

# Introducing the Victorian Curriculum 7-10: Capabilities

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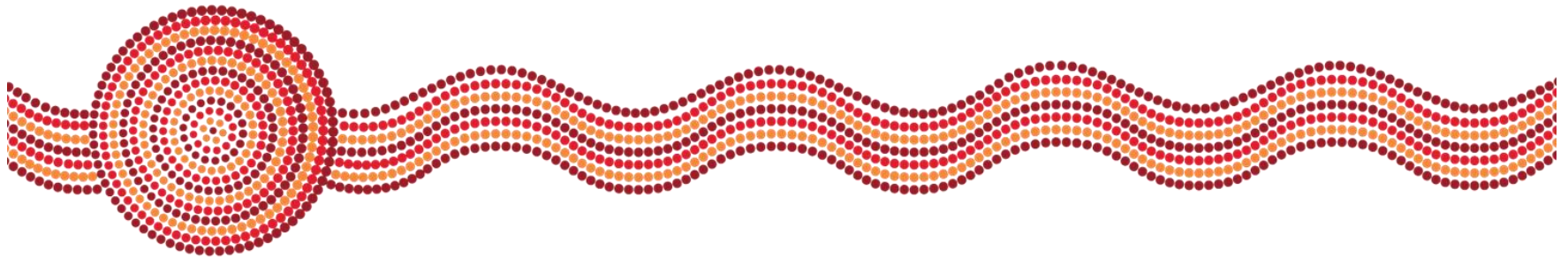
# Acknowledgment of Country

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

## 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>

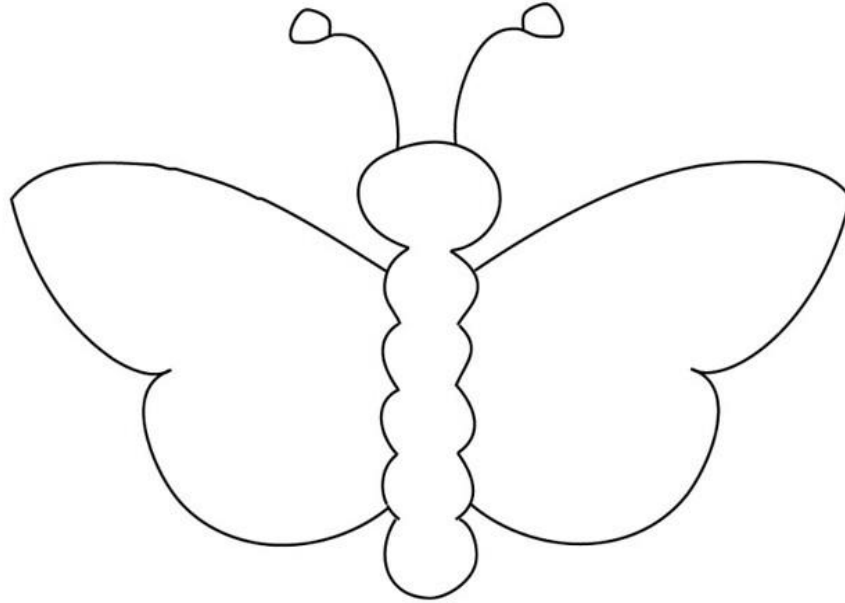
# Through Growth to Achievement (Gonski)

**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

**Sub-strands:** Recognition and expression of emotions and Development of resilience

Students explore:

- Regulation, management and monitoring of their emotions
- Skills to manage setbacks and frustrations

## Social Awareness and Management

**Sub-strands:** Relationships and diversity and Collaboration

Students explore:

