Teaching and assessing Literacy

Webinar

1/6/23

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1. Which statement best describes your experience in teaching Literacy?

2. What is currently the biggest success you've had to date with implementing the VCE VM and/or VPC in your setting?

3. What is currently the biggest challenge that you are finding with implementing the VCE VM and/or VPC curriculum/assessment of Literacy?

Welcome

- Acknowledgement of country

- Introductions

- Q and A

- Email: vcaa.seniorsecondaryreform@education.vic.gov.au

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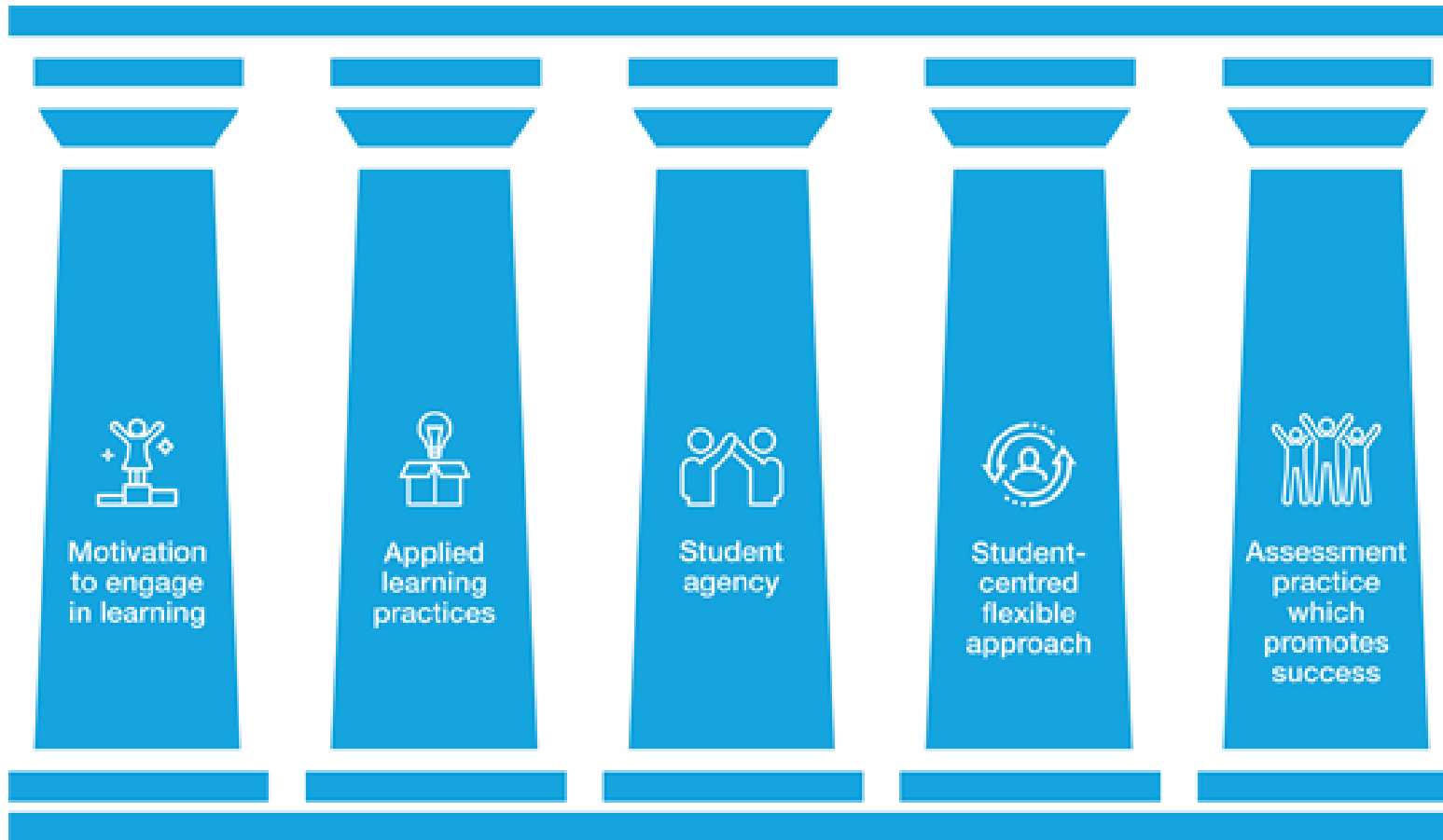
Workshop rationale

