**[Alex Shepherd]:** Welcome, everyone to our webinar this afternoon on teaching and assessing literacy. We're going to open up our Slido with a few questions. If you've joined us for one of our webinars before you'll be familiar with these. Basically, we want to just see where our practitioners are coming from today. We are really interested to know in what sort of experience you've got in teaching literacy and applied learning generally.

What are some of the biggest successes that you've had this year in implementing the new VCE VM and VPC in your setting? And what are some of the challenges that you're finding with implementing the new certificates, but specifically literacy in terms of curriculum and maybe even assessment. So we'll open up the Slido to start us off. And for those of you who have joined us before, I have been using Slido one question at a time and I figured out how to put all the questions together.

So all three questions are available to be responded to so I don't have to cut anybody off while they're typing. So I'll let people have a read of those. The first one is multiple choice. The next two are open-ended and you can respond as many times as you like. So I'll give everybody a chance to have a look at those and jot down their answers.

Great. So I can see some answers coming through. Got a good mix of people who have taught literacy, taught VCAL before, taught English, but maybe first time teaching literacy. Yep, students are engaged with the course. People seem fairly confident with the curriculum and having a look at some of the challenges, getting time to plan. I absolutely hear that one. Just started last week. That's a lot to take on whoever that person is, so good luck with that. Different levels within the class. Yes, and we're actually hopefully going to address that today, so should hopefully get some assistance with that component. I'm going to leave the Slido open as we move to the actual first slide. Thanks, Jo.

Great. So I'd like to start today by acknowledging the traditional owners on the land in which we are meeting today and pay my respects to elders past and present for they hold the memories, traditions, and the cultures of the Aboriginal and Torres Strait islander people across the nation. I'm Alex Shepherd and I am a senior project officer here at the VCAA. Joining me today, we have Jo Binns who's our education specialist, and we also have other members of our team who are here and answering your questions in the background. If you do have a question, the chat function has been disabled, but what you can do is put it in the Q&A if you've seen at the side of your screen and we'll see that and hopefully get back to you.

If it's a bit of a chunky, intricate kind of question that needs a bit more of a response, we might say that we'll get back to you separately so we can give a bit more of a detailed answer there. And if you do have a really specific question that might be specific to your educational setting, you can feel free to email us at vcaa.seniorsecondaryreform@education.vic.gov.au. Please feel free to press the CC button for closed captions as I'm talking today.

So we have done a number of webinars throughout term one that were really focusing on the implementation, the very first stages of implementing the VPC and the VCEVM in classrooms around Victoria. We moved on to wanting to do some subject specific webinars this term, and we've done WRS and numeracy so far, obviously today's literacy, and we've got PDS next week.

So the ones that we have done are available to have a look back if you would like. But one, I guess crucial element of feedback that came out of the webinars last term was that practitioners were really looking for a little bit more interactivity within the webinars, which we absolutely heard and we were hoping to set up breakout rooms and that sort of thing with these subject specific webinars. But that function was not available to us on WebEx, so we were unable to do that.

But what we are hoping to do is to use Slido and ask a few questions to generate a bit of a discussion because we really strongly recognize that teachers are experts and we do learn best from one another. So hopefully we'll generate a whole list of ideas for activities, assessment, resources and that sort of thing. Whether you have a lot of applied learning experience or you're teaching one or both of the new certificates this year for the first time, we're really confident and we hope to be able to provide you with high quality support in the area of literacy.

We absolutely welcome any suggestions that you have for future professional learning to make it as useful for you as possible. We really do look carefully at the feedback we receive to make adjustments. Thank you to those who filled out the pre-webinar survey because that helps us to give a little bit of direction to what we talk about in these webinars.

Basically by the end of today, we will have the slide deck available for you from the presentation today as well as the planning document that we'll send out. We are aiming to take everybody's ideas that we generate today and to turn them into a PDF and send that out to everyone who's registered so that we've got a really good list, a strong list of resources that are going out to everyone.

