**Katerina Poropat:** Good afternoon, everyone, and welcome to today’s webinar – Introducing the Victorian Curriculum F–6: Languages. My name is Katerina Poropat and I’m project manager in the Victorian Curriculum F–10 Unit here at the VCAA. It is my great pleasure to introduce you to Kylie Witt and Catherine Bryant from the Languages Unit, who’ll be leading our presentation today. 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.

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 our presentation, I’ll briefly go over some housekeeping. Please note that the chat function is being used to share relevant information and links from the VCAA. You will notice that a Q&A box has been set up. So, please pop your questions and comments in here as this will help us to ensure all your queries are attended to. 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 two 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 Q&A session at the end of this presentation where Kylie and Catherine will address the 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, Kylie and Catherine, I’ll throw over to you for today’s presentation.

**Kylie Witt:** Thank you very much, Kat, and thank you, also, Alicia, who’s behind the scenes. And, of course, Catherine, thank you for joining me as well. And thank you to the 22 people who are already in the room with us.

I’m just going to start by outlining the aims of today’s session, from our point of view. And, as Kat said, if you have additional questions while we’re talking, please put them in the Q&A for us.

But today, we’re going to step you through the aims of the curriculum with regard to the Languages Curriculum more specifically. We’re going to look at the structure of the Languages Curriculum from F–6. We’ll show you where to find some of the documentation. We’ll show you how to link some of the curriculum to your school planning and the planning of your own classes. We’ll look at where there are some support resources that might be helpful for you. And we’ll have a short look at how you might assess against the achievement standards.

Now, before we get started... Oh, hang on, I keep wanting to use my arrows. Great.

A quick overview. You would be aware that there are a number of learning areas and capabilities associated with the Victorian Curriculum. And, of course, we’re talking about languages today. But along the way, have a think about the capabilities because they are also part of what we try to plan for. We’re not going to focus on the capabilities in any great detail today, but we did want to just mention that they are part of everybody’s learning and teaching programs and that Languages can help with all of those capabilities. We’re also aware that sometimes Language teachers find themselves under pressure to focus on the intercultural capability, and just remind you that that’s something that everybody takes responsibility for, as well as you. You do it particularly well, but that’s not to say you’re the only people in the school who should be doing that. So, we like to just remind you of that.

OK, so the curriculum – what does it do for you? The VCAA provides a curriculum which is basically a set continuum or a list of progressions that define increasingly complex knowledge, skills and concepts. And these are what you’re trying to imbue your students with as you teach and learn with them. Each school develops the teaching and learning program that’s specific to their student cohort. And, so, it’s up to you how you deliver this curriculum. We outline what we think needs to be delivered, but it’s up to you to get to know your students, get to know your local cohort, your own school’s context, and to make sure that what you actually deliver suits your students. So, we’ve deliberately outlined a curriculum that gives you that flexibility. And, by the same token, we understand that sometimes that means there’s a conflict between being given what you want and having the freedom to DO what you want. So, we’re going to try and unpack some of that for you today.

The aims, specifically of the Languages Curriculum, include the following. We aim to develop the knowledge, understanding and skills to ensure that our students can communicate in the language they are learning, that they can understand the relationship between language, culture and learning, that they can develop those intercultural capabilities and that they can understand themselves as communicators.

Where can you find more information about the Languages Curriculum? We offer a number of different points of entry, and through the VCAA F–10 web page, you’ll find, if you start looking around on it, that there is support for specific languages, but not every language. You may or may not be aware, but there are over 50 different languages being taught in Victorian schools, and that includes at the primary levels. So, the people here with us today are primary teachers, as far as we know. You’ve signed up for the F–10...uh, F–6 session. But, in fact, the curriculum goes from F–10. And, so, there are a number of different languages supported. So, if your language falls outside the group that is specifically catered for, then there’s a number of other language groups for which there is information that can be adapted to any language. So, it’s important, also, to have a look at that information, because sometimes that can be applied across groups as well.