- 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

# Curriculum structure

Aspects of learning  
Strands / sub strands



	2	4	6	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	
	FOUNDATION to LEVEL 2			LEVEL 2 AND 4			LEVEL 5 AND 6			LEVEL 7 AND 8			LEVEL 9 AND 10						
<b>Questions and Possibilities</b>	Identify, describe and use different kinds of question stems to gather information and ideas.	Construct and use open and closed questions for different purposes.	Examine how different kinds of questions can be used to identify information, ideas and possibilities.	Consider how to approach and use questions that have different purposes to examine, inform and act upon real situations.	Identify, describe and use different kinds of question stems to gather information and ideas.	Construct and use open and closed questions for different purposes.	Examine how different kinds of questions can be used to identify information, ideas and possibilities.	Consider how to approach and use questions that have different purposes to examine, inform and act upon real situations.	Identify, describe and use different kinds of question stems to gather information and ideas.	Construct and use open and closed questions for different purposes.	Examine how different kinds of questions can be used to identify information, ideas and possibilities.	Consider how to approach and use questions that have different purposes to examine, inform and act upon real situations.	Identify, describe and use different kinds of question stems to gather information and ideas.	Construct and use open and closed questions for different purposes.	Examine how different kinds of questions can be used to identify information, ideas and possibilities.	Consider how to approach and use questions that have different purposes to examine, inform and act upon real situations.	Identify, describe and use different kinds of question stems to gather information and ideas.	Construct and use open and closed questions for different purposes.	Examine how different kinds of questions can be used to identify information, ideas and possibilities.
<b>Reasoning</b>	Examine words that show reasons and work that show conclusions.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.	Examine and use the structure of a basic argument with an aim, reasons and conclusion to present a claim.
<b>Meta-Cognition</b>	Consider ways to express and describe thinking activity, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.	Consider processes and specific models to facilitate thinking, including the expression of thoughts about learning, both to others and self.

Nature of learning progress - Achievement Standards



VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY



# 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
- Best practice pedagogy might involve or benefit from capability knowledge and skills

# Example

Level 7 and 8	Geography	Intercultural Capability
Content Descriptions	Spiritual, <b>cultural</b> and aesthetic value of landscapes and landforms ....(that <b>influence ways of protecting significant landscapes</b> )	Analyse <b>the dynamic</b> nature of own and others <b>cultural practices</b> in a range of <b>contexts</b> ( <a href="#">VCICCB013</a> )
Achievement Standards	By the end of Level 8, students .... identify, analyse and explain interconnections	By the end of Level 8, students explain how cultural practices may change over time in a range of contexts.



Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues ([VCECU021](#)) (**Ethical Capability**)



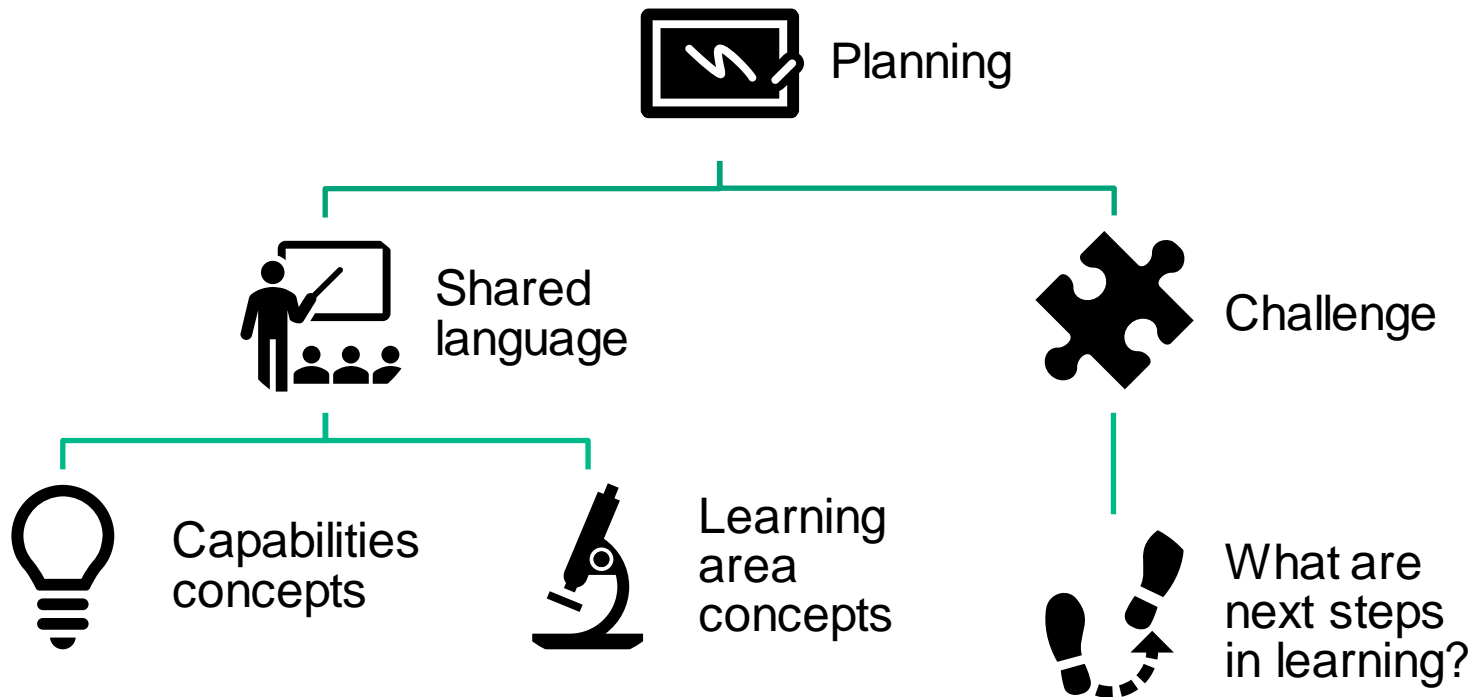
Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes ([VCDSCD064](#))