And the actual recording of the webinar will be put up online, but that does take a couple of weeks or so just because there are a couple of extra steps involved with putting that on the website, but it will be available in a couple of weeks there. The other resources we'll aim to have out to you in the next five business days. So now I'm going to hand over to Jo who's going to talk to us about applied learning approaches.

**[Joanne Binns]:** Great, thank you, Alex. If you've joined our other webinars this year, we've mentioned these approaches, the pillars of applied learning and dug into them quite a bit. They're a set of approaches that should be kept at the forefront of your thinking when you are developing and delivering your curriculum in both the VCE VM and the VPC. These were developed by the VCAA to capture the educational philosophy of applied learning that underpins both of these new curricula.

The pillars of applied learning are really also a way for us to be able to talk about and explain what good applied learning is and bring about more consistency of approach. So we have covered these extensively in other webinars and there's information available on our professional learning website. So we're not going to dig into them today, but we're going to give you a chance in a couple of minutes to think about how you've been using these approaches and to reflect and share with each other how they're coming across in your literacy classrooms.

So yes, you can. We did pillars of applied learning specific webinar last term, and there's also an on demand online module, a couple of them actually on our professional learning page as well. So you can definitely find out more about the pillars if you are not feeling particularly familiar with them or very confident with them. So this document is available at the start of every curriculum and study design in the VPC and the VCE VM. And I'm just putting this up here momentarily.

You don't have to be reading it right now, but if you're one of those people who is perhaps not so confident or familiar with the pillars or approaches to applied learning, you might want to do a quick screenshot of this so that you can have it in front of you while we are doing our short reflection activity.

But no need to if you are like, "I've got this. I already know the pillars, as I'm sure many of you do." So we're going to move onto the next slide and I'll hand it back to Alex who will run the Slido. Alex, I just noticed when we ran the previous Slido that I think that you are the only one that can see all of the responses until the questions are finished.

So you'll need to do the running commentary today on what people are posting because, well, I couldn't see them, although I am bad at tech, so maybe that's on me.

**[Alex Shepherd]:** No, that's okay. I think it was just because it was a survey with all the questions together.

**[Joanne Binns]:** Yeah. All right. So this might be okay.

**[Alex Shepherd]:** Hopefully people can see these answers. Normally to be able to see an answer, you need to put in your own answer first. So our next question is how are you implementing one or more of the applied learning practices in literacy? And we've got them all listed. There the five down the side. It does help in this one if you list the pillar and then how it's working, how you've got it working for your educational setting.

Great. So we've got some answers coming in. So students being able to choose what they want to look into in terms of the texts that they're exploring to have more motivation to engage in learning. Other people talking about bringing in motivators to engage students, and we know how tricky that can be at times getting students to generate some discussion about a particular topic. Student agency and student centered. So linking activities to their vet or workplace learning. Fantastic.

Pillar five, a mix of hurdle tasks and assessment tasks. So for promoting success, I assume. Oh, there's so many answers coming in all at once. It's hard to keep up with them.

**[Joanne Binns]:** Yes. I can actually see these now because I think you were right. So yeah, there's some really cool ones coming through a lot about selecting own texts, relating lessons to interests, assessment, flexibility, including small group opportunities for example as well. And connecting to the specific industries that students are engaging in through their vet or other interests that they have for their pathways.

I like this one having various types of assessment and having sign off or checkpoints so students can monitor and track their progress. So really being able to break down those tasks and move students through meeting those outcomes but not having to do it, sounds like that's not one whole big project and that their ability to meet the outcome is not just relying on one thing. They have a chance to get caught up along the way as well.

All right. Maybe we will keep going. Thank you for those. But we'll keep the Slido open for a minute or two. One of the things about the pillars though, as we've just reflected for a moment here, is to think about how the pillars can also be reflection tools in your classroom and in your professional discussions with your fellow applied learning teachers.

So if you joined our assessment overview webinar, you'll have heard from Christina who's a teacher using... And she shared with... She was a guest speaker she shared how she's using the pillars for both student and teacher reflection, enrolling out the VCE VM at her school. And so having students reflect on and understand what's underpinning their learning and then giving them a chance to think about when and where they can see those peer pillars in action can give them insight into their metacognitive processes as a learner.

