



Victorian Essential Learning Standards

Interdisciplinary Learning Strand

COMMUNICATION



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Interdisciplinary Learning

The Interdisciplinary Learning strand identifies a range of knowledge, skills and behaviours which cross disciplinary boundaries and are essential to ensuring students are prepared as active learners and problem-solvers for success at school and beyond. This strand focuses on ways of thinking, communicating, conceiving and realising ideas and information. It assists students to develop the capacity to design, create and evaluate processes as a way of developing creativity and innovation.

Within the Interdisciplinary Learning strand the learning domains are:

Communication

Communication helps to construct all learning and is central to the capacity to demonstrate and convey what one has learned in different contexts and to different people. This domain assists students to understand that language and discourse differ in different disciplines and that there is a need to learn the particular literacies involved in each.

Design, Creativity and Technology

Students develop the knowledge, skills and behaviours related to investigating and designing using appropriate planning processes and design briefs; creating and developing ideas, applying information, and seeking and testing innovative alternatives; producing, including the selection and safe use of appropriate tools, equipment, materials and/or processes to meet the requirements of design briefs; analysing and evaluating both processes and products including, where relevant, any broader environmental, social, cultural and economic factors.

Information and Communications Technology (ICT)

The knowledge, skills and behaviours in this domain enable students to use ICT to access, process, manage and present information; model and control events; construct new understandings; and communicate with others. Students use ICT and strategies to monitor learning patterns, to process data to create solutions and information products that demonstrate understanding, and to share their work with others in ethical, legal and respectful ways.

Thinking

This domain encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours which are essential for effective functioning in society both within and beyond school. The study of thinking enables students to acquire strategies for thinking related to enquiry, processing information, reasoning, problem solving, evaluation and reflection.

Communication

Introduction

Communication is central to the capacity to construct meaning and to convey information and understanding to others in a range of ways and in a variety of settings. This domain assists students to develop awareness that language and discourse differ across domains and that there is a need to learn literacies involved in each of these domains.

Successful communication requires students to be familiar with the forms, language and conventions used in different domains and employ them to communicate effectively. It involves developing the knowledge, skills and behaviours that empower students to respond to, make meaning of, and deconstruct a range of communication forms. It also requires students to develop the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms (for example, verbal, written, graphic, multimedia, performance) appropriate to their purpose and audience.

Dimensions

This domain has two dimensions.

Listening, viewing and responding

Effective communication demands that students develop the ability to listen, view and respond with respect to content and context. Students need to understand communication conventions, have strategies to assist them to make meaning of communication forms and be able to deconstruct and respond to a diversity of forms. This involves developing familiarity with forms, language and conventions used in different domains.

Presenting

The ability to present information and learning in a coherent and appropriate manner is critical for all learners. It requires all students to gain the knowledge, skills and behaviours to understand context, purpose and audience; select and use appropriate structure and organisation to convey meaning; and reflect on the style and content of the presentations they make.

Level 1

Learning focus

In the classroom and playground, students begin to identify basic communication conventions such as being attentive listeners, facing the speaker, and taking turns. They learn to focus their attention and to listen without interrupting. Students practise retelling what a speaker has said to them and learn to ask questions when appropriate, exploring the interactive nature of communication.

Students respond to a variety of stimuli, for example, aural, written and visual texts, in both formal and informal settings. They share the meaning they make of these texts with their peers.

Students make regular short oral presentations to groups or the whole class, communicating their ideas on a single topic or a personal experience, the focus being on making themselves understood. They begin to use visual aids such as photographs, objects and drawings to assist them to communicate more effectively.

Standards

In this domain, standards for assessing and reporting on student achievement are introduced at Level 4. The learning focus statements for Levels 1 to 3 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 2

Learning focus

Students practise the skills of being attentive listeners and viewers in pairs, small groups and as a whole class. They are encouraged to use questions to clarify meaning and to extend interaction. They experience, respond to and begin to interpret a variety of aural, written and visual texts, discussing alternative meanings and perspectives when they arise.

When communicating with others, students begin to distinguish between differing contexts, purposes and audiences, for example, playing with friends in the playground, talking to classroom visitors, and modify their communication accordingly.

Students regularly make short oral presentations to small groups or the whole class on specified topics across the curriculum and on personal experiences beyond school. With guidance, students develop strategies for improving their presentations, for example, varying volume and pace, and making eye contact with the audience, focusing on making themselves understood.

Standards

In this domain, standards for assessing and reporting on student achievement are introduced at Level 4. The learning focus statements for Levels 1 to 3 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 3

Learning focus

Students listen attentively when required and learn to respond and interject appropriately. They use appropriate body language to react to a speaker and use feedback from peers and the teacher to assist this process. They practise paraphrasing what a speaker has said to check meaning and ask clarifying questions where meaning is unclear.

Students explore a range of aural, written and visual communication forms such as the Internet, film, texts and music which illustrate a variety of perspectives on a range of topics and ideas. They learn how to identify the main message, develop their own interpretation, and provide evidence to support it. They explore reasons for other interpretations not being the same as theirs and learn to respect the right of others to express opinions.

During both formal and informal presentations, students explore the use of a range of verbal and non-verbal cues and strategies to enhance meaning and to engage their audience, for example, physical positioning in the room, props, costume, humour and audience participation. They begin to put the ideas that they wish to communicate into a logical order. When developing formal presentations, students experiment with various formats, for example, dramatic performance, or presentations using presentation software packages. With guidance, they reflect on their own and others' presentations and note the features that make them effective.