## Design and Tech 9/10

Develop specific skills and a variety of strategies to prevent or resolve conflict...  
(**Personal and Social Capability**)

# Planning



# 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 9 and 10

## Content Description:

Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts ([VCPSCSO051](#))

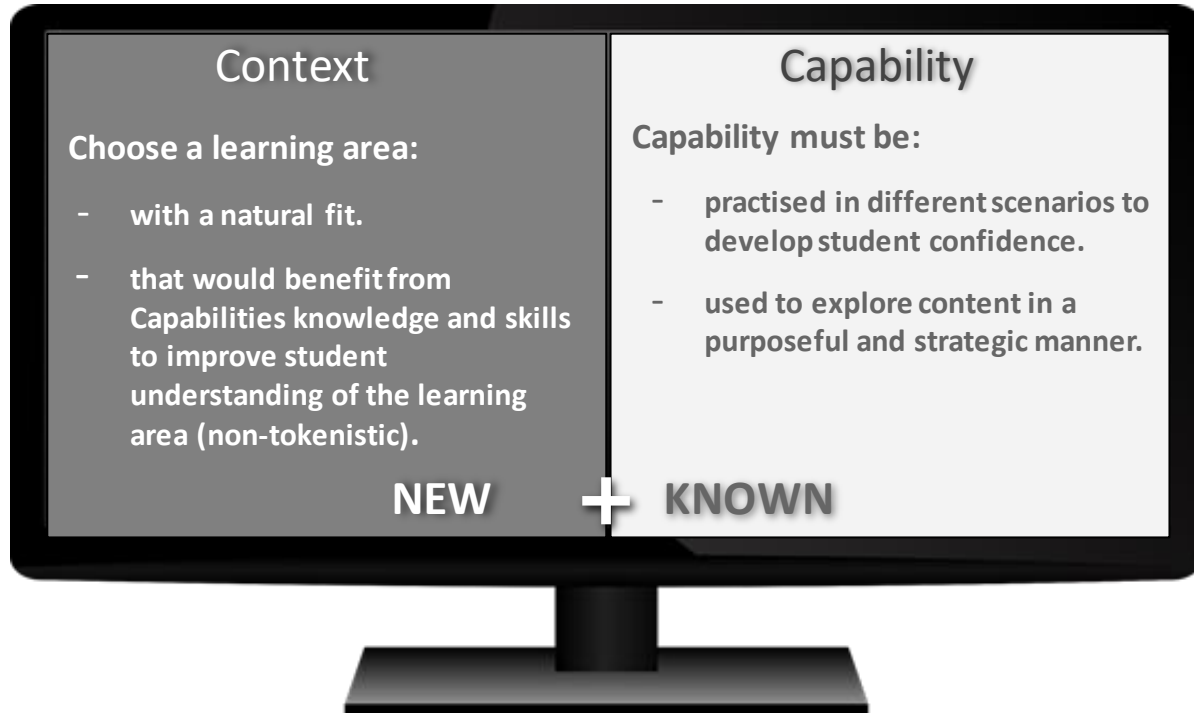
## Achievement standard:

By the end of Level 10, students... generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.

