

Introducing the Victorian Curriculum: Capabilities F-6

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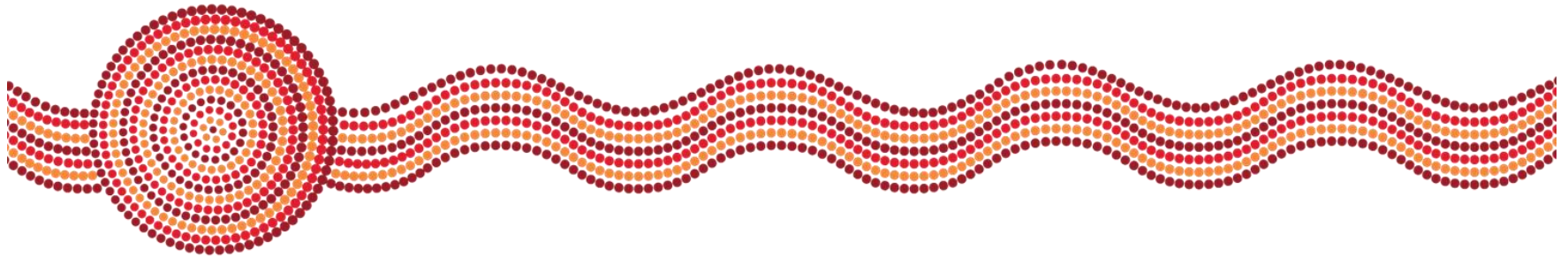
Acknowledgment of Country

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.



Objectives

To gain insight into

- the capabilities curriculum
- planning for teaching of the capabilities
- assessment of the capabilities
- VCAA resources supporting teaching of the capabilities

Victorian Curriculum: F-10

Overall Structure

LEARNING AREAS	CAPABILITIES
The Arts <ul style="list-style-type: none">• Dance• Drama• Media Arts• Music• Visual Arts• Visual Communication Design	Critical and Creative Thinking Ethical Intercultural Personal and Social
English <ul style="list-style-type: none">• English• English as an Additional Language (EAL)	
Health and Physical Education	
The Humanities <ul style="list-style-type: none">• Civics and Citizenship• Economics and Business• Geography• History	
Languages	
Mathematics	
Science	
Technologies <ul style="list-style-type: none">• Design and Technologies• Digital Technologies	

Four Capabilities

- Critical and Creative Thinking
- Ethical Capability
- Intercultural Capability
- Personal and Social Capability

Why Capabilities?

Capabilities underpin:

- **Flexible and analytical thinking**
- **A capacity to work with others**
- **An ability to move across learning areas to develop new expertise**

The Victorian Perspective:

- **Discrete knowledge and skills are identifiable**
- **Research supports explicit instruction**
- **Knowledge and skills across curriculum areas are transferable**
- **Will assist deeper learning in other curriculum areas.**
- **Key resource**

<http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf>

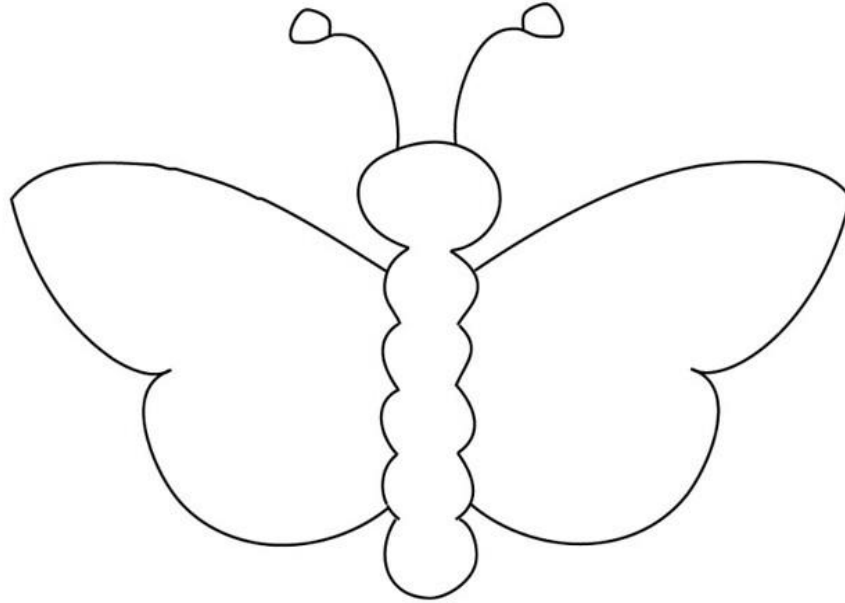
Through Growth to Achievement (Gonski)