There are three main entry points when you’re looking at the information that the VCAA provides with you...for you. There’s language-specific curriculum, language-specific resources and a curriculum planning resource website. And I have to say, I would recommend that once you find these on your own searching – we’re providing links today and you may Google them later – but whatever you do, bookmark them the first time you use them, so that you don’t have to keep Googling them. That was the first thing I learnt about the curriculum. Bookmark the bits that are relevant to you.

So, as an example, the first entry point I mentioned is the Languages Curriculum page, and it looks like this when you click on that link down below. The most important thing to do is to click through to your own language page and bookmark that page. Once you’ve done that – this is a German example – you’ll arrive at a page that looks like this. And on this page, you’ll find the Rationale and Aims behind the curriculum for that specific language or language group, you’ll find the Structure, you’ll find some information on learning in that particular language, you’ll find something called a Scope and Sequence, and you’ll find a link to some resources.

Alicia’s just popped that in the chat, but you’ll also have this when the slides come to you as well. They’re all live links.

So, I’m going to hand to Catherine for a moment, who’s going to step us through the structure of the Languages Curriculum. She’s going to show us how we can unpack all the bits and pieces that form the curriculum.

Thanks, Catherine. Now, when I say I’m going to hand to you...

**Catherine Bryant:** Thanks, Kylie.

**Kylie Witt:** Here we go. Hang on. Coming your way. Yes, I do.

**Catherine Bryant:** Thank you.

**Kylie Witt:** Terrific.

**Catherine Bryant:** Thanks, Kylie. Alright, so, for the next few slides, we’re just going to talk about the curriculum itself, and we’re going to talk about the structure – so what it’s made up of.

So, the first thing to know is that we have what we call sequences in the F–10 curriculum. So, in Languages, there’s two sequences, and that depends on the entry point that the student is coming in at. So, we have the F–10 sequence for students who begin to learn the language in primary school and who continue through to Year 10. And then we also have a 7–10 sequence for students who begin to learn the language in Year 7. So, today, I believe we’re joined by teachers of primary, so, we’re going to be focusing specifically on the F–10 sequence. So, when you hear the word ‘sequence’, that’s what we’re talking about.

OK, so, our curriculum is made up of what we call strands and sub-strands. And in the Languages curriculum, there’s two strands – Communicating and Understanding. And then, within those strands, there’s smaller things that we call sub-strands. So, within the Communicating strand, we have the sub-strands Socialising, Informing, Creating, Translating and Reflecting. And then within the Understanding strand, we have the sub-strands Systems of Language, Language Variation, and Change and the Role of Language and Culture. So, in today’s webinar, we’re going to talk a little bit... You’ll hear us mention strands and sub-strands every now and then. That’s what we’re talking about.

OK. So, there’s other things, as well, that the curriculum is made up of. The next one is content descriptions. So, when we talk about content descriptions, we’re talking about what it is that you are going to teach, and what it is that the students are going to learn. And these are organised in the strands and the sub-strands. The other thing we talk about is achievement standards, and they describe the learning that’s expected of students. And what it means is what students are expected to understand and what students are expected to be able to do. And in the green text there, it says it’s “important to read the content descriptions and the achievement standards together.” So, they do articulate with one another and you will find that there are links there that you need to see when you’re reading those.

OK, so, the next thing that we talk about when we talk about the curriculum is elaborations. And what elaborations are is that they’re advisory examples of how the curriculum may be transformed into a classroom activity or a learning opportunity. And it says that they’re “non-mandated”. So, what that means is they’re just ideas that you may wish to do for yourself, in your classroom. The things that we mentioned on the previous slide, so the content descriptions and the achievement standards, they are mandated, which means they are things that you must do. As for elaborations, they’re non-mandated. So, they’re things that you may wish to do or you may not wish to do, depending on your own situation. So, they’re just some suggestions that you’re welcome to look at, but you don’t have to do them, and we’ll give you some more information about those shortly.

