as well, to understand. So, know the progression and know their progression and their continual learning through the achievement standards, and develop using this in the curriculum – how it’ll allow you to develop units that are adaptable to different students with different abilities in your classroom.

So, when looking at the curriculum... A very simple model I often use and talk about is a four-stage process, a very simple model, and I’ll go through it. So, when using the curriculum, use these kind of four stages – four stages to develop a unit of learning. The first stage really is the planning and using evidence. And really what that is, before you develop a unit, you want to know what students can already do and what they’re not able to do, and develop a teaching and learning unit and assessment task using the achievement standards that allow you to progress students from where they currently are to where you want them to be at the end of that unit or at the end of that year and so on. And that’s a really important stage. And that might be gathered through diagnostic testing, it might be gathered from formative assess...formative or summative assessment from previous tasks, and it might be gathered through just the teaching and learning activities that might be part and parcel of the teaching and learning unit. So, that’s really important. It’s really important to use the progression in the achievement standard to help you do that, and I’ll talk a little bit more about that later on.

It’s also really important not to be too ambitious with the curriculum. I tend to advise, when developing an assessment task and a rubric, choose one or two or three – and I wouldn’t be going more than that – parts of the achievement standard in any one unit, because you need to be very cautious that you do not overteach or overcomplicate or overassess past the achievement standard, and what’s possible and doable within the time frame that you might have. So, use the achievement standards to identify what students have learned. Use the achievement standards to identify what students are going to learn in this unit. Use the achievement standards to identify how you’re going to progress them from where they currently are to where you want them to be. Use the achievement standards to identify the relevant part of the learning you’re going to focus on – what you’re going to teach, how you’re going to assess, what type of assessment task you’re going to have, how it’s going to form the development of a rubric. And then think about using the content descriptors and how that’s going to support the learning. These are all parts of that kind of first stage in planning.

The second stage, really, is designing. It’s that thing that we all do – it’s designing assessment tasks, designing units of learning, the pedagogies, the activities, the resources, how we incorporate contemporary issues into the learning. And getting that assessment task right and that assessment rubric right is really, really important, because they’re the things we’ll use from year to year. The contemporary issues might change but how students demonstrate or how we want them to demonstrate that part of achievement should remain more or less the same. The context of it changes. So, that’s really important. In that planning, think about how many lessons do you actually have, how many weeks have you got to teach a unit in Civics, how many lessons have you got, and planning using that. Appropriate times for learning activities, diagnostic tasks, formative assessment and summative assessment. Some people would argue that every task is formative assessment to some extent. And how...and what pedagogy you might use. I suppose when...part of the process, there’s a lot of teacher collaboration, if you’re lucky enough to have a team of teachers teaching a topic at the same time, so have conversations about, you know, how you’re going to address a range of student abilities and discuss successful targeted learning activities that help you progress students along that achievement standard is really important.

The third stage is teach and assess, and I won’t talk much about this because this is what you are all experts in – is the actual things that are effective in teaching your kids and your students, and the pedagogies and resources, and every classroom and every school context is different on that. It’s the development of...implementation of those targeted learning activities that are useful and how you get...you use those learning opportunities to progress students. And I suppose, during that process of teaching a unit and then doing the assessment is discussing and evaluating what successful learning activities look like, making adjustments as you move, and the conditions in which you might use and deliver assessment tasks.

I suppose the last stage is reflect and refine. I think this is one of the hardest stages to do, not because it’s difficult, but because sometimes we’re often time-poor. And I know, when I was a teacher for many years, we really had to make time as a team of teachers to spend on this reflecting and refining. If we didn’t schedule that in, it wouldn’t happen. And many times I have taught in the past where you’re teaching a unit of learning, you know there’s all these issues that you need to fix up and improve for the next time you teach it and, of course, you wouldn’t dedicate that time to reflect and refine and 12 months later, when reteaching something, we’d often repeat the mistakes. So, it’s really important in your planning cycle to actually schedule some time after you teach and assess a unit to actually reflect and refine. Because you might need to refine the rubric. You might need to refine the assessment task. Some teaching and learning activities were really successful. Some were not. Maybe you need some more resources and certain things. These things will often just help inform, particularly, the assessment task. So, if students have been able to demonstrate some things and not demonstrate other things in the assessment task rubric, those things should inform your next planning using evidence cycle, so you continue the cycle. So, they’re just things to think about in your planning process. It’s a simple exploration.