Report of the review to achieve educational excellence in Australian schools : March 2018

Recommendation 7

- “Strengthen the development of the general capabilities, and raise their status within curriculum delivery, by using learning progressions to support clear and structured approaches to their teaching, assessment, reporting and integration with learning areas.”

If it is a butterfly then it has this distinctive shape:



Value add of Capabilities: example

Student thinking	Curriculum area
<p>Did the teacher say it was only butterflies that had this shape?</p> <p>What are the necessary and sufficient conditions for being a butterfly?</p> <p>The necessary and sufficient conditions are....</p>	<p>Critical and Creative Thinking</p> <p>Critical and Creative Thinking</p> <p>Science</p>
<p>Are there other insects that have that distinctive shape?</p> <p>Wait, I am assuming a butterfly is an insect</p> <p>Is a butterfly classified as an insect?</p> <p>Yes, there are other insects with that shape</p>	<p>Critical and Creative Thinking</p> <p>Critical and Creative Thinking</p> <p>Science</p> <p>Science</p>

Curriculum Area Design

- **Content descriptions identify what is essential for students to learn to enable aims of the curriculum**
- **Content is organised into strands**
- **Continuum of learning *across* bands (F-2 → 9-10)**
- **Level descriptions provide an overview *within* a band**

Critical and creative thinking

Aims to ensure students develop :

- Understanding of thinking processes and an ability to apply these intentionally
- Skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
- Confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts

CCT strands

Strands	Questions and Possibilities	Reasoning	Metacognition
	Explore the nature of questioning and a range of processes and techniques to develop ideas	Explore how to compose, analyse and evaluate arguments and reasoning	Explore the use of strategies to understand, manage and reflect on thinking and learning processes and problem solving

Ethical Capability

Aims to develop knowledge, understandings and skills to enable students to:

- Analyse and evaluate ethical issues, recognising areas of contestability
- Identify the bases of ethical principles and ethical reasoning
- Engage with the challenges of managing ethical decision making and action for individuals and groups
- Cultivate open mindedness and reasonableness

Ethical Capability strands

Understanding Concepts

Students explore:

- key concepts and ideas important to identifying ethical problems and their relative importance
- concepts concerned with ethical outcomes, such as good, bad, right, wrong, just and unjust
- concepts that have ethical significance such as tolerance, greed, freedom and courage
- the nature and justifications of ethical principles

Decision-making and Actions

Students explore:

- ways to respond to ethical problems factors that influence ethical decision making and action
- challenges in managing ethical decision making and action

Ethical Capability structure

Concepts

Ethically important?

Is it really important?

Ethical principles

Ethical issue/dilemma – Is it? Now what?

Duties and Consequences

But that's not all

Context, character etc.

Charity

Values

Be charitable

Be charitable if...

Be charitable if....

Intercultural Capability

Aims to develop knowledge, understandings and skills to enable students to:

- Demonstrate an awareness of and respect for cultural diversity within the community
- Reflect on how intercultural experiences influence attitudes, values and beliefs
- Recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community

Intercultural Capability strands

Cultural Practices

Students explore:

- characteristics of their own cultural identities and practices and those of others
- intercultural experiences and their value and meaning
- how perspectives and actions of individuals and groups can be shaped by culture.