So, here is an example of part of the Victorian Curriculum for Indonesian, and we’re looking specifically at Levels 5 and 6. And on the left there, we have our content description. This is an example of one of the content descriptions. It comes from the strand Communicating and from the sub-strand Translating. So, the content description says, “Create for the school community...” Sorry, I’ll start again. “Create for the school community simple bilingual text such as reports, instructions and games.” And then there’s a link there, with a code in that blue text in the brackets. And I’ll show you what that is shortly. Over on the right, we’ve got the elaborations that relate to that particular content description. So, these are suggestions that are there to make that particular content description come to life. If you want a suggestion for how to do that in the classroom, here’s some...four ideas that are there. So, you could get students to produce a recount of events and experiences, such as an article for a newsletter or captions for a photo story, and compare choices available in both languages. You might think, “Yeah, that’s great, I’m going to do that.” Or you might keep looking down and you might think, “Um, oh, I might look at this second dot point – “Perform a role-play or skit for an audience such as parents or younger students, providing an explanatory English commentary – for example, explaining the use of specific terms or gestures.” And you might think, “Oh, yeah, actually, that really fits in well with what my students are interested in. I have a fantastic example of a role-play or a skit, so I’m going to go with that.” At the same time, though, you might look at these elaborations and you might think, “Actually, I think I’ve got my own example that would be a great way of teaching this particular content description, so I’m not going to use any of these.” So, the elaborations here are just ideas for you, to give you some inspiration, really.

Just a note about the sub-strand, Translating, that’s an interesting one, because you may be aware, many decades ago, language learning was...there was a lot of translating involved. But in the Victorian Curriculum, where it talks about Translating, it’s really about creating little texts in two languages – so, doing things like suggested here, in these elaborations – so, making little signs or communicating ideas in two languages, for a broader audience. So, just bear in mind that when you see ‘Translating’, don’t be scared. It’s not the kind of grammar translation method idea of translating. It’s more about students communicating their ideas in two languages for a broader audience.

OK, so, let’s continue on.

Alright, so if we have a look at the Victorian Curriculum website, there’s an awful lot there to take in and there’s a tremendous amount of information that’s there for you. Hopefully, the plan is, in the next few minutes, to take you on a little tour. There’s some interest...some very important tabs to know about. So, that first one there says, ‘Curriculum’ – the one that’s got the red circle around it. That’s where you find your actual curriculum. And then, as Kylie mentioned, the little tab on the left saying...that says ‘Introduction’, that’s where you’ll find all the other really important information about the Structure and the Aims and the Rationale and all of the things... And that really sets the context for your Language program. So, it’s important to know about those. So, when you do open up the page, which I’ll show you in a minute, we do have all of these different components that are visible. So, we’ve got strands, we’ve got sub-strands, we’ve got our content descriptions, we’ve got our elaborations. And, also, if we scroll down a little bit further, we’ll even get to our achievement standards. So, I’ll show you that now, if I just share my screen. Fingers crossed, the internet works today. I’m going to take you to Google Chrome. It is a little bit slow, so just bear with me.

So, hopefully, you can see that now. So, this is our landing page, our opening page for the Victorian Curriculum, and if you click on this arrow here, it takes you to all the different learning areas. And we’re going to go here, to Languages. As Kylie said, there’s a lot of languages that are catered for, with their own specific curriculum documents here. If you’re teaching a language that you can’t find here, you’ve got this generic Non-Roman Alphabet Languages Curriculum or Roman Alphabet Languages Curriculum, which can be used to teach any world language. So, we are very lucky in Victoria. We have lots of teachers teaching lots of languages.

So, today, we’re just going to use the French one as an example. And here we have our introduction. So, we have our Rationale and Aims, Structure, Learning in French, and then, when we go over here, to the Curriculum button, this is where we actually find the curriculum itself. Now, there’s an awful lot happening here, on this page, but there’s some useful little tabs and check boxes and things that you can use when you’re navigating.