But for teachers, it's also an opportunity to make sure that you are meeting what really is a kind of promise to students who choose applied learning streams about the kind of learning that they will be doing with you. So how are you in literacy? Making sure you are understanding and encouraging students' personal, educational and pathway goals in order to make space for student agency.

We've already been seeing a whole lot of great examples coming through on that Slido about how people are doing just that. So good work everyone that is really cool. But using them as a discussion point amongst the teachers to be like, "How are we doing this?" And what are the students saying about how we're doing this is another way of using and thinking about the pillars. All right. I'm going to hand you back to Alex now. Thank you.

**[Alex Shepherd]:** Thanks, Jo. So what I did was just put together, I guess, some generic activities that could be linked to each of the pillars. Just as Jo said, maybe a bit of a discussion point, a starting point for teaching teams to get them thinking about how we're applying the pillars in literacy. I know myself from moving over from teaching F10 English and VCE English and jumping into VCAL a few years ago, it was a big shift and constantly in the back of my mind was, "Am I making this hands-on enough for my young people?"

So one of the, I guess, important factors and what we've just seen in the Slido responses shows that people are really considering the pillars already, which is making a big impact. So in terms of motivation to engage in learning, really important to think about meeting the students at their point of need and allowing them to pinpoint issues or questions that they have about their own community.

And certainly what works in one part of the state might look completely different in another part of Victoria. When we're thinking about applied learning practices, as we mentioned before, the reflection activities really, really important to continually, I guess, grow that idea of you do a task, you think about it, you reflect on it, and you grow and you learn and move on. So it's a continual skill building, exercise.

Discussion and interviews with people from outside the school or in specific industries, especially getting in guest speakers, that sort of thing. So the students are getting that real world, I guess, idea from an area or industry that they actually might be predominantly interested in moving into after school.

Student agency in learning. So asking students how it relates to a real world issue. You might be looking at a particular topic and might be a novel or a short story or something like that, or it could be a video. And then actually, how is that extrapolated? How does that turn into a real world issue that you should be considerate of? What prior knowledge do students bring to your classroom? Thinking about what they already know, what are options for differentiated assessment based on their intended workforce or industry, which I think is one of the answers that somebody mentioned earlier.

A student-centered and flexible approach. So considering the student's personal pathways, what they might actually be moving into. You could have, for example, a series of short stories or short activities that the students can choose, which one they connect with the most to complete and actually have them at varying different levels of difficulty so that students with higher academic abilities are being challenged in the classroom as well as facilitating discussions.

I know that that can be tricky depending on the type of students you get. And they might not all want to talk to each other, but giving them a structured discussion, I guess workshop or something like that can really be of assistance as well. And finally, assessment practices which promote success. We ran a webinar on this in term one, so please feel free to go back and have a look at that one for I guess more specific advice on this area.

In terms of thinking about literacy, it is really important to remember something like oral assessments do not need to be run in the standard one student speaking to all 24 other students in the classroom to present a topic with cue cards or with a PowerPoint. We can do things like pre-record and have the video play to the class or have the video play to the teacher, have a one-on-one discussion with the teacher. Call in through WebEx or Zoom or whatever platform your school uses in that sense.

And this could be, also, I guess thinking about VPC and thinking about the possibility of having debates does not need to be structured in the traditional way that debates are set up. It could just be two students thinking about two opposing ideas and having a conversation potentially moderated or facilitated by the teacher or another student and considering short answer responses as well, instead of lengthy essays.

So having multiple choice responses to maybe a short story that the students have read or short answer responses. So you're still seeing where they're at in terms of their understanding of the conventions of English, but they don't necessarily need to write 5,000-word essays.

And that actually brings us to this point, which I just wanted to pull out of the study design. We are going to get into looking at units two and four specifically having a bit of a deep dive into the study design. But before we actually get there, this point is in all of the key knowledge and key skills throughout the study design of VC VM literacy, which is the conventions of literacy, including punctuation, sentence structure, paragraphing, and spelling is something that the students need to be working on.