Everyone is at differing levels of expertise in developing applied learning programs

Teachers are experts in their own students and settings

Teachers learn best from each other

Time to focus on digging into and reflecting on curriculum and assessment in each subject area

Applied Learning approaches

Approaches to Applied Learning

Motivation to engage in learning	Applied learning practices	Student agency in learning	A student-centred and flexible approach	Assessment practices which promote success
• Ensure what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible • Engage students in demonstrations, activities, investigations and problem-solving in the classroom, community, workplace and other educational settings • Undertake activities that challenge the student's level of competence and support them to succeed and build self-efficacy.	• Ensure students apply what they have learnt by utilising the learning cycle of doing, experiencing, reflecting and relating new knowledge and skills to the real world • To cater for individual student needs, use authentic materials and resources drawn from everyday life rather than mass-produced textbooks or materials • Utilise the experience and knowledge of community members including employers, cultural and community leaders and former students • Ensure learning reflects the integration that occurs in real-life tasks, incorporating skills and knowledge relevant to the whole task and the whole person such as collaboration, communication, problem solving and interpersonal skills • Present learning activities in different modalities: visual, auditory and kinesthetic, to allow the greatest uptake of knowledge • Explicitly teach the technical language of the content that can be applied by students in talking, reading, writing and listening, using authentic examples.	• Engage in a dialogue with students about the curriculum and how they can make connections • Ensure students are moving to equal partners in determining the learning process as they develop greater independence and responsibility for their own learning • Encourage students to collaborate with peers and identify and utilise individual and group strengths, and reflect on each stage of their learning journey • Share knowledge and recognise the intellectual, cultural and practical knowledge students bring to the learning environment • Value students' own approaches to the study including effective use of supporting technologies • Support students to learn through interaction and cooperation via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups.	• Understand the students' knowledge and skills prior to commencing the study and use this as the starting point for their learning • Understand and encourage students' personal, education and pathway goals • Consider the whole person and celebrate successes and connections to build resilience, confidence and self-worth • Build on the positive strengths of each student, including learning strengths and character strengths • Teach concepts in contexts relevant to the students' backgrounds, interests and experiences • Facilitate mutually beneficial relationships with a range of local communities while raising awareness about social and community issues and practices that influence and impact on students' lives and futures.	• Use the assessment method that best fits the content and context and allows for incremental indications of success • Afford students multiple opportunities for success and assessment.

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How are you implementing one (or more) of the applied learning practices in Literacy?