So, over here, we’ve got some filters, so you can ask it to focus on only one level, if you like. Let’s have a look at this other one, over here, showing... So, you can also ask it to only show you particular strands here. You can ask it to give you a different view of all this information. So, if you look on this left-hand side one, you can ask it to show you consecutively, down the page, and it will give you a sequence. This will be a really, really, really long page, and it goes in order. If you look on the right-hand side, this other view, you can opt to have one level per page with elaborations. That’s another way of looking at it. So, really, this is a pretty flexible website. It’s quite user-friendly in that you can tell it what to do to get it to present the information in the way that you want to have a look at it.

Let’s go back to this one, with the columns. And, say, for example, today, if we want to focus on the F–10 sequence, which is what we’re talking about today, so we’re looking at primary level and we’re going to look at Levels 3 and 4, so this is in the middle of our column here today. You can ask it to show you the Level Description, which is an introductory statement here. You can ask it to show you the content description – so that is what needs to be taught, what you are going to be teaching. And you can also ask it to show you the achievement standards. Or you can just focus in only on content descriptions. So, let’s pretend we’re just going to look at content descriptions. And when we’ve... We’re just focusing on this column in the middle here, ‘cause we’re pretending that we’re looking at Levels 3 and 4.

Here, we’ve got our strand, Communicating, and then underneath, in our grey, we’ve got our sub-strands. So, our first one here is Socialising. And let’s look at this first content description here. So, students are going to participate in a routine exchange, such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds. When you see this link here... This is the one that was in blue earlier, when I was showing you the Indonesian example. This is how you get to the Elaboration. So, if we click on that, it opens a window with the elaborations and it tells us over here where we are. So, we’re in French, we’re in the F–10 sequence, we’re Level 3 and 4, and we’ve got our strand and our sub-strand. So, we’re not getting lost. It tells us where we are. Here’s our content description, which is the one I just read out, and here are our elaborations. So, lots of ideas there to give you some ideas for how you might like to approach that in your classroom. And you might think, “Oh, yeah, that’s actually quite achievable. I think I’m doing that already.” So, hopefully, some of these look quite familiar and quite achievable.

Down the bottom here, there are some links. Sometimes there’s useful information here, that can be found on FUSE, which is another website. It’s...some of them have useful information or resources here, that are linked. Not all languages do. So, just be aware that some do, some don’t. So, they’re our elaborations, that are optional, and to give you some idea.

When we keep going down, we can find our achievement standards. So, let’s uncheck content descriptions and we just want to look at achievement standards now. However, we did say, earlier, that we need to look at these together. So, let’s look at them together. We’ll scroll down a little bit. And we’re going past the Understanding strand and down to the bottom. Here’s our achievement standard. And, so you’ll notice that the achievement standard always starts with this statement – “By the end of Level 4...” in this case. So, you’ve got a two-year band to look at this, so just bear in mind that you’ve got two years to address this achievement standard. It might be when the students are in Level 3 or it might be when they’re in Level 4. So, that is how you find it. And, hopefully, that’s useful because it gives you some ideas for different ways of navigating.

Also, at the top, you can print this page. You can download. And you can tell it how you want it to download the information. So, if you hit the ‘Download’ button, you can tell it what you want. So, you’re going to scroll past all the other curriculum areas and you’re just going to focus on the language that you want. You can tell it you want a specific language, you can tell it which level you would like to see. And then you would...at the bottom, you could say, “Right. I want level descriptions. I want standards. I want content descriptions.” Or maybe you would just like to see elaborations. It’s all up to you. When you download, you’ve got options to download as a PDF or as a Word. OK?

So, we’ll go out of here. Hopefully, I can get out of here without doing something.

And you’ve also got similar options with printing. So, when you print, you can print to a PDF or you can print to an actual printer. And there’s different views. So, just remember that you can get the website to arrange the information however you want.

OK, so, I’m going to stop sharing that. And, hopefully, we go back to our slides. And, so, we’re going to continue on with our slides for a few minutes and we’re going to talk about resources. So, I’m going to hand over to Kylie. I’m just going to hand you controls, Kylie.

