

Victorian Curriculum F–10 Revision and Implementation

Briefing Pack
April 2023

The Victorian Curriculum F–10 includes both knowledge and skills, defined by learning areas and capabilities. Knowledge and skills are transferrable across the curriculum and therefore are not duplicated. At the time of its release in 2015 the current Victorian Curriculum was recognised as ‘world leading’ in terms of structure and content.

Learning areas

The learning areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic. Their enduring nature rests in ways of understanding, and the associated skills they provide for students. Each of the learning areas provides and is defined by a unique way of seeing, understanding and engaging with the world.

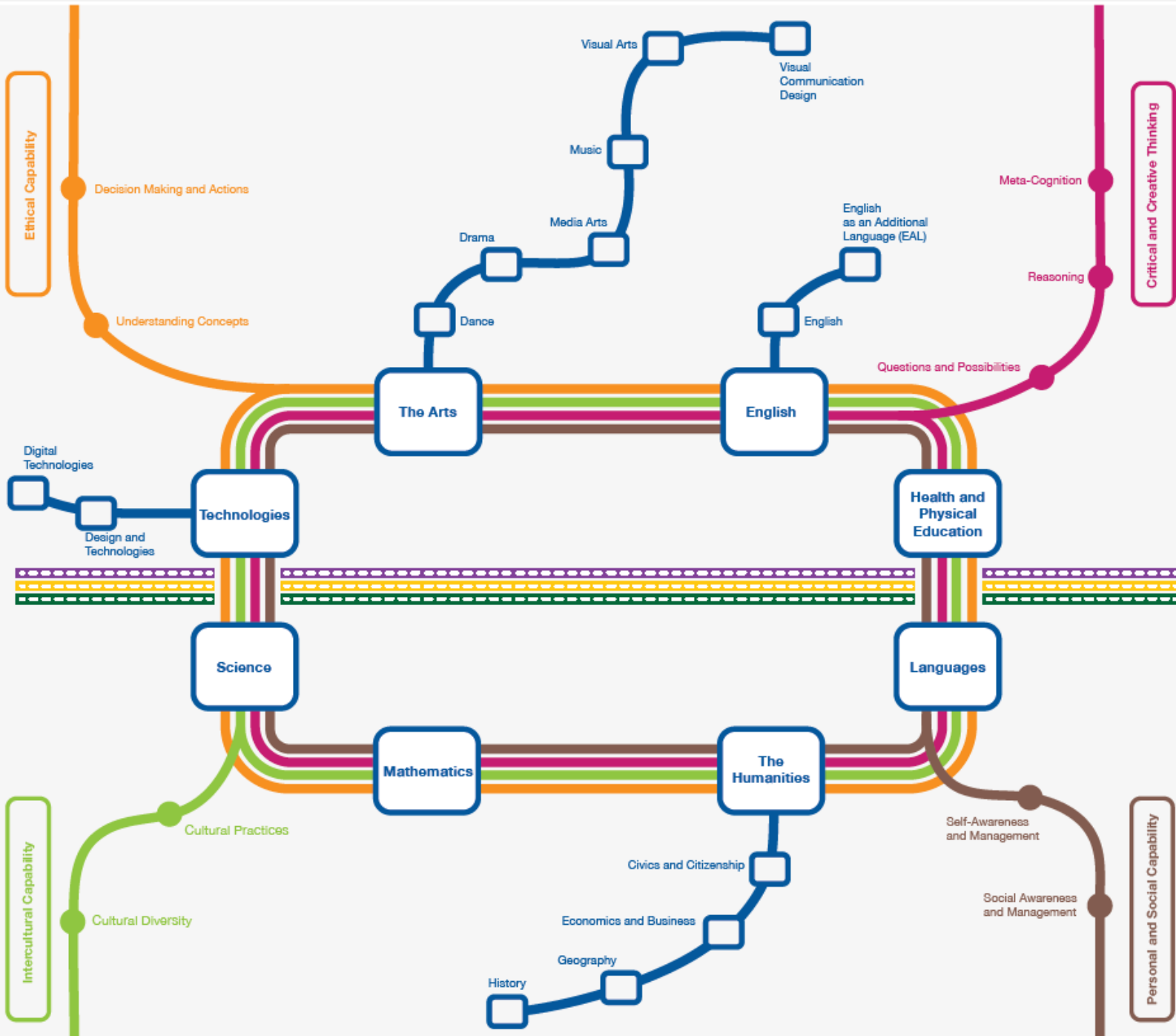
Capabilities

Each of the capabilities is a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas. A key distinction between the Australian Curriculum V9 and the Victorian Curriculum F–10 is the latter’s provision of content descriptions and achievement standards in the four of the seven capabilities.

Cross-curriculum priorities

Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia’s Engagement with Asia, and Sustainability is embedded in the learning areas and capabilities. These priorities provide national, regional and global dimensions and give students the knowledge and skills to engage with and better understand their world.

Mapping the Victorian Curriculum F-10



KEY

Capabilities

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

Cross-curriculum Priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

To access the Victorian Curriculum F-10, go to victoriancurriculum.vcaa.vic.edu.au

Revision and implementation of the Victorian Curriculum F–10 has three phases

Each is intended to be complete before the next phase begins; however, there are components of subsequent stages that can be planned concurrently, for example, the implementation of Mathematics curriculum resources from 2024.

Revision of Content

1

- Refinement of the content to make it easier for teachers to implement efficiently and effectively
- Update of curriculum to respond to feedback on the current version of the Victorian Curriculum
- Leverages the extensive consultation undertaken during the development of the Australian Curriculum V9

Familiarisation (Teachability)

2

- Familiarisation of the curriculum is an essential aspect of the curriculum revision and requires teachers to be guided through the curriculum to develop a shared understanding of how it works and how it is ‘brought to life’ in classrooms. The ‘teachability’ of the curriculum will provide confidence to teachers that the curriculum is implementable and will meet the needs of their learners in classrooms.