Cultural Diversity

Students explore:

- the nature of cultural diversity.
- the concept of respect
- challenges and opportunities created by cultural diversity; and
- the way in which cultural diversity shapes and contributes to social cohesion.

Personal and social capability:

Aims to develop knowledge, understandings and skills to enable students to:

- Recognise, understand and evaluate expressions of emotions
- Demonstrate an awareness of their persona qualities and factors that contribute to resilience
- Develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- Understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships

Personal and Social Capability strands

Self-Awareness and Management	Social Awareness and Management
<p>Sub-strands: Recognition and expression of emotions and Development of resilience</p> <p>Students explore:</p> <ul style="list-style-type: none">• Regulation, management and monitoring of their emotions• Skills to manage setbacks and frustrations	<p>Sub-strands: Relationships and diversity and Collaboration</p> <p>Students explore:</p> <ul style="list-style-type: none">• Skills to participate in positive, safe and respectful relationships• Skills to negotiate, work in teams and resolve conflict

Curriculum design continued

Content descriptions

- describe what to teach
- organised into strands/sub-strands

Achievement standards

- explain how well a student should learn the content

Important to read the content descriptions and achievement standards together

Example: Critical and Creative Thinking

Levels 5 and 6

Levels 5 and 6 Description

In Levels 5 and 6, the curriculum focuses on developing the knowledge, skills and understanding to test the strength of thinking. Students develop their

Levels 5 and 6 Content Descriptions

Questions and Possibilities

Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities (VCCCTQ021)

Levels 5 and 6 Achievement Standard

By the end of Level 6, students apply questioning as a tool to focus or expand thinking. They use appropriate

What do students need to understand and be able to do?

What do they need to learn to get there?

Levels 7 and 8 Content Descriptions

Questions and Possibilities

Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements (VCCCTQ032)

Levels 7 and 8 Achievement Standard

By the end of Level 8, students prioritise the elements of a question and justify their selection. Students

Learning Continuum

Capabilities and Learning Areas

Capabilities should be taught in and through learning areas with strong links, where:

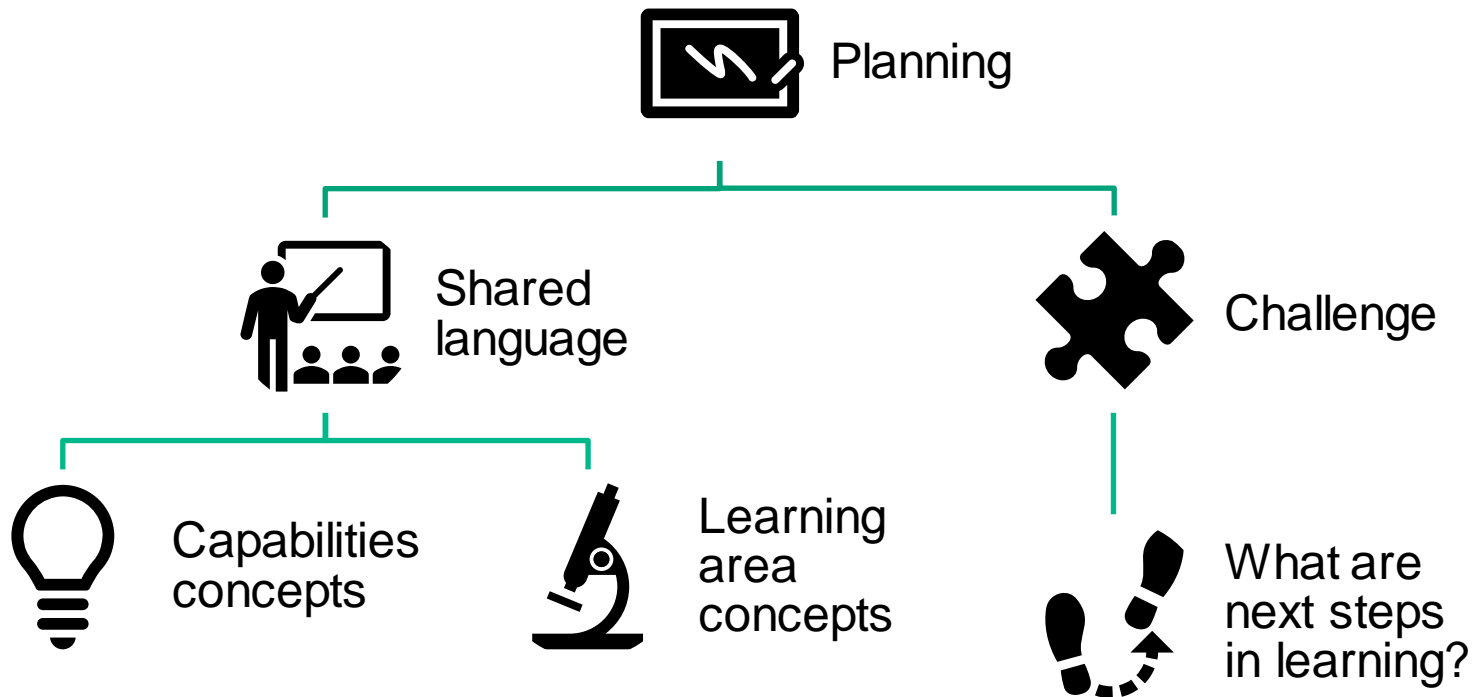
- the capability assists higher quality learning for the learning areas; and
- the learning area provides high quality contexts, examples, case studies to support development of the capability