**Kylie Witt:** Great, thank you. OK. Great. Thanks, Catherine. That was a terrific tour. Thank you very much and thank you to the internet for letting us do that, because it makes a huge difference when you can see it in action, rather than a whole lot of unwieldy slides.

OK, so, I mentioned earlier in the webinar that there were three possible entry points. And to be honest, there are two really important ones. The first one was that Curriculum entry point. And the second one that’s really, really helpful is this Language Resources entry point. So, again, this is a page I would recommend bookmarking or at the very least, come up here, go to your specific area and then bookmark that. You will save yourself a lot of Googling.

When you come here, explore this page and then start looking at the resource page for your own language. So, there’s one of these for all of the specific languages. And then there are the generic ones that we’ve both mentioned. And on each one of them, there are these three buttons. “Help me plan”, “Help me find a teaching resource” and “Help me assess”. So, it’s pretty self-explanatory what you might find behind each one of these buttons. And as Catherine mentioned, for different languages, there’s different levels of additional material. There’s the level of base material that goes across all the languages, then some languages have additional resources. So, depending on your language, you’ll find different things behind these tabs.

But let’s... Oops, hang on. Let’s start with “Help me plan”.

One of the things that you’ll find behind there are some items aimed to help you with your teaching and learning program. So, we just wanted to remind you today that your aim in using the curriculum is to integrate those content descriptions into smaller units of work or topics or whatever you’d like to call them. You will find a way of bunching some of those content descriptions together so that they fit a particular context. And that’s where the elaborations can help you bring those to life. On their own, the content descriptions are simply that – they’re little sentences that describe pieces of learning. But if you start to look at them a bit creatively and you look at them in context and you read through some of the elaborations, you’ll find that you start to see where content descriptions can be bundled together and delivered together as part of a program or a larger piece of work.

So, integrating across the content descriptions, across the strands, the sub-strands, but also, because you’re dealing with Languages, you have the luxury, also, of being able to look across different learning areas. I think that’s something fairly special that Language teachers have available to them. It can sometimes complicate life, but it can also make things much richer because we can actually tap into basically any learning area that we or our students are interested in, and we can link the language learning to those learning areas. So, that gives you an enormous amount of scope. As I said, that can be a positive and a negative. That can be a bit frightening, but it can also be very exciting. And it’s why, as Catherine said, you might look at all of the elaborations that we’ve provided and you might dismiss all of them because you have a better idea. So, remember, the content descriptions are what you’re looking at and the elaborations, or your own elaborations, are how you bring that to life in the classroom.

So, in terms of trying that early in your career, as a Language teacher, you might think that you need some assistance, some documentation, to kind of anchor yourself. So, one of the resources that hides behind that “Help me plan” button is something called a Curriculum Map. Now, you won’t be able to read this today. So, have a look at that when you play with the downloads and you start following some of the links. But these templates give you some sort of structure which enables you to map where content descriptions and achievement standards are being addressed within your planning or your program. So, if you have a program that you’re already following, you could use this to check whether your program is covering all the bases. Or if you’re planning, you could similarly check to see what it is that you’re aiming to include in your program. So, that’s a really useful resource. It’s interactive, to some degree, once you download it. It’s a Word document, but it’s an interactive one that’s already populated with fields that you can fill in.

There’s something else called the Scope and Sequence, which is a downloadable A3 document, and that’s basically the whole curriculum at a glance. So, Catherine talked about different ways of printing different parts of the curriculum. But if you want the whole curriculum on one page, then the Scope and Sequence is a really useful document. And you’ll see... Again, you won’t be able to necessarily read the headings. But there’s different levels represented here and you can pull down the one that you’re interested in, print it off and have a paper version. I would mention, though, that there are no elaborations on the Scope and Sequence because the Scope and Sequence relates only to the mandated items.

So, the content descriptions...

Excuse me, I just have to hang up on someone trying to ring me. OK. Come on.