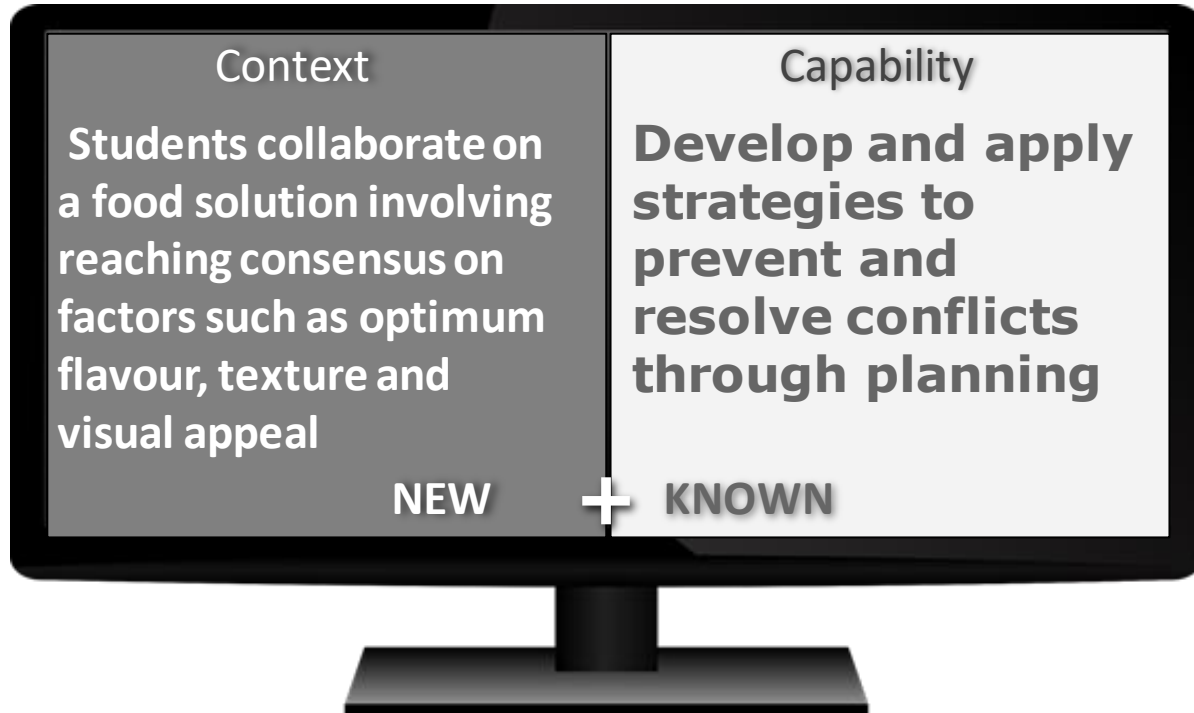
# Explicit introduction of a Capability



# 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 conflict resolution strategies**
- **They draw on these descriptions to reflect on their planning for prevention and resolution of conflict 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 a food solution based on Design and Technology**
- **Added to this are expectations on conflict resolution, and written or oral reflection on how these are applied and suggestions for improvements**

# Sample learning area integration

**Geography 7-8 Achievement standard extract:** By the end of Level 8, students .... identify, analyse and explain **interconnections**

Assessment task addresses **interconnections** including **cultural influences** on views on **protecting landscapes**.

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/em/forms/subscribe.php?db=399327&s=112201&a=18689&k=799b5d6>