Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, Japanese

Hello and welcome.

Language education empowers students to thrive in an increasingly global and interconnected world where the ability to communicate meaningfully across linguistic and cultural systems is highly valued.

Japanese is the official language of Japan and widely used by communities of speakers in Hawaii, Peru, and Brazil. Large numbers of students in China, Indonesia, South Korea, and Australia learn Japanese as an additional language.

Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture, sport, and cuisine.

The aim of this video is to familiarise you with the Victorian Curriculum F–10 Version 2.0 Japanese, which presents many unique and exciting opportunities for students to engage in this learning.

Let’s turn our attention to the key revisions in the Japanese curriculum.

Japanese 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 Japanese and Understanding Language and Culture.

The sub-strands, socialising, informing and creating have been refined and repurposed as Interacting in Japanese, mediating meaning in and between languages, and creating texts in Japanese. The sub-strands, translating, reflecting, and language variation and change have been removed.

The curriculum has retained the current 3-level band at Foundation to Level 2. The structure of this band has been strengthened with the inclusion of a third entry level strand called Engaging With Japanese Language and Culture, which is specifically designed to provide an entry point for early 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 level as evidenced in the scope and sequence charts. They support teachers to engage with and track student skill development in Japanese.

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 essential knowledge and skills within the Japanese curriculum. They've 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 Japanese.

In Japanese Version 2.0, students not only make comparisons between Japanese 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 related to Aboriginal and Torres Strait Islander histories and cultures have been revised and were developed in consultation with Victorian experts. This is to ensure that learning examples are appropriate to the Victorian context and that they meaningfully support the Japanese Version 2.0 curriculum in Victoria.

Now let's talk about the structure of the Victorian Curriculum F–10 Version 2.0 Japanese.

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

The Engaging With Japanese 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 Japanese language, and engaging with Japanese culture.

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

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 and has 2 sub-strands, understanding systems of language and understanding the interrelationship of language and culture.

In Japanese, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards. In Japanese, the content descriptions sequence and describe the knowledge, understanding, and skills that teachers need to teach and students are expected to learn.

Australia is a close strategic and economic partner of Japan, and there is ongoing exchange between the 2 countries. Japan is also an important nation within the Asia-Pacific and a significant contributor to economic, cultural, and diplomatic relations in the region.

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.