Introducing Critical and Creative Thinking Version 2.0

The revised Victorian Curriculum F–10 Critical and Creative Thinking supports the capacity of Victorian students to think confidently and innovatively, to take intellectual risks and to transfer their knowledge and skills across learning areas.

The Critical and Creative Thinking capability Version 2.0 has a stronger alignment with learning areas, improved progression of learning, and increased clarity and coherence overall. The revisions have drawn on the expertise of teachers, academics and other educational experts.

The knowledge and skills developed in the Critical and Creative Thinking curriculum support success in all senior secondary studies, not only as a complement to specific ways of thinking linked to that study but also in developing student capacity to select, deploy and reflect on a range of learning strategies. The curriculum encourages students to approach their studies with dispositions such as open-mindedness and inquisitiveness, which support logical, strategic, flexible and adventurous thinking.

Curriculum structure based on 3 interrelated strands

* **Critical and Creative Thinking is organised into 3 interrelated strands: Questions and Possibilities, Reasoning and Metacognition**.
* **Distinctions are clarified between content descriptions** focusing on ‘criteria’ in the Reasoning strand and Metacognition strand. The Reasoning strand focuses more on conceptual and analytical thinking, and the Metacognition strand focuses on criteria and the evaluation of proposed solutions.
* **A refined Questions and Possibilities strand** places a stronger emphasis on strategic thinking.
* **Teachers can easily integrate interrelated content from the 3 strands** **in and through the learning areas**.This enables teachers to control how critical and creative thinking can be used to add depth to the study of different content within each of the learning areas. Specific critical and creative thinking skills are represented in each learning area as appropriate, and this capability complements rather than replicates these skills.

Easier to plan and implement

* **Content has been reduced to focus on essential knowledge** concerned with structuring reasoning, engaging with the plausibility of premises, making an inference to reach a conclusion, and analytical thinking.
* **Knowledge and skills are set out with a clear and consistent sequence and progression** across the bands (as evidenced in the scope and sequence charts), helping teachers engage with and track student learning.
* **Introductory material has been expanded** in the Learning in Critical and Creative Thinking section of the curriculum introduction.
* **The glossary has been expanded** to include updated terminology relevant to the curriculum.
* **Verbs, or command terms, have been removed from the start of content descriptions**. This gives teachers greater control over the depth of learning, and enables them to respond to student need and nuance planning to suit learning area contexts.
* **Plain English alternatives to technical terms are used** to ensure clarity for teachers in unpacking content descriptions, while maintaining rigour.
* Reorganised and refined content.
* **Content has been reorganised to ensure a more coherent developmental continuum** throughout the capability.
* **Updated learning strategies in the Metacognition strand** reflect recent research.
* **The skill of problem-solving is captured across all 3 strands**, highlighting its significance in a range of contexts as a vital aspect of critical and creative thinking.

Other key revisions

Foundation to Level 6

* The compatibility of the Foundation to Level 6 curriculum is strengthened for neurodiverse students. For example, verbal and non-verbal strategies for representing thinking processes have been made explicit at Foundation to Level 4.
* Strategic thinking is emphasised to support students’ reasoning and problem-solving skills.
* Stronger connections with the Victorian Early Years Learning and Development Framework extend students’ understanding of learning strategies and thinking processes. This understanding enables students to continue to develop dispositions that support learning, broader thinking and reflection.

Levels 7 to 10

* Strategic thinking is emphasised to support students’ reasoning and problem-solving skills.
* The achievement standards are more specifically related to the Reasoning strand. For example, specific content has been included to articulate techniques and strategies students can use in reasoning.
* Some non-essential concepts have been removed from content descriptions.
* The skill of constructing and adapting questions in the Questions and Possibilities strand has been broadened at Levels 9 and 10 so that teachers can better integrate this skill across different learning area contexts.
* More common reasoning errors have been explained in the Reasoning strand at Levels 9 and 10, for example replacement of the phrase ‘begging the question’.

► For more detailed revisions, see the [Critical and Creative Thinking Capability – comparison of curriculums](https://f10.vcaa.vic.edu.au/capabilities/critical-and-creative-thinking/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.