Teaching in and through the learning areas: example

3 and 4	By the end of Level 4, students are able to compare a range of cultural practices and explain their influence on people's relationships. They explain what they have learnt about themselves and others from intercultural experiences.	Diversity and significance of places and environments	Similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there	VCGGK084
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Intercultural Capability and Geography

Planning



Example: Intercultural Capability and Geography

Intercultural Capability	Geography	Learning activities
<p>Compare their own and others cultural practices, showing how these may influence the ways people relate to each other</p>	<p>Similarities and differences between places in terms of...the lives of people that live there</p>	<p>How does Nyepi in Bali compare to different new year celebrations in Australia?</p>
<p>Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures</p>		<p>Students connect with a school in a neighbouring country, learn about each other's lives and reflect on this as an intercultural experience</p>

Which Capability? What to look for

- Are Capability concepts and skills **featured** in the learning area target CDs and programs?
- Would **high quality learning for the program** involve/ benefit from or further develop Capability knowledge and skills?
- Does **best practice pedagogy** for this program involve or benefit from Capability knowledge and skills?

Identify different ethical issues associated with a particular problem. (**Ethical Capability**)



Develop criteria to assess and test thinking (**CCT**)

They describe some competing considerations... describe how design and technologies contribute to meeting present and future needs



Design and Tech 5/6

They contribute to groups and teams... (**Personal and Social Capability**)

identify the barriers to and means of reaching understandings within and between culturally diverse groups (**Intercultural**)

Example – Personal and Social Capability

Key questions	Example
Does it support progress in the linked learning area/s?	Design and Technologies has a strong focus on collaboration
Does it support progress in development of the Capability?	The program can provide high quality opportunities for collaboration
Will it deliver ongoing benefits?	Upcoming schooling/tertiary contexts Employability skills Lifelong learning

General expectations on progressing learning

One or more of:

- **Explicit teaching and assessment of the Capability knowledge and skills to progress learning**
- **Application of prior consolidated Capability knowledge and skills and reflection on Capability development**

