Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, Civics and Citizenship

Civics and Citizenship empowers students to value their belonging and contribution to their respective communities and beyond.

It gives students a deep understanding of the world they live in and teaches them to appreciate and respect diversity.

Our aim today is to help you become familiar with the Victorian Curriculum F–10 Version 2.0 Civics and Citizenship, which aims to develop Victorian students' inquiry skills, values, and dispositions that encourage responsible participation in Australia's democracy and enable them to be active and informed citizens who question, understand, and contribute to the world in which they live.

A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who can participate in and sustain Australia's democracy. Let's turn our attention to the key features of the Civics and Citizenship curriculum.

There've been several key revisions to the Civics and Citizenship Curriculum Version 2.0, the use of plain language together with clear sequencing of learning make the Civics and Citizenship curriculum teachable and manageable as teachers can clearly identify what they're meant to be teaching, and if the students need assistance in building to the level, they can see what is required to get there.

The structure of the Civics and Citizenship curriculum is now organised under two strands, Knowledge and Understanding, and Skills, with the strands of the current curriculum becoming sub-strands under Knowledge and Understanding.

The skills strand is an addition to the Civics and Citizenship Curriculum Version 2.0. It’s important for schools to note the introduction of the Skills strand. These skills are fundamental to Civics and Citizenship with clear progression from Levels 3 to 10.

The achievement standards have been refined to clearly articulate progression and disciplinary knowledge and skills.

The inclusion of core concepts in the curriculum have been explicitly referenced through the content descriptions with increasing complexity across Levels 3 to 10.

The coherency of the knowledge sequence and essential knowledge is explicit, particularly that which relates to enabling students to become active and informed members of the community.

Learning in Civics and Citizenship takes place through a focus on active citizenship and contemporary issues, which are fundamental ideas within the curriculum area.

Active citizenship focuses on the actions that citizens can take to improve their community. Community may refer to the school community, the local community, the state, the nation, and the global community.

The nature of active citizenship will differ between schools. Active citizenship may be as small as improving a classroom recycling program, or could include large school community social service programs, student leadership, volunteering, and partnership programmes with local councils or groups outside the school.

The Civics and Citizenship curriculum encourages students to consider the ways in which they can participate in school, local, state, national, and global communities. They're also asked to consider actions, options, and responses to contemporary issues and issues of community concern and to develop and if possible, implement action plans to address these.

Civics and citizenship is a contemporary study, and therefore discussions surrounding contemporary issues and engaging in real-world case studies are important for relevant and meaningful learning.

The discussion of contemporary issues can build democratic values such as tolerance and enhanced civic knowledge, and civic participation and engagement.

Making connections between what is learned in class and events or issues that are occurring in the student's local area, Australia and the world are vital to the study of civics and citizenship.

The curriculum can be taught through relevant and contemporary contexts, real-world issues and current affairs by integrating current events, issues, and case studies into teaching and learning programs through the Knowledge and Understanding strand.

The contemporary issues, examples, and case studies used in learning activities should be within the recent memory of students to ensure relevance and provide the opportunity for increased student engagement.

The Civics and Citizenship curriculum is presented in 2-level bands from Level 3 to Level 10. The curriculum is organised into the interrelated strands of Knowledge and Understanding, and Skills. These two strands are organised further into sub-strands, which can be taught separately or together to enable greater flexibility for Victorian schools in delivering the curriculum.

Under the Knowledge and Understanding strand, there are three sub-strands: government and democracy, laws and citizens, and citizenship diversity and identity.

The Skills strand has 4 sub-strands: investigating contemporary civics and citizenship issues, evaluating democratic institutions and systems, participating in civic processes, and communicating.

The Knowledge and Understanding, and Skills strands develop core concepts with increasing complexity across Levels 3 to 10.

In Civics and Citizenship, students progress along a learning continuum that provides the first achievement standard at Level 4, and then at Levels 6, 8, and 10. The achievement standards clearly articulate progression and disciplinary knowledge and skills within the curriculum.

The content descriptions sequence and describe the knowledge, understanding, and skills that teachers need to teach and students are expected to learn within the Civics and Citizenship curriculum.

The inclusion of core concepts and a Skills strand anchor the achievement standards, enabling a rich, iterative, and clear civics and citizenship education for students.

These core concepts are made explicit in the content descriptions and align with relevant senior secondary pathways.

The Civics and Citizenship curriculum ensures coherency of knowledge sequence and essential knowledge is explicit, especially that relating to enabling students to become active and informed members of the community. For example, democracy and democratic values, and the distinction between democratic institutions with democratic values.

The curriculum is aligned with *The Alice Springs Mparntwe Declaration 2019*, particularly by enabling students to become active and informed members of the community who are committed to national values of democracy, equity, and justice, and participate in Australia's civic life by connecting with their community and contributing to local and national conversations.

This is also acknowledged in contemporary civics and citizenship research as essential learning for this discipline. As reflective, active, and informed decision-makers, students are well-placed to contribute to an evolving and healthy democracy that fosters the well-being of Australia as a democratic nation.

For more information, I encourage you to explore the Victorian Curriculum F–10 website. The website provides easy access to the curriculum and all its supporting resources. Thank you for watching.