At no stage would I think it's appropriate to be doing a full hour's lesson on grammar or punctuation, but it is worthwhile bringing up. And when we are thinking about linking to real world experiences, it is really important to let your young people know that it does make a big difference if they're putting together something like a website or they're setting up a social media page for their business, they don't want to have spelling mistakes in that because that doesn't look professional.

So thinking about, and this could be done in a number of different ways, but potentially do now activities where the students are spending five to 10 minutes just working on a really specific area of grammar and doing that a couple of times before they move on to the next area depending on where of course their academic needs are at.

So our next slide of question, we're starting to think about resources. What texts or resources have you used so far this year and what are you planning to use coming up? I don't know if you can see from your area, I'm wearing my Bender T-shirt to celebrate the Breakfast Club, as I know many have used that from the suggested exemplar. But certainly there are a number of great resources and I'm going to touch on a few in a moment, but I am just going to open up the Slido.

For people to answer what resources have you been using this year? And that could be anything from articles, books, TVs. If you've got a link, chuck a link in there. As I said, we're trying to capture all of this information so we can turn it into a document that could be sent out to everyone. So anything that you've been using, and I know that you might start using something and it goes down like a bit of a lead balloon and you need to change tact really quickly to engage your students. So anything that you think might be worthwhile and might and maybe other people can pick up and run with.

I can see some people typing. Oh, yep. Using click view. Good resource there. And again, everything is coming in so quickly. I have to try and keep up with it. The movie, Wall-E. Yes, lovely movie to use to look at pollution and sustainability and those sorts of things. Easy to read guides from the AEC for enroll to vote. Very important and practical. Absolutely. Looking for Alibrandi, the film. I think I studied that book when I was in year eight.

TED Talks, absolutely, of course. Really good to get a different range of views from the different TED Talks that are out there. Someone is using Freedom Writers for unit three and four next year. The students enjoy the Breakfast Club and the Social Network, and I think that's actually one of our suggestions coming up as well.

Accessible chef recipes, great. Anh's Brush with Fame. Yes, we've seen a few people using this. Just current issues, grabbing some articles. Absolutely. Great. So what I'll do is I'll leave this poll open so people can keep sharing their ideas and resources as I move on to talking about text selection. So in regards to the types of texts that you can select, I guess the big difference with VCE VM literacy and something like VC English if you've taught it previously is you have set texts that you have to choose from.

With VCE VM literacy, it is very open-ended and the idea is that you bring in thoughtful and considered texts that are really for your... What's going to benefit your cohort. So one of the reasons why this is an important starting point is because when we think about the pillars and we think about engaging our students, it absolutely can help. A good tech selection can help to really engage our young people. Newspapers and articles can be great resources, especially if your students are not really interested in fiction and they want something that is quite literally related to the real world.

We've put in social media as well because we were having a discussion about this in our team and there are videos and things that can be downloaded and carefully selected to appeal to your students. So reels on Instagram and TikTok to generate a bit of a discussion. I'm aware that obviously with the phone ban and happening differently, obviously playing out differently in different schools, it's not easy for the students or encourage for the students to get on to those social media pages while they're in the class, but they certainly can be viewing what has been put together by their teacher.

So alongside, I guess the ideas of the different texts, I've just grabbed a number of ones that have been used by a number of schools across the state and I just really want to make, I guess a point of saying that you don't have to choose lengthy novels for your students to study from the beginning to the end of the novel and pulling out themes and motifs and all of those really nitty-gritty aspects.

If there's just, I guess one idea that you think is captured within the first five chapters of a fictional novel, great, you can use that. I've also got some short stories in there because they're having short stories and having a range of different types of stories with different genres could be something that students choose. So we're having a student-centered classroom. And for those who don't know, I've just got some suggestions, rapid reads for students who might be academically quite low, but still wanting to read a fictional piece.

