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2016 Theme – “Within the school”: peer to peer collaborative learning

Student Centred, Curriculum Centred:

Exploring the new Victorian Curriculum



Friday March 18th 2016 - 8.45 am to 3.15 pm
Treacy Centre- 126 The Avenue Parkville 3052

Introduction

2016 is an exciting year, we have a new Victorian Curriculum to implement and the roll out of the Education State initiatives.

Today we will be putting the magnifying glass on the new Victorian Curriculum. We will be informed of the major changes, and the differences between the Victorian Curriculum and the Australian Curriculum. We will gain an understanding of how the four capabilities: Critical and Creative Thinking, Ethical, Intercultural, Personal and Social will be integrated into the curriculum, and how student outcomes are to be measured. We will workshop how teacher librarians and school library teams can use these capabilities to collaborate and support teachers to plan, monitor, assess and report on the learning achievement of every student.

Dr David Howes Executive Director, Curriculum Division, Victorian Curriculum and Assessment Authority will open the day and will provide an overview of the new Victorian Curriculum. His colleague Sharon Hayes will complement his presentation and will focus on the place of research and learning resources in the Victorian curriculum. Pru Mitchell will look at the role of the School Library, evidence-based practice and the Australian Professional Standards. A representative from Department of Education will give us an overview of the Education State initiatives

We will also be introducing delegates to the design thinking processes through a mini-workshop facilitated by Hamish Curry from No-Tosh. He will look at the opportunities that the new Victorian Curriculum presents to School Libraries.

Program Summary

8.15 am – 8.45 am Registration

8.50 am Introduction to the day

9.00 am – 10.30 am Keynote Address: Introducing the new Victorian Curriculum Dr David Howes and Sharon Foster – VCAA

10.45 am – 11. 40 am Address: What’s So Hard About Evidence-Based Practice? Pru Mitchell - ACER

11.45 am – 12.30 pm Introducing the Education State – Department of Education, Victoria

1.10 pm – 3.10 pm Workshop: Mapping Curriculum using Design Thinking - Hamish Curry NoTosh

3.10 pm Conference Close



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About

Keynote Address - Introducing the new Victorian Curriculum F-10

The new Victorian Curriculum F-10 was launched by the Minister for Education, the Hon James Merlino, in September 2015. This session will outline the key innovations in the curriculum and the opportunities it provides to encourage and enable new approaches to student learning.

About: Dr David Howes is the Executive Director of the Curriculum Division in the Victorian Curriculum and Assessment Authority (VCAA).

About: Ms Sharon Foster is the Manager of the Victorian Curriculum F-10 Unit in the Curriculum Division, and is responsible for the support provided to schools by the VCAA to implement the new curriculum.

What's so hard about evidence-based practice? Translating educational research in schools

With their passion for information literacy and critical thinking, library staff are natural advocates for evidence-based practice. The Australian Professional Standards for Teachers require knowledge and understanding of research across all career stages. If the role of the school library is to ensure the school community has the resources and knowledge it needs to improve learning, then an important part of this role is to ensure teachers and leaders have access to research related to learning. This session looks at how to keep up with research and to see dissemination of research as part of the library's mission.

About: Pru Mitchell is Manager of Information Services at the Australian Council for Educational Research and Adjunct Lecturer, School of Information Studies Charles Sturt University. Her professional and research interests include translational research, digital collections and professional learning. After working as a teacher librarian across K-12 independent schools, Pru spent twelve years managing national online education projects before joining ACER's Cunningham Library.

Workshop: Mapping Curriculum using Design Thinking

The new iteration of the Victorian Curriculum presents an excellent opportunity to explore how it can be better connected and integrated into the learning at school. The key Capabilities, along with the Learning Areas, can be unpacked and mapped through application of design thinking processes. This allows libraries to reinforce their role as centres of information, research and innovative thinking. This session will provide participants with conceptual and tangible experiences of design thinking and new insights on how curriculum can be structured and designed.

This mini-workshop is also an introduction to a full day Workshop Redesigning Thinking on Libraries which will be run on 11th May 2016

About: Hamish Curry is based in NoTosh Australia's branch, working not just with schools, but bringing a renowned expertise to galleries, museums and cultural institutions across Australia and overseas. Hamish was formerly the Education Manager at the State Library of Victoria, Melbourne, where he developed many successful learning programs. He has also been a teacher in the UK and Japan. His experience in designing and managing a Middle Years Campus in Melbourne provided him with a wealth of insights around student engagement.

The Victorian Curriculum F–10

About: The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F–10 incorporates and reflects much of the Australian Curriculum F–10, but differs in some important respects, most notably the representation of the curriculum as a continuum of learning and the structural design.

Victorian government and Catholic schools are required to use the Victorian Curriculum F–10. Independent schools may use the Victorian Curriculum F–10 as a model and resource for the effective implementation of the Australian Curriculum.

<http://victoriancurriculum.vcaa.vic.edu.au/>

Learning areas and Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

<http://victoriancurriculum.vcaa.vic.edu.au/overview/curriculum-design/learning-areas-and-capabilities>