Select one of the pillars and discuss how you are using it to frame your pedagogy in Literacy:
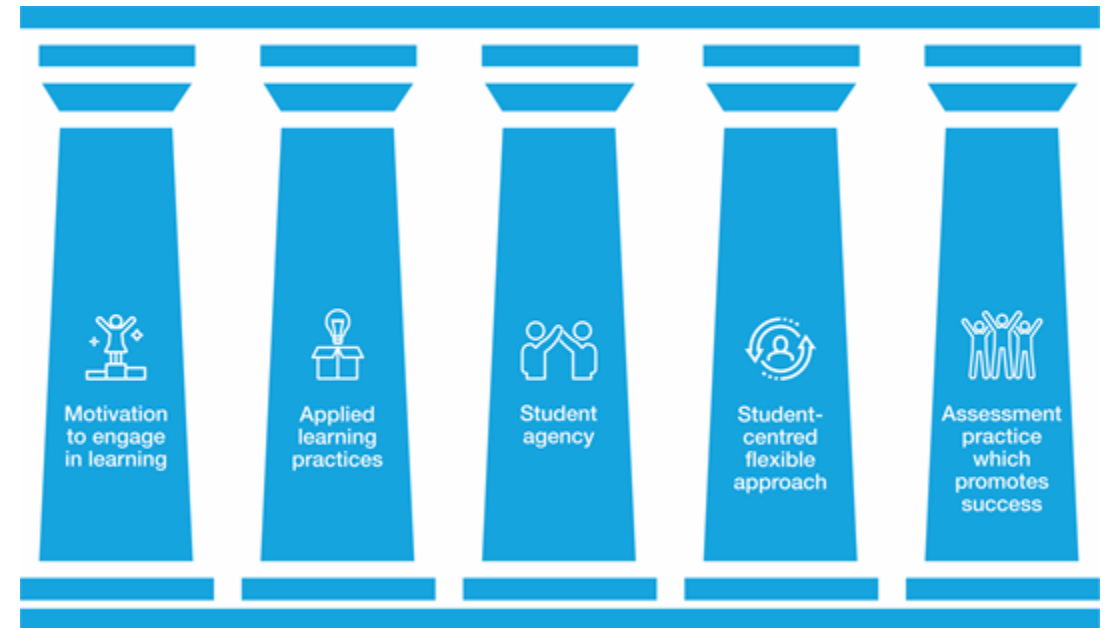
1. Motivation to engage in learning

2. Applied learning practices

3. Student agency

4. Student-centred/flexible approach

5. Assessment practices that promote success
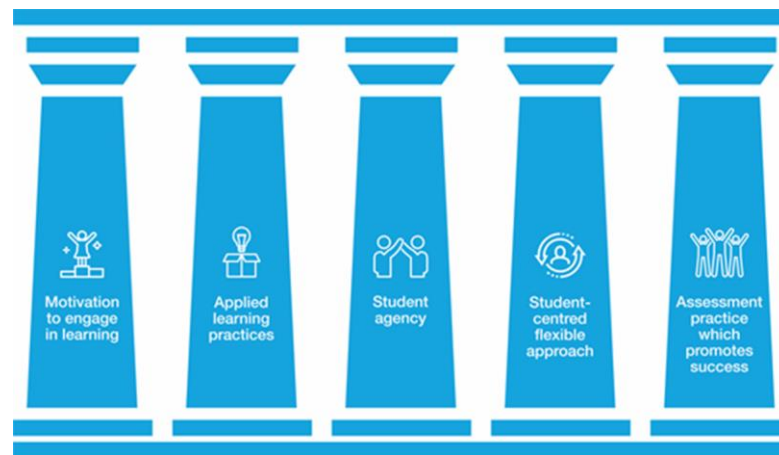
Pillars as reflection tools

- Student self-reflection

- Teacher self-reflection

Link to past professional learning

Motivation to engage in learning

Applied learning practices

Student agency

Student-centred flexible approach

Assessment practice which promotes success

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The pillars in Literacy

Motivation to engage in learning	Applied learning practices	Student agency in learning	A student-centred and flexible approach	Assessment practices which promote success
Meet students at their point of need Allowing students to pinpoint issues or questions they have about their own community	Reflection activities Discussion/interviews with people from outside the school/in specific industries Guest speakers	Ask them how it relates to a real world issue. What prior knowledge do the students bring to the classroom? Options for differentiated assessments based on intended workforce/industry	Consider students personal pathways Series of short stories or activities, the students can choose the one they connect with the most to complete Facilitating discussions	Oral assessments do not need to be done in front of the class/ can film or do a zoom call Consider short answer responses instead of lengthy essays

Spelling and grammar

The conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

- You will notice this **key skill** and **key knowledge** component throughout the study design
- Can teach the conventions in several different ways; need to choose what works best for your cohort

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What texts or resources have you used so far this year? What are you planning to use?