Also, there's a number of movies, TV shows, songs, poems, articles, all sorts of things that your young people could get into. And don't be afraid to go with what they like as well. If that is coming out really clearly to you and you can work that into your program, go with it. I've just got some podcasts there as well as suggestions. So few different types of books and texts. Now, I'm going to hand over to Jo to talk about AI.

**[Joanne Binns]:** Hi, everyone. We're not going to spend a lot of time talking about this, but we thought that we just mentioned ChatGPT and AI here. It's one of those current hot topics in schools and in so many different places and does relate to young people in a lot of ways considering their futures and maybe even their pathways. This doesn't mean that you must cover this topic at all, but I think another reason why we wanted to mention it is because it shows how you can bring together a wide variety of different types of texts so that you can explore all those different viewpoints and arguments on a topic such as the uses of AI.

It's a topic that could potentially fit into any of the units one to four. If it's of interest to your students, you'd be able to find a way to come at it from an issues angle or from an informational angle, even an advocacy angle who has access to these kinds of technologies. There's a lot of different ways in.

So this tweet here is an example of a text. So you could use this. This is a text that you could put in front of your students and use it to begin a discussion with. It's something that has meaning in it. It has an audience, it has a purpose, and so it is a text. So curating a bunch of tweets or other social media commentary on these topics as Alex mentioned, is they're extremely valid text to use.

So this is a potential starting place for those discussions about the benefits and pitfalls of ChatGPT or other AI. But then from there you can expand out and think about all sorts of news reports, memes, articles, videos, think pieces. So many different opinions on social media. There's all sorts of different texts that could be fruitful to discuss for further exploration on the topic even with some student choice in there.

This is also one of those issues where there would be a lot of different options to consider speculative and science fiction, short stories potentially. I think Alex showed Kurt Vonnegut up on the screen earlier, some short stories from him. He might be a place to go to look at these films as well dealing with these topics. So you can see that just this one idea and a tweet can then spark out and bring in so many different kinds of texts for students to explore.

So thinking through all those different angles and all of those different places where people are having discussions about not necessarily this issue, but any issue that the students have an interest in is a really good way to start thinking about bringing in that variety of different texts that students will encounter and the different media that students will encounter or are encountering in their worlds. I will now hand back to Alex.

**[Alex Shepherd]:** Thanks, Jo. So now as I said before, we're going to take a bit of a deep dive into units two and four from VCE VM and VPC. And the reason that we're focusing on this is because we sort of figured that most people would be through teaching unit one and three. So in order to make this webinar really worthwhile, we went with what the majority will probably be doing from next term, given that people are probably starting to think about putting together resources or maybe you don't want to touch it until the holidays.

So here we have a screenshot from the study design for unit two literacy. We thought we've just got the highlighted sections, which are I guess the key terms that I've just pulled out of the study design. So the students are focusing on understanding issues and voices. What this unit really enables you to do is to get students to think about what is an issue, what are some of the issues in our world today, and how do they relate to our future? And potentially moving into a workforce or a vocational setting where there might be some of these issues such as wages being underpaid.

A big ticket issue that will hopefully generate a bit of discussion from your young people and especially how to address that with a boss. And those sorts of questions might come out of that. So as the teacher you might need to establish what exactly are some of the issues if your students aren't in a position to come up with them themselves. It can be really broad. So what exactly do you want to focus on is something to think about before going into this unit and how can the issues be linked to a vocational or workplace setting.

So there might be really specific, as Jo mentioned with AI and that might actually not really affect students with whatever their future profession might be, depending on what that is. So it might be also really important to explicitly teach language style and purpose and how this influences an audience as well. Finally, what do your students currently read or view? How can you bring in content that reflects their ideas, their attitudes, their likes or dislikes?

So just some things to think about with unit two. And moving on to unit four, again, I've pulled out the key terms that are in this or what I thought was the most important aspects of this particular area of study, but we're looking at understanding and engaging with literacy for advocacy. So it might be worthwhile speaking to the members of your team or if you are working by yourself, having a bit of, I guess an understanding of investigate, analyze, and create.