Explicit introduction of a Capability



Personal and Social Capability 5 and 6

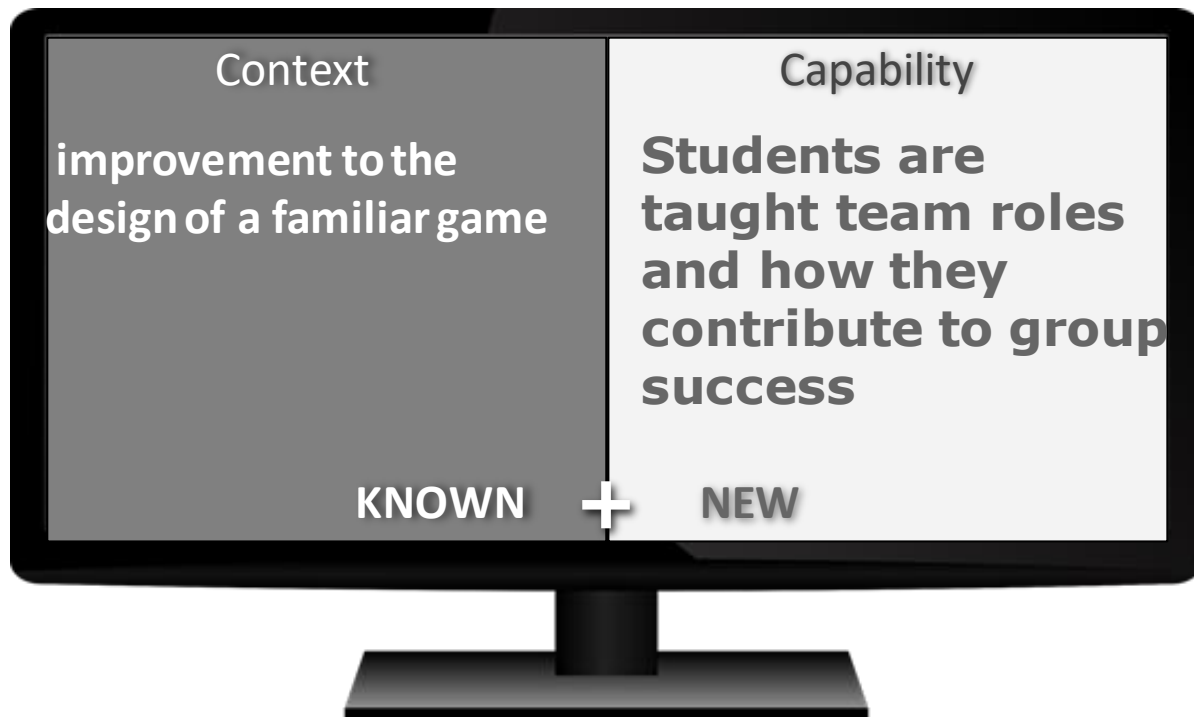
Content Description:

- Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles ([VCPSCSO032](#))