When looking at the curriculum... So, when we get down to actually looking at the content descriptor stage, think about how you’re going to teach these particular content descriptors. The three strands can be taught separately, or they can be taught together. And the thing that will often determine how they are taught is often the contemporary issues selected. Some issues, contemporary issues, might allow you to actually look at all three strands together. Some actually may be just government and democracy, or some may be more about identity and citizenship. And that will often be determined by the contemporary issue that you select and use.

It’s through...it’s through looking at the achievement standards which is really, really important. I often describe the achievement standards as scheduled stops on the students’ learning journey from Foundation to Year 10. And if you think of it like that, rather than the Year 7 achievement standard, as something summative, or Year...so, Year 7, 8 achievement standard as something summative, and you think that’s just a stop, a temperature check, to see how the students are progressing along the curriculum. If you start thinking about designing assessment that allows students to progress across this, from 5, 6, 7, 8, 9, 10, then you can start to use the achievement standards to design rubrics and assessment tasks to be able to identify where students are currently at and how you’re going to progress them, both individually and collectively. So, use them in developing formative assessment and look across the achievement standards, because they show the complexity and sophistication and learning that was required. And also it allows you to start thinking about, “What evidence do I need to gather to know the students can do that?” And the evidence you gather can then conform...inform your reporting as well, your assessing and reporting, and that’s really important.

So, I suppose, when looking at achievement standards, it’s really important when you select those parts that you’re going to focus on assessment to ask questions such as , “What do I want students to be able to know and do?” and then think about what you need to do next...sorry, what do you need to do to progress students along that learning continuum, and what are you going to do to assess that in relation to achievement standards, and then using whatever recording procedures that your school or your sector – such as department or Catholic or independent – require you to do that. And that’s really, really important. We all know that in our classroom that we’ve got a range of student abilities, so use the continuum of learning, the achievement standards across, to actually develop a rubric that allows you to identify where kids are on that continuum. So, say that this student is operating at a Level...3–4 Level and they are working towards Achievement Standard 4, even though they may be in Year 7. Or the Year 7 student who has been extended in their learning, and say that student’s working towards Level 9–10 standard. And if you use the achievement standards, you’ll be able to do that in developing rubrics that are appropriate. Now, I’ll talk a little bit more about that in a few minutes.

So, when you look at the achievement standard, choose something that is...you’re going to target. In this case, I’ve chosen one from the Government and Democracy strand. Students “analyse features of Australian democracy and explain features that enable active participation.” So, that’s one sentence from the years...Levels 7–8 achievement standard. So, as a group of teachers, or if you’re working by yourself, begin to ask yourself the question, “What does student learning look like when they are achieving that?” “What does student progress look like from what they’re expected to learn at 5–6 but this is a requirement of 7–8?” “And what might progression look like beyond Level 8?” “And how do you plan for that progression?” And they’re really important questions when actually unpacking, so use the achievement standards to start a conversation around this. And, of course, these are the things that will help you talk about, “What are the qualities of learning that you expect to see from students when they do this?”

So, again, looking at... I like to think of the achievement standard as a destination, one destination on the journey of student learning from Foundation to Year 10. This is what the achievement standard says. This strand of the curriculum – in this case, the Government and Democracy – “Describe knowledge and skills to help you progress students to that point.” So, use the achievement standard to design your assessment task, to frame your unit of learning, and then use the content descriptors to unpack into teaching and learning activities as you progress through the unit. And that’s really a simple way to think about it.