Text selection

- Being thoughtful and considered in your text selection is a starting point to developing the pillars in your classroom
- VPC students in the VCE VM classroom – can have different texts for different levels
- Newspapers and articles can be great resources
- Social media: can be carefully selected by the teacher to appeal to your students e.g., reels on Instagram and Tiktok

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Text selection

Short stories

Novels – fiction/non-fiction

+ Movies
+ Tv shows
+ Songs
+ Poems
+ Articles

Remember: you don't need to read a lengthy novel or even the whole novel to relay specific ideas to students.
NB – reading a novel is not required. Consider your student cohort.

Podcasts

Unit 2

Area of Study 1: Understanding issues and voices

In this area of study, students will engage in issues that are characterised by ==disagreement or discussion==, developing and expanding upon students' learning from Unit 1. Students will consider the ==values and beliefs== that underpin ==different perspectives== and how these values ==create different biases and opinions==, including thinking about ==how these issues might arise in particular vocational or workplace settings==. Students will ==read, view and listen to a range of texts== and content that demonstrate ==diverse opinions== on a range of ==local and global issues==, and which may impact on their community or be of particular concern to a ==vocational or workplace group==. Students should consider the ==language and purpose of different text types== and consider ==how this language is used to influence an audience==.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the ==interests and abilities of the student cohort== and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise note-taking and responding to short-answer questions as well as formulating their own oral and written opinions.

Teacher may need to establish what these are? Can be very broad – what do you want to focus on?

How can these issues be linked to vocational and/or workplace settings?

Explicit teaching of language style and purpose and how this influences an audience.

What do your students currently read/view? How can you bring in content that reflects their ideas, attitudes, likes, or dislikes?

Unit 4

Area of Study 1: Understanding and engaging with literacy for advocacy

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

What do these command terms look like?

How does one advocate for someone or something?

What elements are important with building a brand? Focus on student interest.

Students may need to be explicitly taught how to compare and contrast something.

Module 1: Exploring and understanding issues and voices

The purpose of this module is to enable students to engage ==in issues== that create ==discussion and debate== in a community of which they are part. Students will consider the ==values that underpin different communities== and how these values create ==different opinions and perspectives==. Students will read, view, and listen to a range of diverse opinions and consider the ==language and purpose of the content==, and how these change depending on the audience and context.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of suitable material should take into consideration the interests and abilities of the student cohort and respond to the content that students typically read, including social media, and content from vocational and workplace settings. Students will discuss and debate how personal and vested interests affect personal responses to an issue.

Module 2: Informed discussion

This module enables students ==to practice and participate in debate==, either ==in print, orally or via a digital platform==. Students will consider personal perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner, supported by evidence.

VPC Unit 2

Identifying key issues from your area/region to discuss.

Students engaging in debate which can be done in a few different ways.

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VPC Unit 4

Module 1: Negotiated project

In this module, students will <mark>develop a range of written and oral communication skills through practical application in an activity around a specific content area</mark>. Content for the unit can be drawn from any area of learner interest or aspirations. <mark>Students will be encouraged to connect this area of study to learning in Unit 4 of Work Related Skills</mark>. This project needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

The project must have an actionable goal. The project can be completed either individually or as a member of a group focusing on the following areas of skill development: collaboration, problem solving, communication, self-management, planning and organising, initiative and learning.

To note:

Unit 4 WRS

This module provides students with an overview of potential employment and educational pathway options, to support the development and refinement of a future pathway plan.

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- Please share your great Literacy ideas. These could be something you've already done that has worked well, activities that you have planned/ideas that you have but have not yet run.

  - What has worked well in your classroom this year?
  - What have you done that has potential but didn't really work to plan?
  - What has worked particularly well to engage students?

- These can be to any time scale – a lesson, an activity, a task, an excursion, your approach to assessment, your approach to reflection … even a great class discussion that worked really well!

Examples from teachers around the state!

Unit 1

- Set up a class chat group, having students establish the norms of the group and check in to reflect on the use of the chat group
- Analyse school's website and social media
- Reliability of information, websites, etc.
    o Proper Google searches – getting the best results
    o Edit a Wikipedia page
- Comparing business websites and social media – how to promote yourself online as a business owner
- Explaining your social media use to parents/grandparents (or some other audience) how does TikTok work, how does it allow you to communicate, etc.