What do these command terms or domain verbs look like within your school context and how are the students actually going to be able to achieve that? What does it mean for someone to advocate for something, starting with the basics, and then moving to looking at branding, personal branding and how different text images and products and multimedia platforms work to produce one central message for an audience?

So this is where you can bring in especially things like social media and different advertisements and get the students thinking about what actually has worked together to create that brand. I guess TV shows like the Grow and Transfer are great for supporting work in this area. The students might need to be explicitly taught how to compare and contrast.

And the way that you do this will just depend on, I guess, the abilities of your students. You may just want to have a simple table where they're writing down the differences and similarities between certain messages and between different brands, or they could be actually putting together an extended response type of... I don't want to say essay, but a piece of writing that actually reflects both of those terms.

Okay. Moving on to VPC unit two. What you'll notice with VPC literacy is it is very, very similar in terms of what they're asking the students to do to VCM. So there's a lot of similarities between the two, but you'll notice that the terms are a little bit simpler, more simplistic for students to be able to understand. So rather than analyzing and investigating, it's really just looking at engaging in an issue.

So having a debate or a discussion and the type of issues that you choose for your VPC student might be a little bit different depending on their abilities. So identifying key issues from your area or region to discuss and it can be as small as just your local suburb, especially if they've got their own newspaper that goes out, you can pick up some things from there. It doesn't have to be Victoria wide or worldwide issues that you're focusing on.

And the second module, module two, informed discussions. So students engaging in debate, which can be done as I said before in a few different ways. Can be in print orally via a digital platform. If they're really keen, they certainly can do... There's nothing stopping them from doing debates in that traditional style with having teams and having discussions amongst the team to generate points for and against and presenting those with a moderator and a timekeeper and all that. But again, we're looking to be able to enhance their success in these types of assessments. So we want to make sure that whatever format that we're choosing is accessible to all students.

And finally, for unit four, it is a negotiated project. So the big, I guess point here is that students do need to have an actionable goal, and it does state in the study design as the curriculum design that students will be encouraged to connect with this area of study to learning in unit four of work related skills. So I've just put up just to the side there, just a little note on unit four WRS because that's where students are doing a project that looks at future employment and a pathway plan.

So you can link the two and have the students working on, I guess, a larger project that covers these two ideas or you can keep it specifically to literacy if you think that's a little bit too much for them. It's just an option there. But the idea of a negotiated project was something that they actually do in conjunction with the teacher. They could be setting some clear benchmarks and then the students are completing that or the students are working autonomously and coming up with all of their own, I guess, ideas about what they want to do there.

All right. So for our next Slido, we've just got a question here, sharing our great literacy ideas. So not just the resources, but the actual ideas, the activities, what has worked well, what have you planned, but maybe you've not run yet. What has worked to engage students? What has potential but didn't really work to plan? These can be to any timescale. So a lesson, an activity, a task, an excursion, and I'm just going to open up the Slido there.

One of the, I guess, most appreciated aspects of our face-to-face workshops in term three and term four last year that was commented on consistently by participants was the chance to talk with share and learn from other teachers and practitioners. And it really is the best way for us to learn and to share ideas. So this is where we're hoping to generate a number of, again, ideas, activities that we can then put out to everybody who's come along today so that they can take away and work on it and maybe come back with something, "Oh, I started with this and now I've done this, which is slightly different." I can see there's a few people typing, so I'll give you a minute to type.

Great. So we've got some answers coming in. Students interviewed members of our school community to create podcast episodes. That's awesome. I'm not sure what OMG is, but the Melbourne Magistrate's Court, fantastic. Got the year 12 students angry about some local issues. Great way to engage them. And suggesting they could tackle some school attitudes. Oh, I've lost it. To which they objected.

Writing short stories in term one being popular. Great campfire story session. Love it. Group planning and recording and promoting a podcast episode of their choice. Fantastic. So last publication where you've got an editor-in-chief and students work together to bring in individual pieces. That's fantastic. Looking at language of persuasion in advertising. Creating a digital cookbook. Yep. Awesome. Loving these ideas.