Another... Also in developing your unit of learning is again focusing on progression or continuum of learning. Look at the levels. So, the one I just talked about earlier is that one in the middle – Levels 7–8. Explain the features. What should a student expect to be able to do at Levels 5–6? What should a student expect to be able to do at Levels 9-10? If you start describing learning at those points and describing what you would expect to learn at 5–6, 7–8, 9–10, or describe what learning might look like between those levels, you slowly start to develop a developmental rubric that suits the needs of your students, and it’ll help you use that. So, that will help the assessing and that will help the reporting, and it will also help students to inform them and think, “You can do this. This is what you want...we want you to be able to work towards next time around.” So, work with their progressions across the curriculum continuum and work within the level context to progress students. So, some students will be working towards a Level 5–6, some students will be working to Level 7–8. OK? Use the continuum to be able to talk about student progress and student achievement. So, therefore, your teaching and learning program needs to develop opportunities for that continuum...for students to demonstrate that progression. So, again, ask those questions. What does a student look like at the achievement standard? What does student learning look at between those achievement standards? OK? Ask those questions. “What does student progress look like?” “What evidence do I need to collect and illustrate student achievement and progression?” “How do I design a rubric that shows this?” And “How do you plan for that progression?”

The VCAA website has lots of really great and useful resources that you can go to use. We’ve got information there on formative assessment, on the VCAA website, which is really useful and great. And also there’s these resources called indicative progress, and they’re really useful and helpful to try and describe learning, and describe student progress – hence the term “indicative progress”. So, again, you can use these documents to help you and your team of teachers, or you, describe what learning looks like between the achievement standards. So, as students progress along the continuum, indicative progress descriptions can be used by teachers and individuals to describe that student progress and what that looks like in relation to the achievement standards. So, such a description of student progress and learning may be useful to a teacher when they need to assess and report student learning progress when they are only partially through a unit, or at the end of Year 7, for example. And I suppose an important... Indicative progress are just suggestions, and often they will vary from school to school. So, progress and the rate of progress between different achievement standards will vary from school to school.

Some key and useful resources that are great to use – ABC’s Education Civics and Citizenship page is really great. The Australian Electoral Commission has great resources for teachers, as does the Parliamentary Education Office. The Australian Electoral Commission, as I said. Asian Education Foundation is fantastic. MoAD, the Museum of Australian Democracy, has got great and useful resources. Also, there’s lots of digital excursions you can go on through MoAD, which I would recommend for students, particularly the primary years and early and middle secondary. The...I’ve mentioned the Parliamentary Education Office. The Museums Victoria has some great pages for...for some of this...for Civics and Citizenship, particularly some historical context. The Victorian Law Foundation has videos and resources that can be used for the law strand. And the subject associations, such as Social Education Victoria and the Victorian Commercial Teachers Association, also provide great resources and professional learning on their pages as well, which I recommend, as well as teacher forums that are great and useful to use.

So, there’s my contact. Please feel free to contact me at any stage, if you’ve got any questions or further clarifications to that.

Now, I’m going to use this next bit of time for any questions that might have emerged in the chat. So, I suppose while people may be thinking or leaving, one or the other, the big message I would like you to take away from this session is the opportunity to engage with contemporary issues in your teaching and learning at Civics. It’s through those issues that really brings the Civics and Citizenship content alive. So, think about those issues that are really interesting in the media, or interesting in society, and are interesting to students, and use opportunities for student voice and agency in influencing the teaching and learning in Civics and Citizenship. It’s really quite an important aspect of the curriculum. I think Kat will wrap up.

**Katerina Poropat:** Yeah, we haven’t had anything that’s come through. So, like I said, please get in touch with us via the contact details on the screen. This session, like we mentioned, has also been recorded, and you will be provided a copy of that and the slides at a later stage as well. So, thank you again, all, for attending and we hope you enjoy the rest of your afternoon. Bye, now.

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