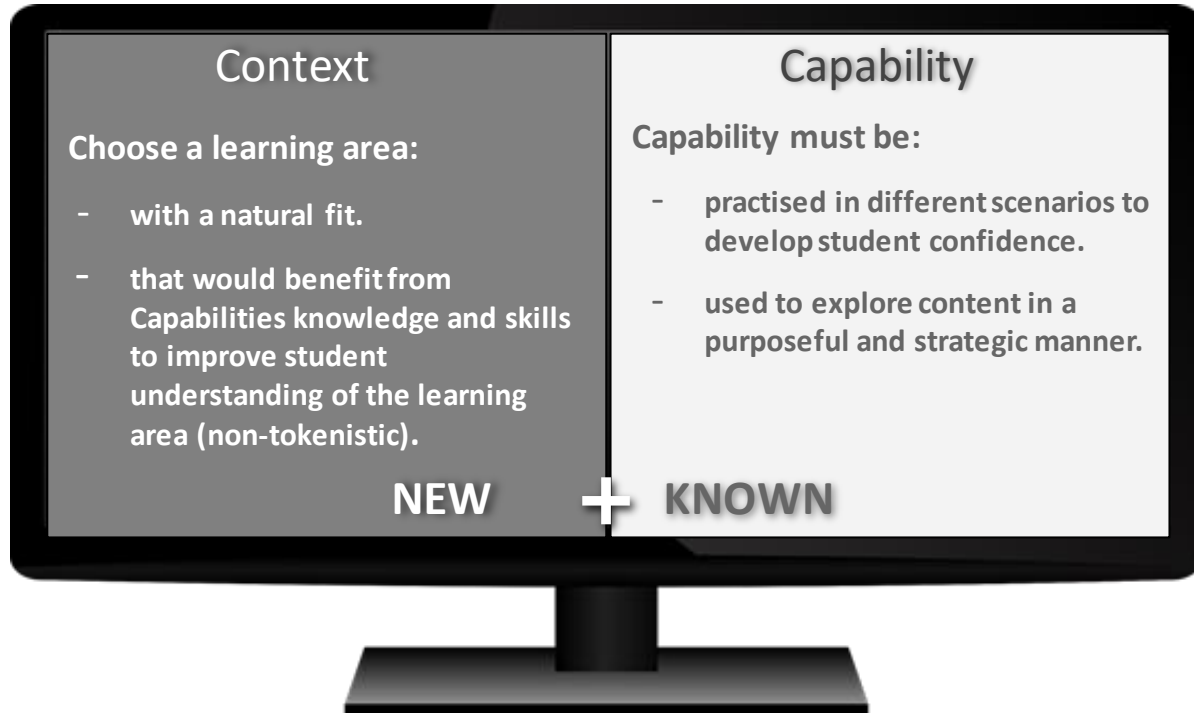
Achievement standard:

- They contribute to groups and teams suggesting improvements for methods used in group projects and investigations.

