Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, Italian

Hello and welcome.

Learning Italian broadens students’ horizons in relation to the personal, social, cultural, and employment opportunities that an increasingly interconnected world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures.

A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world. Learning a language is important as students are given the opportunity to develop their communication skills, understanding of and respect for diversity and difference, and an openness to different experiences and perspectives.

The aim of this video is to familiarise you with the Victorian Curriculum F–10 Version 2.0 Italian. Let’s begin by taking a look at the key revisions in the Italian curriculum.

The curriculum has been revised to ensure that it continues to be relevant to Victorian communities and that it is teachable in Victorian schools. Italian continues to offer 2 sequences, Foundation to Level 10 and Levels 7 to 10. Teachers can use the learning sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

The 2 overarching strands have been retained and have been renamed Communicating Meaning in Italian and Understanding Language and Culture. The sub-strands, socialising, informing, and creating have been refined and repurposed as interacting in Italian, mediating meaning in and between languages, and creating texts in Italian. The sub-strands, translating, reflecting, and language variation and change have been removed.

The curriculum has retained the current 2-level band at Foundation to Level 2. The structure of the revised band has been strengthened with the inclusion of a third entry-level strand called Engaging with Italian Language and Culture, which is specifically designed to provide an entry point for language learners.

This strand is intended to help teachers to distribute the Foundation to Level 2 content appropriately in the classroom and to enable them to cater to the needs of their students.

In addition, the revised content in Foundation to Level 2 not only retains but also strengthens the alignment with the Victorian Early Years Learning and Development Framework. It supports the developmental progression of the early years with a strong emphasis on play as students begin to develop their oral language skills.

Revised content in Foundation to Level 2 articulates a learning trajectory that is intended to better support the transition from early year settings to the beginning of formal schooling. It also recognises the importance of identity formation in a child’s learning and development by emphasising the interconnectedness of culture and identity.

As mentioned, the curriculum has a simplified structure with fewer sub-strands and improved progression and improved clarity and coherence. These changes have enhanced the teachability and manageability of the curriculum, making it easier for teachers to plan, assess, and report on student learning.

Achievement standards and content descriptions offer a clear progression of skills set out in a consistent sequence across the levels, as evidenced in the scope and sequence charts supporting teachers to engage with and track student skill development in Italian.

The achievement standards are also aligned with the content descriptions and provide a coherent progression throughout each band. The content descriptions give greater clarity to teachers about what to teach. They specify the knowledge and skills within the Italian curriculum. They have also been significantly reduced in number to align with the revised 5 sub-strands.

The macro skill of viewing has been strengthened throughout the curriculum, supporting students to develop the skills required to respond to viewed texts. These skills will support a stronger articulation with VCE Italian.

In Italian Version 2.0, students not only make comparisons between Italian and English but may also make these comparisons with other languages. This acknowledges the many multilingual learners in Victorian schools, and, more broadly, supports the literacy development of all students.

The elaborations unpack the content descriptions, providing specific examples of Italian language and grammatical structures that students learn at each level.

The elaborations related to the Aboriginal and Torres Strait Islander histories and cultures were revised in consultation with Victorian experts. This ensures that the learning examples are appropriate to the Victorian context and that they can meaningfully support teachers and schools to implement Italian Version 2.0.

Now let’s turn our attention to the structure of the Victorian Curriculum F-10 Version 2.0 Italian.

In Levels 3 to 10, the content is organised under 2 strands, with a third strand in Foundation to Level 2.

The Engaging with Italian Language and Culture strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands, engaging with Italian language and engaging with Italian culture.

The 2 strands Communicating Meaning in Italian and Understanding Language and Culture can be found in all bands, from Foundation to Level 10.

The Communicating Meaning in Italian strand involves students learning to use language for communicative purposes in interpreting, creating, and exchanging meaning and has 3 sub-strands, interacting in Italian, mediating meaning in and between languages, and creating texts in Italian.

The Understanding Language and Culture strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. It has 2 sub-strands, understanding systems of language and understanding the interrelationship of language and culture.

In Italian, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards.

In Italian, the content descriptions sequence and describe the knowledge, understanding, and skills that teachers need to teach and students are expected to learn.

Australia has strong cultural, political, and trade connections with Italy, including economic and commercial cooperation and expanding relationships in science and technology, with many Italian companies having branches in Australia. Italian speakers and the Italian language make a distinctive contribution to the arts, architecture, cuisine, fashion, science, and literature.

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

Thank you for watching.