I’m skipping deliberately “Help me find a teaching resource” because we’ll come back to that before the end of the webinar. But I’d like to quickly mention the “Help me assess” section, because we’ll talk a little bit about achievement standards, and I think Catherine’s actually articulated a number of these points already. The achievement standards, they outline what the student is expected to understand and be able to do, and through the products that they create – either oral, written, or a combination of performance items – they demonstrate what they can understand and what they are able to do. They represent a continuum of language learning. So, like the bands, they are a continuum. They’re not meant to be linked to a specific age. They’re called levels for a reason. So, people might be at different levels, at different ages or at different chronological stages of their schooling. The levels themselves, they offer you a continuum. And, so, people within your class may be at different levels. And that’s a challenge for teachers of any learning area.

And, so, in the F–10 sequence of language learning, the first achievement standard for Languages is provided at Foundation–Level 2. So, that crosses over three levels. And what we measure is at the end of those three levels. So, at the end of Level 2, at the end of Level 4, at the end of Level 6, what should a student be able to understand and what should they be able to do? And here’s a sample of an Indonesian Level 6. Now, this is only the beginning. Once you start downloading things, you’ll realise these are very lengthy statements. And in general, they talk about the usage first and then they become a bit more specific. So, start reading all of those right to the end.

Assessment – we mentioned earlier on that you need to look at your assessment along with the content descriptions, because they are an integral part of the program design. When you’re designing the program, you need to be thinking about what the teaching and learning program is going to be looking like, but also what the assessment will look like. Those two things play into each other all through the process of both planning, delivery and evaluation at the end of it. It’s really important to view those as part of the same planning exercise. It helps to be able to give students clear criteria. So, it helps if you find ways of helping them engage with the criteria by which they’re going to be assessed. And it’s a process of collecting evidence over time for a range of activities and sources. And that’s, again, why we don’t specify particular tests, particular ways of doing things. You will find what works for you and your students. You will find ways of collecting evidence of their progress along this continuum. And your units of work, as I mentioned, will probably address multiple aspects of the achievement standard at any given time. These are not little checkpoints that you do, one by one. They form a greater whole over the period of time. And that’s why they’re two-year bands, rather than smaller pieces.

Something that’s very helpful is thinking about the idea of using rubrics, and we don’t have time to unpack the whole issue of rubrics in this webinar, but they are really good ways of providing descriptions of observable characteristics of performance. They also can be co-designed, depending on the level, with the student. The main thing is that you’re making explicit what it is you’re looking for and you are ensuring that the students know what that looks like and what they need to do in order to demonstrate this. It gives teachers opportunities to give valuable feedback and it gives students the capacity to start giving them...to start viewing their own progress and perhaps giving their own feedback to each other or for themselves. So, rubrics are really useful tools to be looking at.

There’s something else on the website that might be of interest to you. That’s something called Indicative Progress. Now, we’re actually working on a set of these. So, currently, this is only available in Modern Greek. So, when I talked about looking at what other languages have available, in this instance, you would look first at the Modern Greek offering, because this sample here is on the Modern Greek page. And this is just a snapshot of a longer document. And Indicative Progress is a way of looking at how a student can demonstrate movement from one level to the next level. I don’t know if you can see my mouse whirling around. Can you see that, Catherine? No, nobody can. OK. So, on the left column, it tells us what a student should be able to do and understand by the end of Level 2. And in the right-hand side, it shows us what they should be able to do by the end of Level 4. So, two levels on, this is what they should have progressed to. If we look above, we can see that there are two content descriptors that we’re trying to address and we’re trying to show how we’ve progressed from Level 2 to Level 4. And what’s in the middle column are examples of what sort of activities you might do that would help students to develop the skills to move through to that next level. Now, as I said, I’m not expecting anybody to be able to read that in depth at the moment. But make a note of the Modern Greek page and have a look at this, because there’s, as I mentioned, a longer document that explains what’s behind this. So, if you think that something like this would be useful, then we encourage you to look at this one, start making your own and look out for the ones in other languages. And we’ll be putting those on the website in early Term 2.