- Run a Professional Learning session for teachers – 'how to not be daggy online'.

- Social media self-audit – how often do you use it, track the amount of time you spend on your phone/online, how many times do you pick up your phone in a day.
- What happens when you copy someone's work?
    o Consequences at school
    o Consequences in other places/spaces
- Online scams and cybersafety
- The language of clickbait
- Good things about being online
- Resources: 'The Hunting', Four Corners episode on Tiktok fame, The Social Dilemma, ABC Scamwatch (lesson plan)
- Digital texts and online personalities as source of formation of beliefs and ideals – staying true to yourself
- How apps are designed to attract

Unit 2

- What is community? Explore communities to which the students are connected.
- Community issues
  - What matters to you? Your classmates?
  - What matters to your family?
  - What matters to your community?
- Social movements e.g. BLM, Sunrise movement, history of protest in Australia. How they portray themselves, how they are portrayed in media, what issues they are attempting to influence, how they go about it, successful/not successful.
- Fact vs opinion, 'fake news', language of persuasion
- Explore how the students themselves are influenced – where do you get your information from, how are your opinions formed, what influences your opinions?

- Letter to your local MP or council about an issue
- Debating and discussing techniques to talk about an issue (what is the difference between debate and discuss?)
- Explore reactions to the opinions of others
- Body language – how can you tell how someone feels about something without them saying anything? Persuasive speeches – show famous ones
- Examining different points of view on the same topic - how different news outlets approach the same topic, how the topic is portrayed on various social media platforms.
- News sources – look at newspaper article vs influencer/social media
- Who owns and who runs the media? Financial links, advertising, political links etc.

Unit 3

- Emailing systems – language use for context, using folders, discussing written vs spoken language characteristics
- Build me 100 points of ID
- How to apply for:
  - A rental property
  - A bank loan
  - A medicare card
  - Driver's licence
  - MyGov
- How to make a good password, importance of passwords
- Workplace jargon – make a guide to jargon in your workplace/for a job in your pathway

- Responding to Key Selection Criteria
- Informational texts – advertising
- Community connections e.g. going to a nursing home – students pair up with a resident and they both teach each other something
- Job skills – how to use Zoom, CV writing, applying for jobs online, how to find jobs online, language use in the workplace.
- Adulting on the internet
  - Class discussion (after going through all the different kinds of online texts and all the 'life admin' things that need to be done online) – who do these kinds of texts advantage and who might they disadvantage?

A note on Unit 3:

Informational, organisational and procedural texts

- Text selection for Unit 3 could be where you include more broad articles, safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.
- Allowing students to find evidence of organisational texts from their school or workplace could be a good starting activity.

Unit 4

- A lot of negotiation and space for student choices

- Give students opportunities for negotiation and choice in other parts of the course so they are prepared for Unit 4

- Have them reflect throughout the course – what has been thought-provoking, interesting, inspiring to them?

Planning a unit of work
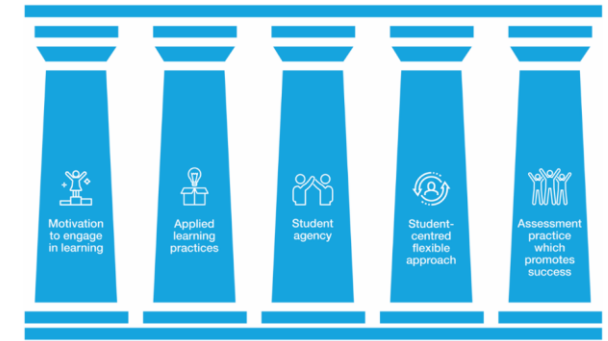
What are we trying to achieve? What are the learning outcomes? → What does this look like in the real world? → What evidence do we need to collect? → What activities could be developed?

Study #, Unit #

Unit Outcome
What will students produce at the end of this unit?

Unit plan descriptor
Outline the unit

Assessment
What will students submit for assessment?

