

National Curriculum



The History Teachers' Association of Victoria is committed to fostering an outstanding professional community which meets the challenges of the teaching and learning of History in a dynamic environment. It pursues this goal within the state of Victoria, throughout Australia and internationally.

The HTAV seeks to ensure that History teachers and educators have the skills, knowledge and values necessary to work in a creative, responsible and effective manner. It promotes life-long learning and respect for the discipline of History in the community.

The HTAV wholly supports and advocates that History should form part of a core National Curriculum.

To this end, the HTAV believes that a National Curriculum should:

- > Provide students with opportunities to engage in authentic and meaningful learning about the past so that they can make informed decisions about their present and future.
- > Encompass a range of histories, offer choice within those histories and incorporate diverse perspectives which include, but are not limited to, gender, Indigenous, multicultural, political and socio-economic viewpoints.
- > Celebrate the skills of historical thinking, inquiry and analysis as integral to the education of all students.

- > Embrace engaging, open-ended historical inquiry in which debate and interpretation are valued.
- > Provide coherent learning pathways and offer distinct employability skills once a student has completed his/her education.
- > Support the values and practices as outlined by the National Professional Standards for the Teaching of History (including the ability to be 'historically literate' as defined by Taylor and Young).
- > Be supported by pre-service education courses that offer year-long History method units to produce qualified specialist teachers of the discipline.

In the formation and development of a National Curriculum, the HTAV would hope that the National Curriculum Board:

- > Includes teachers, educational professionals and History teachers' associations in the professional conversations surrounding the Curriculum's development.
- > Respects the disciplinary integrity of History.
- > Recognises that the discipline moves in tandem with, but is not supplanted by, other pedagogical initiatives such as the Digital Education Revolution, Values Education and Civics and Citizenship Education.