There’s also something called Formative Assessment. Now, this webinar was advertised for people early in their teaching careers, so it might be too early for you to be looking at formative assessment in the level of detail that it’s presented here. However, have a think about whether you’d like to pursue this, because there’s some really good resources... Oops. ..on THIS page. And it tells you all about how to assess in a formative way, using rubrics. So, that’s a conversation for another day, and it’s a lengthy conversation. But this documentation is definitely worth exploring, and it’s there for you.

That third entry point that I mentioned is the Curriculum Planning website, and that talks about whole-school planning, program planning across your department or your faculty or your learning area. And that can be addressed using this website here. So, again, I’d bookmark that when I got to it, if I were you. And that link has just popped up there. Thank you, Alicia. I’m actually going to skip through a number of these related slides because I think you can all read those for yourselves. And we’d like to give you an opportunity to answer...to ask some questions. But, basically, whole-school planning has four different levels upon which you can consider it. You’re probably looking at the last two at the moment that you may, in fact, be beginning a Language program in a school, in which case it’s your responsibility to look at it from a ‘whole school’ point of view. And no matter where you are in this...this number of points here, you will be contributing to the whole-school planning at some point, if you’re not already doing so. So, have a look at all those things in your own time.

This is another interesting document – a diagram to help you think about who does what, whose responsibility what is and where you find things. So, we’ve talked a lot today about the curriculum, the WHAT you’re doing with your students. And we’ve talked a little bit about the assessment – how well things...how well students are demonstrating that. They’re the things that we set down. The pedagogy and the reporting, that’s a school-based decision. And, so, those are conversations you might have with other people in your school or networks in language associations, colleagues at other schools, for example.

I think, again, this can be read in your own time. This just gives you some questions – key questions to ask – when you’re planning, so that you plan in a way that helps you structure your curriculum appropriately. And then there’s a whole booklet here that can be downloaded for that purpose, which provides guidelines on reporting and how you might implement those guidelines. As I mentioned, schools have the flexibility to determine how this is done.

OK, so, a couple more things that we’d like to mention. For some of you, there’s these resources called the Language Assessments. The VCAA, in the last couple of years, has been working with ACER to produce these online language assessments. And they’re a terrific resource for teachers and students of the languages highlighted down the bottom. They are Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish. They’re a free resource. They’re online. They’re terrific for looking at students’ reading and listening skills and offering you diagnostic information as to how your students are learning. So, by all means, have a really good look at those. I can see that we haven’t put the link in, so we’ll do that before we send the slides to you ‘cause they’re a terrific resource for those languages.

There’s also a set of resources for career education on the VCAA website. And, again, I mentioned that teachers of Languages have the luxury of being able to interact with other learning areas at their discretion. So, there are a number of language-specific career education resources, if this is of interest to you. It’s a way of helping you to embed some career education into your teaching and learning. But I’d also encourage you to have a look at some of the primary level other learning areas. There may be some materials there that you could adapt for your own language. And, certainly, if you have people with high-level skills in your classes, there’s some really good ideas from some of the other learning areas in those resources.

We’ve mentioned all the different places where you can find information, and here is just a slide that sums that all up again, so that you can find it in one place. As I said, these will all be live once the slides come your way.

Oops. Hold on. Getting a bit trigger-happy here.

We’d also recommend that you subscribe to the F–10 Curriculum Update. And I think it’s probably worth saying at the moment that there’s a new system of email in the education system. So, if you have an email that has ‘education’ in it, you’ll need to look out for these emails in your quarantine box as well. They’re having trouble getting through at the moment, but this is a really useful resource. If you subscribe to this Curriculum Update, you’ll get lots of additional information at various intervals. So, I recommend that.

And, finally, there are three of us in the Languages Unit. You’ve met me and you’ve met Catherine today. But we have a third member in the Languages Unit, Maria Dikaiou, and all three of us are here to help you if you need it with regard to your Language Curriculum and, of course, the F–10 Unit for other curriculum inquiries related to primary curriculum. So, any time you need any of us, please do get in touch. And thank you for listening. And I think we’ll pass over back to Kat now and we’ll do some Q&A.