Links to community or industry
How does the unit link in with local community or industry groups or organisations?

Integrated unit suggestion
Can this unit be integrated with another study?

Suggested resources/ required equipment
What do students and teachers need to complete this unit?

Timeline	Activity	Outcome

Activities			
	Description Outline the activity students will complete	**Applied Learning** How does this activity use the Pillars of Applied Learning?	**Key Knowledge & Skills/Learning Goals** List the Key Knowledge & Key Skills or Learning Goals addressed in this activity
Activity 1			
Activity 2			
Activity 3			
Activity 4			
Activity 5			

Assessment in Literacy

Assessment overview

- VCE VM and VPC – standards-based assessment
- Outcome (VCE VM) or learning goal (VPC) is the standard against which the students are assessed – S/N
- To meet the standard, the student must develop capacity in/demonstrate the relevant Key Knowledge and Key Skills in VCE VM or Learning Goal and Applications in VPC

Assessment practices that promote success

Assessment - VCE VM and VPC

- The Key Knowledge & Key Skills (VCE VM) and the Applications (VPC) do not need to be explicitly taught or assessed individually

- The Key Knowledge & Key Skills/Applications are encapsulated by the Outcome (VCE VM) or Learning Goals (VPC), but do not need to be "ticked off" like a checklist

- Use them to build your teaching program to deliver an Outcome/Learning Goal

Assessment practices that promote success

From the Pillars of Applied Learning

Assessment practices that promote success:

- Use the assessment method that best fits the content and context and allows for incremental indications of success
- Afford students multiple opportunities for success
- Where possible, negotiate the learning activities and assessment tasks with students

Assessment practices that promote success

VCE VM Literacy Unit 1, Outcome 1

Outcome	Assessment tasks
Outcome 1 Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a reflective journal • a narrative, expository or informative piece • a performance. Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning: • a research task • a record and reflection of the presentations of guest speaker/s • a record of discussion or debate • a report, explanatory or instructional piece or article • a record of interviews with members of the community and class • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.

One task for this outcome **must be** one of the following

Other assessment tasks **can** come from any of these or other tasks

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Q1: What activities have you been doing to gather evidence of students meeting the outcomes/learning goals in Literacy?

Q2: What are your great assessment ideas?

Assessment Tools

VCAA Literacy Study Design

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met.
An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

- ✓ Assessment rubrics
- ✓ Assessment checklist
- ✓ Peer assessment
- ✓ Observation checklist
- ✓ Role plays
- ✓ Mock interviews
- ✓ Oral presentations
- ✓ Self or peer recorded video or vodcast
- ✓ An online portfolio

Rubrics

- The use of rubrics is not compulsory and if you're not using them, that's perfectly fine.

- Rubric examples are on our exemplar units and you can definitely use them to modify and create your own.

- Rubrics can promote success for students as they understand better where they are at in their learning and they can see what it would take to reach the next level.

- You only need to report on student achievement of outcomes as an S or N.

From the VCAA website...

[Link](#)

The VCAA website has exemplars for units and rubrics for VCE VM and VPC

What if a student is not meeting the standard?

In line with the VCAA Special Provision for school-based assessment, the classroom teacher may wish to check that:

- Students are provided with multiple opportunities to demonstrate the learning
- The outcome is being assessed holistically against the Key Skills and Knowledge
- A variety of assessment modes are available for each outcome
- Where possible, assessment mode is negotiated with the cohort and caters for different learning styles

Communities of practice

- Moderating student work

- Advice for assessment

- Professional development

Contact: vcaa.seniorsecondaryreform@education.vic.gov.au to be linked with your local CoP Leader.

Reflection questions

Based on what you have learned today, what do you (or your team) need to start or stop doing?

Overall, have you found this webinar to be beneficial to your professional learning?

What has been your key takeaway from today's webinar?

Any other comments?

Q and A

- Time to answer your questions – if you have remaining questions, please put them in the Q and A and we will do our best to answer them now, or will get back to you if the answer is a bit more involved or context-specific.

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