**[Joanne Binns]:** I really love this one about students using their mobile phones and they were being paired up to call each other. I think that, oh, and that listening and writing down notes from the message to pass on. I think that's great because I think that's a skill that we are sort of losing or that's almost skipped this cohort of students. So yeah, that's a good one.

**[Alex Shepherd]:** And great for communication. Learning about communication. Learning how to write an email. Oh my goodness. So important. Yes. We've seen quite a few booklets that obviously with the exemplars on our website, but other ones that people have created as well. Really, really good for tracking progress, absolutely. Making a website, filling out tax file declaration, how important.

**[Joanne Binns]:** Someone's already doing some AI with generating a text, an AI text, and then comparing it to a student generated text. That sounds very interesting.

**[Alex Shepherd]:** Great. So I can see a few more people are still typing, so I'll leave the Slido open, but I'll hand over to Jo who's going to talk about some other examples from teachers around the state.

**[Joanne Binns]:** Thank you, Alex. And gosh, we've already got so many great examples already, but what we've been doing in these webinars is sharing the ideas that were generated mostly from last year when we were out on the road doing our face-to-face workshops in terms three and four. So hopefully you had a chance to come along to those, but we're looking at examples that have been gathered from that time, but also other examples that we've heard of around the traps from implementation beginning this year.

I've got examples from each unit. They're definitely just examples and suggestions. They're not the be all and end all. But there's a lot of great ideas here. Also, please note that I've put down suggestions as teachers themselves put down their suggestions. So if they said this was a unit one idea, I've put it into unit one, but for sure you could look at some of these and move them across to other units because there's definitely some crossover that can happen.

I don't think that because I've said it's unit one, that it must be unit one. All right. So when we're looking at unit one, the VCE VM and the VPC are quite similar even though we're expecting students to meet the outcome or the learning goal to differing levels. They're both really looking at literacy for personal use and also understanding and creating digital texts.

So when we were gathering and have been gathering these examples, a lot of them were about digital text. It was sort of the hot topic because it was a bit possibly one of the more sort of different or new things compared to VCAL. So there was a lot of discussion about reliability of information on websites, speaking of basic skills, some things like a proper Google search, why the link that comes up first might not be the most reliable.

Also, showing how easy it is to edit a Wikipedia page. There was a teacher who I hope has retrofitted this from VCAL because she was talking about how she would do a whole unit on online scams, looking at different types of texts and persuasion that comes through that. And then that can broaden right out to things like digital security and the language of scams, the telltale signs. One, again, coming back to those online skills was setting up a class chat of some kind and establishing the norms, having those conversations around online behavior and connecting it to the workplace as well because I think increasingly workplaces are using different kinds of chats to keep in touch with things and not having to send an email for everything or make a phone call for everything.

So thinking about the differences between that kind of chat and what you'd put in that kind of chat versus a chat with your friends is really worth having. Some of these resources were possibly shared earlier when we asked about resources, but a number of resources came up a couple of times, so I've put them here. So The Hunting came up a number of times. There was a Four Corners episode on TikTok fame, The Social Dilemma, which I think was someone else has mentioned. And then I have not looked this up, but ABC Scam Watch apparently some lesson plans on there.

I also liked this how apps are designed to attract. So all of those ways that language can influence us clickbait articles and things like that. And I also really liked this one, which was about explaining your social media use to your parents or your grandparents or perhaps having students run a professional learning session for teachers about how to not be daggy online. That sounded quite fun.

So unit two for VCE VM and VPC, again are covering quite similar sort of overarching topics. For VCE VM, we have understanding issues and voices responding to opinions, and VPC is exploring and understanding issues, voices and informed discussion. Sorry about that. So a potential place to start might be examining that concept of community and expanding out from that to think about what kinds of issues might matter to or be represented differently by various communities and community groups.

