Introducing the foundational skills

Digital literacy, literacy and numeracy are foundational to all learning, and they are referred to as ‘foundational skills’ within the Victorian Curriculum F–10 Version 2.0. Development in digital literacy, literacy and numeracy is enabled primarily by the achievement of the knowledge and skills located in the Victorian Curriculum F–10 Digital Technologies, English and Mathematics. The foundational skills are further developed and applied in the other learning areas and capabilities.

The 3 foundational skills included in the Victorian Curriculum F–10 Version 2.0 have been adopted and adapted from the Australian Curriculum Version 9.0 Digital Literacy, Literacy and Numeracy general capabilities.

The foundational skills are not curriculums themselves, and they do not have achievement standards or content descriptions.

What are the foundational skills?

* **The 3 foundational skills in the Victorian Curriculum F–10 Version 2.0 are Digital Literacy, Literacy and Numeracy**. They are not curriculums themselves: Literacy and Numeracy are presented as progressions of student learning that describe the learning pathway(s) along which students typically progress regardless of age or year level, while Digital Literacy is presented as a continuum that describes the knowledge, skills and behaviours that students can reasonably be expected to develop from Foundation to Level 10.
* **The Victorian Curriculum F–10 Version 2.0 foundational skills are separate from the capabilities**. Unlike the 4 Victorian Curriculum F–10 capabilities (Critical and Creative Thinking, Ethical Capability, Intercultural Capability, and Personal and Social Capability), the foundational skills do not have achievement standards that require school assessment and reporting.

Digital Literacy

* **To become digitally literate, students need to create, manage, communicate and investigate data, information and ideas, and to solve problems** by critically identifying and appropriately selecting and using digital devices or systems and learning to make the most of the technologies available to them.
* **The Digital Literacy foundational skill** has strong links to the Victorian Curriculum F–10 Version 2.0 Digital Technologies curriculum.

Literacy

* **To become literate, students develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating,** by listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. Literacy is fundamental to a student’s ability to learn at school and to engage productively in society.
* **The Literacy foundational skill** has strong links to the Victorian Curriculum F–10 Version 2.0 English curriculum, which provides the knowledge and skills that underpin literacy.

Numeracy

* **To become numerate, students need to confidently and effectively apply the knowledge and skills developed through the Mathematics learning area** in a wide range of learning areas and social situations. Becoming numerate involves recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.
* **The Numeracy foundational skill** has strong links to the Victorian Curriculum F–10 Version 2.0 Mathematics curriculum, which provides the knowledge and skills that underpin numeracy.

Structure of the foundational skills

* **The Digital Literacy foundational skill is organised as a learning continuum** that describes the knowledge, skills and behaviours that students can reasonably be expected to develop from Prep to Year 10. It comprises 4 elements: Practising digital safety and wellbeing, Investigating, Creating and exchanging, and Managing and operating. Each element includes sub-elements that represent fundamental digital literacy skills.
* **The Literacy foundational skill is presented as a progression** that describes the observable indicators of increasing complexity in the use of Standard Australian English language. It comprises 3 elements: Speaking and listening, Reading and viewing, and Writing. Each element includes sub-elements organised into levels that represent evidence-based aspects of literacy development. The progressions have been mapped to the curriculum level expectations in English.
* **The Numeracy foundational skill is presented as a progression** that describes the observable indicators of increasing complexity in the understanding of, and skills in, key numeracy concepts. It comprises 3 elements: Number sense and algebra, Measurement and geometry, and Statistics and probability. Each element includes sub-elements that represent evidence-based aspects of numeracy development, organised into levels. The progressions have been mapped to the curriculum level expectations in Mathematics.

Using the foundational skills

* The Victorian Curriculum F–10 Version 2.0 foundational skills will assist schools and teachers in all learning areas:
* **to support their students to successfully engage with the digital literacy, literacy and numeracy aspects** of the curriculum
* **as reference points for curriculum planning and teaching practice**
* **to ascertain students’ stages of learning**, identify any gaps in skills and knowledge, and plan learning and teaching programs that meet students’ points of need to progress learning.

Resources

* **A range of resources** **is being developed to support schools and teachers** to understand and use the foundational skills in their curriculum planning and teaching practice in all learning areas and capabilities.