Standards

In this domain, standards for assessing and reporting on student achievement are introduced at Level 4. The learning focus statements for Levels 1 to 3 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 4

Learning focus

Students use their understanding of communication conventions to communicate effectively with peers and to respond appropriately when they are part of an audience, for example, by waiting for the communication of others to be completed before responding. They practise listening attentively, summarising main points and communicating these to others. They reflect on the implicit messages received through body language and begin to understand that verbal and non-verbal messages do not always correspond. They practise sending consistent messages during their interactions.

Students experience a variety of aural, written and visual communication forms, for example electronic, performance and oral presentations, in both formal and informal settings. With support, they construct an interpretation of the meaning they make of these. They begin to understand that their interpretation may be influenced by their own knowledge, values and beliefs, by author devices such as emotive language, and by the opinions of others. When making meaning, students continue to develop skills in asking clarifying questions and seeking validation of their interpretations from their peers. They compare and contrast differing interpretations and explore why they differ.

Students begin to recognise the purpose of specialised language across the curriculum and to use this appropriately in their own communication, for example, 'My hypothesis is...'.

Students continue to develop their skills in organising ideas and information logically and clearly to suit their purpose and the needs of their audience. For formal presentations they begin to select appropriate formats for sharing knowledge and influencing others, for example, adding sound to presentation software.

In response to audience feedback, students experiment with changes, for example, projecting their voice to be heard clearly and making sure that the audience can see any visual aids. With support, students use provided criteria for giving feedback to others and for reflecting on the effectiveness of their own and others' communication.

Standards

Listening, viewing and responding

At Level 4 students ask clarifying questions, develop interpretations and provide reasons for them. They explain why peers may develop alternative interpretations. They describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences.

Presenting

At Level 4 students use a range of presentation formats to summarise ideas and organise information logically and clearly to meet the needs of audience and purpose. They identify the features of an effective presentation and adapt elements of their own presentation to reflect them. Using criteria provided, they evaluate the effectiveness of their own and others' presentations.

Level 5

Learning focus

Students develop their range of strategies for listening attentively and extracting meaning from communications, including note-taking and small-group discussion to record and summarise main messages. They reflect on how the explicit body language of a speaker influences their enjoyment and understanding of a presentation, and practise modifying their own body language to show interest and respect when listening to a speaker.

Students respond to a wide variety of aural, written and visual media, for example film, radio, the Internet, billboards, multimedia, and text messages. They explore both implicit and explicit meaning, how the author has structured and presented ideas, and whether they have used specialised language or symbols to communicate their message. Students share the meaning they have constructed with others and discuss any differences. They continue to challenge assumptions, use questions to clarify understanding, and justify their own interpretations while acknowledging that others may have different interpretations. They reflect on and evaluate the effectiveness of a variety of media in communicating a similar message, considering accuracy, inclusiveness and the techniques used to shape audience response.

Students expand their knowledge of specialised language used across the curriculum to communicate specific meanings and gain practice in using specific forms of communication, for example, practical reports in Science.

Students regularly present information, ideas and opinions for a variety of purposes, to a range of audiences, in both formal and informal settings. They identify the key messages they wish to communicate and structure their ideas in a logical and coherent manner. They experiment with a range of presentation forms and seek feedback from their audience as to the effectiveness of their communication. Students work together to develop criteria which can be used to evaluate their presentations.

Standards

Listening, viewing and responding

At Level 5 students show respect for others' ideas by modifying their verbal and non-verbal responses. They interpret complex information and evaluate the effectiveness of its presentation. When responding, they use specialised language and symbols as appropriate to the curriculum. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.

Presenting

At Level 5 students use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation formats to meet the needs of the context, purpose and audience. They provide and use constructive feedback and reflection to develop effective communication skills.

Level 6

Learning focus

Students listen to speakers in a range of contexts, including school, the wider community and workplaces. They continue to develop their skills in interpreting inferences, assumptions and meaning. They know what it means to effectively respond both verbally and non-verbally in different contexts and are able to demonstrate this. Students elaborate and clarify, using pertinent questions to explore explicit and implicit meaning. In discussion with their peers, they evaluate the effectiveness of these presentations and note how they can apply the findings to their own presentations.

In structured activities, students explore the relationship between language and power, for example, interpreting and analysing significant speeches. As their understanding of this concept develops, they apply their understanding when making meaning of a variety of media messages and when developing their own presentations.

Students respond to a range of aural, written and visual texts, reflecting on how cultural and societal conventions and ideology influence the production of the material, for example, research papers and news items. They explore how effectively meaning has been communicated, analyse alternative interpretations and develop a rationale for their preferred opinion.

Students gain a high level of expertise and fluency in the language, forms and communication conventions of particular subjects across the curriculum as well as those associated with a range of occupations and career pathways. They reflect on why it is important to have this knowledge, how it enables more precise communication, but also how it can exclude audiences who are not familiar with the language of particular subjects.

Students experiment with communicating complex ideas in a variety of ways. They increasingly use metaphor and symbolic forms of communication. They organise their information, ideas and opinions into a coherent structure, select and adjust their mode of presentation to suit purpose and audience, and make appropriate adjustments in response to cues from an audience. They use agreed criteria to reflect on the effectiveness of their own communications and articulate means by which they could be improved.

Standards

Listening, viewing and responding

At Level 6 students convey meaning by identifying how their message has been effectively communicated, considering alternative views, recognising multiple interpretations and responding with insight. They use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. Students elaborate and clarify using pertinent questions to explore explicit and implicit meaning.

Presenting

At Level 6 students make explicit the relationship between the suitability of the communication format, content and mode, and the resources and technologies selected to effectively communicate. They use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information. They provide and use feedback and reflection in order to inform their future presentations.

Notes

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