Introducing Intercultural Capability Version 2.0

The revised Victorian Curriculum F–10 Intercultural Capability supports students to become responsible local, national and global citizens, equipped for living and working together in an increasingly interconnected world. Additionally, the curriculum supports them to actively engage with learning areas where knowledge of various worldviews is relevant.

Intercultural Capability Version 2.0 has a stronger alignment with learning areas, improved progression of learning, and increased overall clarity and coherence overall. The revisions have drawn on the expertise of teachers, academics and other educational experts, as well as the Aboriginal and Torres Strait Islander Histories and Cultures Curriculum Reference Panel.

The knowledge and skills cultivated in the Intercultural Capability curriculum provide support for senior secondary studies that actively involve and encourage critical reflection on intercultural experiences. The Intercultural Capability encompasses an understanding of cultural context and addresses the challenges and benefits associated with living and working in a culturally diverse world.

Curriculum structure based on 2 interrelated strands

* **The Intercultural Capability is organised into 2 interrelated strands: Culture, Identity and Belonging, and Cultural Diversity**.
* Strand names have been revised to include the Culture, Identity and Belonging strand, to pay more explicit attention to the interconnection between culture, identity, and a sense of belonging and inclusion.
* **Teachers can easily integrate interrelated content from the 2 strands in and across learning areas**. This enables teachers to control how the Intercultural Capability can be used to add depth to the study of different content within each of the learning areas.

Refined, more inclusive and easier to use

* **Content on worldviews is included in the Cultural Diversity strand**, supporting social cohesion rather than instruction on specific cultural practices.
* **The ways in which relationships foster belonging and inclusion** are emphasised.
* **This capability acknowledges that identity can be influenced by more than one culture, and that intercultural experiences can be experienced differently across cultural groups**.
* **Terminology has been updated** to include ‘worldview’ and ‘non-religious, religious and spiritual communities’.
* **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.
* **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.

Clearer content descriptions and achievement standards

* **Content descriptions and elaborations provide support for engaging with the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures, and Asia and Australia’s Engagement with Asia**. Examples include fostering an awareness of the role that culture plays in identity and a sense of belonging and inclusion in society, and developing a capacity to critically reflect on how community institutions and intercultural experiences influence attitudes, values and beliefs.
* **Achievement standards are reorganised to be more holistic**, recognising the interrelated nature of the strands.
* **Content has been refined to be more inclusive**, for example recognising that identity can be influenced by more than one culture, and that intercultural experiences can be experienced differently across cultural groups.

Other key revisions

Foundation to Level 6

* Content on worldviews is introduced from Foundation to Level 2, unpacking how individuals and families live from a worldview diversity perspective.
* Content is strengthened with all 5 Victorian Early Years Learning and Development Framework learning outcomes by focusing explicitly on the interrelationship between culture, identity, and belonging and inclusion. This focus is achieved at Foundation to Level 2 by including content on worldviews and by exploring verbal and non-verbal ways to engage respectfully with culturally diverse individuals.

Levels 7 to 10

* Levels 7 and 8 now include cultural safety and the concept of an interconnected world.
* Content on worldviews and social cohesion is included at Levels 9 and 10, strengthening alignment with learning areas that consider social and environmental challenges.
* The study of systemic factors and their influence on intercultural relations and experiences is emphasised at Levels 9 and 10.

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