Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, Indonesian

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.

Indonesian has been the official and national language of Indonesia since the country’s independence. It is a language used throughout the Indonesian Archipelago, which comprises over 17,000 islands. It is closely related to Malay and other variants used in Malaysia, Singapore, Brunei and Southern Thailand.

The aim of this video is to familiarise you with the Victorian Curriculum F–10 Version 2, Indonesian, which presents many unique and exciting opportunities for students engaged in this learning.

Let’s turn our attention to the key revisions to the 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.

Indonesian continues to offer 2 sequences: Foundation–Level 10 and Level 7–10. 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 Indonesian, and Understanding Language and Culture. The number of sub-strands has been reduced to 5 to remove overlap and duplication, and to allow greater focus on the communicative aspects of language teaching and learning.

The sub-strands Socialising, Informing and Creating have been refined and repurposed as Interacting in Indonesian, Mediating meaning in and between languages, and Creating text in Indonesian. The sub-strands Translating, Reflecting, and Language variation and change have been removed.

The curriculum has retained the current 3-level band at Foundation–Level 2. The structure of this band has been strengthened with the inclusion of a third entry-level strand called Engaging with Indonesian 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–Level 2 content appropriately in the classroom and enable them to cater to the needs of their students.

In addition, the revised content in Foundation–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–Level 2 articulates a learning trajectory that is intended to better support the transition from early years 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 language, culture and identity.

As mentioned, the curriculum has a simplified structure with fewer sub-strands, an improved progression, and improved clarity and coherence. These revisions 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. They support teachers to engage with and track student skill development. 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 curriculum. They have also been significantly reduced in number to align with the revised 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 Indonesian.

In Indonesian Version 2, students not only make comparisons between Indonesian 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 the learning examples are appropriate to the Victorian context and that they can meaningfully support the Indonesian Version 2 curriculum in Victoria.

Now, let’s talk about the structure of the Victorian Curriculum F–10 Version 2, Indonesian.

In Levels 3–10, the content is organised under 2 strands, with a third strand in Foundation–Level 2. The Engaging with Indonesian Language and Culture strand appears in Foundation–Level 2 only. It involves students’ early exploration of, and play with, language learning. There are 2 sub-strands: Engaging with Indonesian language, and Engaging with Indonesian culture.

The Communicating Meaning in Indonesian strand involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. It has 3 sub-strands: Interacting in Indonesian, Mediating meaning in and between languages, and Creating text in Indonesian.

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

In the Foundation–Level 10 sequence, the first achievement standard is provided at Level 2, and then at Levels 4, 6, 8 and 10. Subsequently, in the Level 7–10 sequence, the first achievement standard is provided at Level 8, and then at Level 10. The achievement standards describe what students are typically able to understand and do, and are the basis for reporting student achievement.

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

The elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity, and are provided as advisory material only.

Learning Indonesian enhances students’ understanding of their own language, or languages, and develops their appreciation of the language and cultures of Indonesian-speaking communities. It enriches travel experiences, increases employment opportunities, and promotes understanding of diverse attitudes, beliefs and values.

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.