**Katerina Poropat:** Thank you, Kylie and Catherine, for that presentation.

And we did have a question that came in about accessing the presentation after the webinar. My understanding is that will be sent through after this session to those who have registered. So, that email will be sent in bulk.

There was a question also that’s come through about...someone had missed what was going to be released in Term 2. It was about, I believe, that Indicative Progress document.

**Kylie Witt:** Yes, it was the Indicative Progress. Yeah, yeah.

**Katerina Poropat:** Yeah, so that will be released during Term 2.

**Kylie Witt:** Yes, we’re currently working on those and they’ll be released early in Term 2. And I think there will be some professional learning provided around that. That’s yet to be confirmed. But that was my understanding. And, certainly, if people are subscribing to the Curriculum Update and perhaps watching the bulletin, the VCAA Bulletin, then that will get to them.

**Katerina Poropat:** Excellent.

**Kylie Witt:** And it could appear on your language page, too. So, I guess that’s another thing that’s worth saying. Revisit the language pages occasionally because things do get updated and things do appear. So, if you revisit every now and again, you get fresh information. Now, we had a couple of questions by email prior, too, so while we wait for people to put their own questions, we could probably ask a couple of those.

This is one that comes up fairly often, and I’m going to ask Catherine if she feels like answering this one. But one of the things that language teachers sometimes grapple with is the fact that they don’t have a lot of exposure during the week to their students. They don’t necessarily have the recommended maximum number of hours available to them. And it’s always tricky for people to plan their assessment and reporting against the standards and outcomes when they feel that there’s this pressure to do so in much smaller bundles of time. Have we got any advice with that regard?

**Catherine Bryant:** Kylie, I’m happy to try and answer that. I don’t know if my video’s working anymore, but I’m still here, so hopefully, you can at least hear me.

**Kylie Witt:** Yep. Looks good to me.

**Catherine Bryant:** Oh, OK. So, yeah, this is a question that somebody wrote in to us when they were registering for the webinar. So, thanks very much for that question. I think this is something, as you said, Kylie, that a lot of teachers do grapple with. If you find that you’ve got only, you know, 30 minutes a week or even 60 minutes a week, or short bursts with your students, and you don’t actually have much face-to-face time timetabled in a week, it’s important to know that you’ll only be able to manage what’s humanly possible. So, it’s a good idea, probably, to have a discussion with your principal at the beginning of the year and to...just to manage some expectations about that. The Victorian Curriculum was written with more minutes than that in mind. So, it might only be possible for you to address part of the achievement standard in the time that you’ve got available to you. So, as long as you’ve had a conversation with your principal and there’s a common understanding there about what it is that’s actually achievable, what’s humanly possible in the small amount of time that you’ve been allocated, then that’s...that’s just the reality that has to be... You can only work within that. So, if it comes to reporting, you know, making it clear that “I’m only going to be able to actually address part of the achievement standard or part of this.” I think that’s probably a good idea, to have that conversation early on in the year, to make sure that everybody’s clear about what’s humanly possible. And it’s also another opportunity to maybe say, “Well, perhaps there could be more time, even, allocated to my program.”

**Kylie Witt:** Thanks, Catherine. That’s a really good point. Something that Language teachers do a lot of is advocacy for their own learning area. And I believe...I mean, everybody does. But Language teachers often do feel that they need to advocate. And these things can change over time. So, it’s really important to have that conversation with other members of the school community so that, perhaps, over time, you can build that amount of time up. And, at the very least, be open about what can and can’t be achieved in a certain number of minutes per week.

**Katerina Poropat:** So, I think that brings us to the end of our session today.

**Kylie Witt:** Terrific.

**Katerina Poropat:** So thank you, everyone, for joining us.

**Catherine Bryant:** Thank you.

**Kylie Witt:** Thank you.

**Katerina Poropat:** Have a great day, everyone.

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