Resources and Support

3

- VCAA-developed curriculum support materials and tools to aid in curriculum planning will be provided
- Development of support materials and resources for schools and a new website to house the revised curriculum and connected implementation resources

What's not changing

- No change to the Victorian Curriculum F-10 structure
- Maintaining the current 8 learning areas, 7 capabilities and 3 cross curriculum priorities
- Retaining the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic

Scope of the revision to the current Victorian Curriculum and additional support for teachers

Curriculum area revisions

Improvement to curriculum content focuses on:

- **Mathematics**, improving the balance of skills and knowledge with their application to problem-solving (consistent with the Australian Curriculum V9)
- **English**, strengthening the explicit teaching of phonics in the F-2 curriculum (consistent with the Australian Curriculum V9)
- **Aboriginal and Torres Strait Islander Histories and Cultures**, increased prominence across the curriculum, foregrounding the experiences of First Nations Australians (consistent with the Australian Curriculum V9)

Improving ‘teachability’ and support for teachers

Adjustments to curriculum learning areas, capabilities and cross curriculum priorities to update, refine, simplify and improve the Victorian Curriculum to support teachers and school leaders to provide high quality teaching and learning programs for their students for years to come. This will include:

- Updating the curriculum areas to ensure it reflects contemporary research and evidence
- Identifying and resolving overlap and/or duplication with other curriculum areas
- Improved clarity of content description
- Refine achievement standards to ensure a clear progression of learning
- Clearer connection and alignment of the curriculum to the Digital Assessment Library (DAL)

Whilst we will maintain the structural design elements (curriculum areas) of the curriculum, in the next generation Victorian Curriculum F-10 the VCAA will provide:

- a single curriculum platform that embeds the explicit connection between learning areas, capabilities and cross curriculum perspectives, removing the need for individual teachers and schools to make these connections
- a suite of pre-populated whole school teaching and learning plans, by learning area and year level
- state-wide professional learning to support familiarisation of the revised curriculum, including that of supporting and onboarding international teachers, out of field teachers and those returning to the profession

There is a unique opportunity over the next 3 years to align reforms in education and deliver high-quality curriculum at all levels

The revised Victorian Curriculum F–10 intersects with other strategic reforms happening over the next 3 years:



2023 VEYLDF Review

- The Commonwealth Government Early Learning Framework is being published in the first quarter of 2024, resulting in a review of the Victorian Early Years Learning and Development Framework (VEYLDF).
- There is an opportunity here to ensure that there is a continuum of learning between the Victorian Early Years Learning and Development Framework (birth to 8 years) and the Foundation Stage (Prep–2) of the Victorian Curriculum F–10, both of which are being revised in 2023.



VCE Study Designs

- 22 VCE Study Designs 2023–2027 are being implemented in schools in 2023, including Mathematics and the Numeracy Vocational Major. A subsequent 14 VCE Study Designs (2024–2028) are under review in 2022 and are scheduled for implementation in 2024.
- There is an opportunity to align the review and implementation of VCE Study Designs with the revision and familiarisation of the Victorian Curriculum F–10 to provide a seamless continuum of learning for all students from F–10 into senior secondary pathways.



Senior Secondary School Reform

- The first stage of the integrated senior secondary certificate will commence in 2023 with the introduction of a new VCE Vocational Major (VM) and the new Victorian Pathways Certificate (VPC). From 2025, a fully integrated senior secondary certificate will be introduced across all Victorian schools and senior secondary providers.
- Aligning the revised Victorian Curriculum F–10 will support students' continuum of learning from F–10 into senior secondary pathways.

Engagement of others in the Curriculum Revision

In October 2022, open expressions of interest for teachers to nominate to participate in the curriculum area of their expertise were sought. On each of the 24 Curriculum Area Reference Panels there is representation from primary and secondary teachers, and across all sectors and from metro and regional/rural areas (250 panel members).

There are a number of other reference panel members that are supporting the revision through subject matter expertise, including subject associations that represent the interests of teachers across the state. Each panel is meeting on a monthly basis from December 2022 – July 2023 to provide advice on curriculum revision. Meetings are held in person and hybrid.

In addition to meetings with VCAA internal stakeholder groups, regular meetings with principal associations, unions and parent associations are held to update them on progress. The VCAA also has regular monthly meetings with the Council of Professional Teaching Associations of Victoria (CPTAV) and the Australian Publishers Association (APA).

A phased implementation from 2024 positions the Victorian Curriculum F–10 for successful and effective revision and implementation

The Victorian Curriculum F–10 Mathematics learning area will be revised from November 2022 to June 2023, published for familiarisation and trial from August 2023, with implementation in schools from 2024. All other curriculum areas will be revised from November 2022 to August 2023 and published in October for familiarisation and trial in 2024. The fully revised curriculum is then implemented in schools from 2025.

	2022	2023	2024	2025
Mathematics		Publication T3	Revision Familiarisation	Implementation ▶
Other curriculum areas		Revision	Publication Familiarisation	Implementation ▶

A focus on Mathematics and Numeracy

The VCE Mathematics and VCE VM Numeracy Study Designs 2023–2027 are being implemented in schools in 2023, which coincides with the familiarisation time allocated for the revised Victorian Curriculum F–10 Mathematics learning area.

This gives a unique opportunity to align mathematics and numeracy in the Victorian Curriculum F–10 and VCE, to provide a seamless continuum of learning for all students from F–10 into senior secondary pathways.