

City Cite & Victorian Curriculum

Multidisciplinary Capabilities – Particularly Relevant to off Campus Projects in the City at City Cite

Personal and Social Capabilities

The Personal and Social Capabilities curriculum focuses on analysing factors that influence respectful relationships in a range of diverse settings and the importance of empathy and respect for diversity in creating a cohesive society. Students are provided with opportunities to engage in activities that promote initiative, independence, interdependence and leadership. They evaluate their contribution to group tasks and suggest improvements to enable achievement of a team goal. Students explore the nature of conflict in a range of personal, local, national and global contexts. They evaluate a variety of strategies to prevent or resolve conflict.

Organising elements

City Cite Contexts and Connections

Recognise, understand and evaluate the expression of emotions	Personal reflection tasks – oral and written
Demonstrate an awareness of their personal qualities and the factors that contribute to resilience	Personal reflection tasks – oral and written
Develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community	Visits to Big Issue, Urban Seed. Guest speakers like Ex – Gambler, Muslim & Jewish speaker sessions.
Understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships	Visits to Big Issue, Urban Seed. Guest speakers like Ex – Gambler, Muslim & Jewish speaker sessions.
Work effectively in teams and develop strategies to manage challenging situations constructively.	Rich Task Projects (Big Questions) are based around group work

Critical and Creative Thinking

In the Victorian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Students learn to construct and evaluate questions, including their own, for their effectiveness. They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions.

Students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments. Students identify, articulate, analyse and reflect on their own and others thinking processes. They use, monitor, evaluate and redirect as necessary a range of learning strategies. Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes.

Organising elements & City Cite connections

The Critical and creative thinking learning continuum is organised into three interrelated elements, each detailing differing aspects of thinking. The elements are not a taxonomy of thinking. Rather, each makes its own contribution to learning and needs to be explicitly and simultaneously developed.

Organising elements	City Cite Contexts and Connections
Questions and Possibilities	Interaction with guest speakers and workshop visits. Participation work group and their Big Question Task
Reasoning	Participation within work group and development of responses to their Big Question Task. Personal Reflection tasks.
Meta-Cognition	Participation amongst work group and their Big Question Task.

Ethical Capabilities

The Victorian Curriculum Ethical Capability explores what it means for both an individual and society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be.

A key aspect of the Ethical Capability curriculum is identifying and responding to ethical issues. It focuses on the conceptual and analytical skills necessary for informed deliberation on ethical issues. This curriculum enables students to identify the assumptions and implications of different ethical positions, recognising the areas of contestability within those positions.

Organising elements	City Cite Contexts and Connections
Understanding Concepts	Visits to places and involvement in workshops in places like The Big Issue, The Parliament of Victoria
Decision Making and Actions	Working in part of a group to discuss their Big Question Task in formulating solutions

Civics & Citizenship

In the Victorian Curriculum, learning in Civics and Citizenship develops knowledge, understanding and skills; emphasises investigating contemporary issues and developing points of views that encourage and enable students to participate in, and contribute to Australian society as active and informed citizens.

Organising elements	City Cite Contexts and Connections
Government and Democracy	Visits to the Parliament of Victoria and the Melbourne Town Hall including possible audience with the Lord Mayor.
Laws and Citizens	Visits to the Melbourne Magistrates' Court, Victorian Parliament, the Old Melbourne Gaol and presentations from a Victorian Police officer.
Citizenship, Diversity and Identity	Visits to places and involvement in workshops with organisations including Asylum Seeker Resource Centre, the Immigration Museum, the Multi-cultural Hub and faith presentations.

Intercultural Capability

In the Victorian Curriculum, Intercultural capability is strongly connected to those areas of learning concerned with people and their societies, relationships and interactions, including the Personal and Social capability knowledge and skills related to empathy, openness, respect and conflict resolution.

Students analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world. They evaluate how intercultural relationships and experiences influence attitudes, beliefs and behaviours in different contexts.

Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion.

Organising elements	City Cite Contexts and Connections
Cultural Practices	Workshop with members from the Islamic and Jewish Communities in their respective places of worship.
Cultural Diversity	Walking workshops with indigenous guides to inform students of an indigenous Melbourne which has largely been lost – Heritage walk in the Gardens and a River Walk. Sessions with the Asylum Seeker Resource Centre, the Immigration Museum and the Multi-cultural Hub Observations of the Melbourne CBD and the people who work, live, learn and play within it.

Digital Technologies

In the Victorian Curriculum, Digital Technologies provides students with the opportunity to acquire and apply specific ways of thinking about problem solving to create innovative, purpose-designed digital solutions.

Digital Technologies empowers students to move from being confident users and consumers of digital systems – ICT as a general capability – to being discerning and creative problem solvers, equipped for an increasingly knowledge-based economy and society.

When creating digital solutions students use data, information, processes and digital systems. Digital systems are often referred to as either digital technologies or ICT. These are the digital resources, such as tablets, notebooks, cameras, phones and data probes that allow data and information to be manipulated, stored and communicated.

Organising elements	City Cite Contexts and Connections
Digital Systems	Choosing the appropriate technology to use to enhance research and creating presentations while in the city. Access to facilities and workshops at the Art Centre, RMIT's SYN and ACMI at Federation Square.
Creating Digital Solutions	Production of digital presentation using means including but not limited to PowerPoint, Prezi and Moviemaker.
Data and Information – Analysing data and information	Using relevant software to analyse and present data – such as excel and surveying tools.