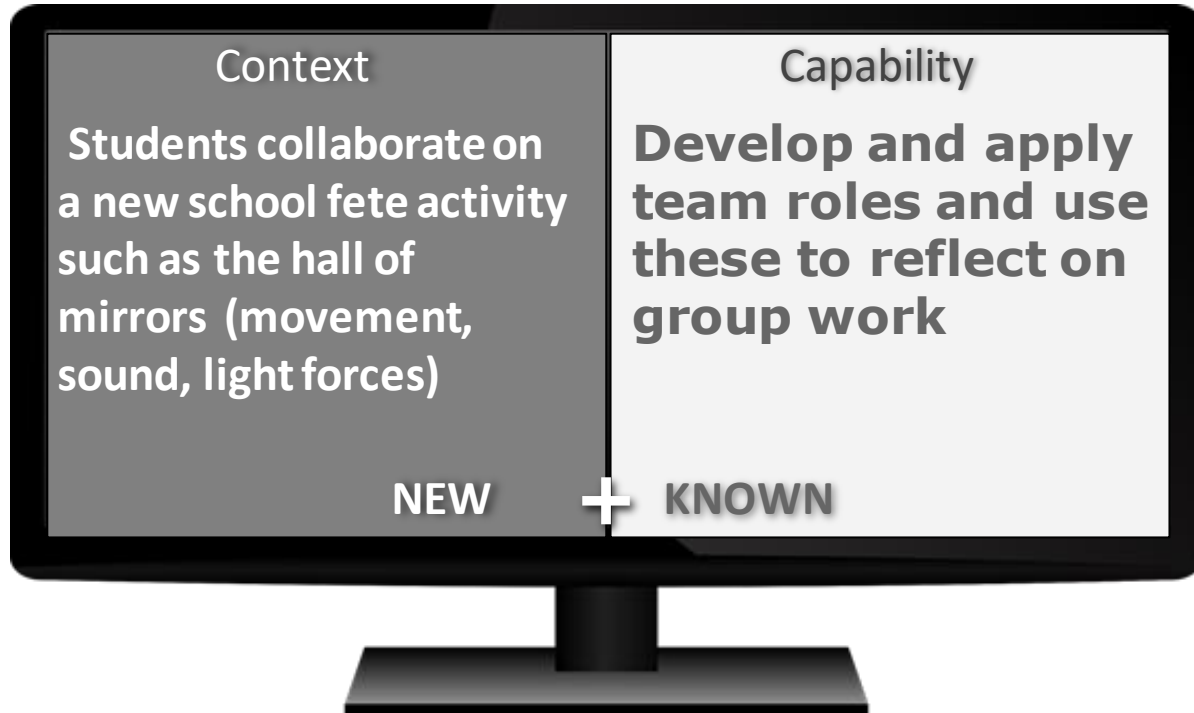
Explicit introduction of a Capability



Application of known Capability



Application of known Capability



Assessment

**Assess against the Capability
Achievement standard:**

When **new knowledge and skills are being
developed and consolidated**

Sample assessment task

- **Students develop and display classroom posters describing team roles**
- **They draw on these descriptions to reflect on their contribution to working successfully as a team on the board game redesign and to suggest improvements**

Application of a known Capability

Could be built into the assessment task for the learning area:

- **As an added component and/or**
- **As part of the expectations for the learning area achievement standard**

Sample added component

- **Students complete an assessment task for design of the hall of mirrors based on Design and Technology**
- **Added to this are expectations on setting of team roles, and written or oral reflection on how these are applied and suggestions for improvements**

Example: Intercultural Capability and Geography

Intercultural Capability	Geography	Learning activities
Compare their own and others cultural practices , showing how these may influence the ways people relate to each other	Similarities and differences between places in terms of... the lives of people that live there	How does Nyepi in Bali compare to different new year celebrations in Australia?

Assessment task on a neighbouring country such as Indonesia

Sample learning area integration

Geography 3-4 Achievement standard extract: By the end of Level 4, students identify and describe...**characteristics** of places...

Assessment task includes **characteristics** such as **cultural practices and affects on people's relationships.**

Feedback provided on understanding of this.

Summing Up

1. Remember: Discrete knowledge and skills
2. Use backwards design
3. Identify new knowledge and skills
4. Find a natural fit and familiar context
5. Consolidate new learning
6. Apply to a new context
7. Assess against the achievement standards

Resources

→ vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx ☆

CCT resources

Curriculum area resources

Access curriculum area-specific resources organised by 'Help me plan', 'Help me find a teaching resource' and 'Help me assess'.

Help me find curriculum area resources >

Cross-curriculum resources

Find resources for topics that draw on and link to multiple curriculum areas, such as Respectful Relationships and STEM.

Help me find cross-curriculum resources >

Professional learning

View all upcoming online and face-to-face F-10 professional learning events, access specific event information and register to attend an event.

Help me find professional learning opportunities >

Resources

← → ↻ vcaa.vic.edu.au/curriculum/foundation-10/resources/Pages/default.aspx ☆ ⚙️ 👤

CCT resources

The Arts

- Overview of the Arts >
- Dance >
- Drama >
- Media Arts >
- Music >
- Visual Arts >
- Visual Communication Design >

Critical and Creative Thinking Capability

- Overview of the Capabilities >
- Critical and Creative Thinking Capability >

Health and Physical Education

- Health and Physical Education >

English

- English >
- English as an Additional Language >

Ethical Capability

- Overview of the Capabilities >
- Ethical Capability >

Types of resources

- **Whole school planning advice and templates**
- **Curriculum mapping examples and templates**
- **General advice on teaching and assessment**
- **Unpacking the content descriptions**
- **External resources**
- **Sample units of work and assessment rubrics**
- **Digital assessments**
- **Some resources linking a learning area and capability**

Contacts

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For further advice about the implementation of the F–10 curriculum in Victorian schools, including developments, resources and professional learning opportunities, please subscribe to the F–10 Curriculum Update:

<https://www.vision6.com.au/e/m/forms/subscribe.php?db=399327&s=112201&a=18689&k=799b5d6>