So we had a few examples of that in our Slido just now, which is really cool. A number of examples came up around examining social movements, things like Black Lives Matter or the Sunrise Movement were mentioned. Although no one mentioned a really specific resource, but there were a number of mentions that there are a lot of resources around the history of protest and dissent in Australia. So then there's also those classic ideas around comparing different points of view on the same topic and how different media outlets and then also social media present to that same topic.

So this links into the value of these different kinds of news sources and also the idea of who runs and owns the media. And this unit is also a real opportunity to bring in those student agency and choice pillars. So a lot of different suggestions around setting up the basic overarching projects. So we're going to look at social media versus newspaper articles and then having the students choose the issue that they wanted to dig into. A number of people mentioned that they were going to work on that.

All right, so unit three. This is where if you are teaching VCE VM and VPC together, you might look at them and think initially that they feel like they diverge a little bit. But I really think there's a lot of wiggle room if you're teaching them in the same classroom to shepherd them and move them in a similar direction. So we've got VCE VM covering, accessing and understanding as well as creating and responding to informational, organizational and procedural texts.

VPC covers literacy for civic participation and literacy for pathways in future learning. So if you think about the types of texts that the VPC students would need to cover for civic participation and pathways, so many of those could be informational, organizational, and procedural texts. So this is an opportunity for, if you've got them all together, to really think about how you can bring those ideas, bring those ideas together, and use those civic participation particularly procedural texts about how we've had examples about how to apply for different things. And you can see some examples here around how to apply for a rental property or a bank loan and all of those things. myGov are trying to think about those sort of civic participation.

I really loved hearing in this section some ideas for community connection that came up, particularly in schools seeking to continue some of those great VCAL projects and connections that they had previously had over the years. So one of them that a teacher decided would fit really well into unit three, something that they'd done in the past was having students being paired up with a resident of a nursing home and then having them teach each other something.

So particularly it was mentioned to have students teaching the residents about how to effectively use technology to communicate with their loved ones. So I know I tried to teach my grandmother about 20 times to use her mobile phone properly, but I didn't see her frequently enough to help her really build that skill. So having a connection like that aside from helping students meet their outcome, can meet a real need in the community.

Workplace jargon guides could be something that you could create and you could make it fun by having a quiz. Quizzing each other in the class on jargon terms from different workplaces and some of those how adults, what do you need in terms of informational texts, organizational texts and procedural texts for job skills, for all the other things that you need to do to say move out of home came up quite commonly as well.

I just wanted to mention quickly here about unit three. We've had a couple of questions about defining that word organizational come through to our shared inbox. So I just wanted to point out that technically from our side, it refers to texts that pertain to an organization, but some people were asking like, "Oh, is it about how students organize themselves with a timetable or with setting alerts on their phone or something like that?"

I would say that if you have been interpreting organizational in that way, I think that's fine, because if you think about it, those texts could definitely be classified as informational or procedural. So yeah, we just wanted to make that point here though and think about... I think it comes through quite clearly in the key knowledge and key skills for this unit about looking at different organizations and how they use language. But we just wanted to make sure as we have had a few questions come up about that.

Unit four, we didn't really gather a lot of brainstorming ideas about unit four on the road because it seemed really far in the future perhaps. But there's definitely, in terms of the VCE VM students, which is that advocacy piece and speaking and advice to advocate, and then the negotiated project for VPC, there's a lot of potential space for negotiation and student choice here.

If you are hoping that unit four will be a space where you're going to give a lot of opportunities for students to make choices, it's really important to, and I think this would be important anyway, give students opportunities for negotiation and choice in other parts of the course so that they're prepared for unit four because this kind of open-endedness or something that's more open-ended can be easy for some students, but it can also be challenging for others.

And giving those choices earlier on and having students work through choosing something and then seeing it through to completion is really useful. Another thing to do is just keep them reflecting throughout the course what's been thought provoking or interesting or inspiring to them as they go.

Next, we're going to move on to thinking a little bit about planning a unit of work. So really what we're expecting is that schools will ensure that all of the learning outcomes are being met, learning outcomes, learning goals for VPC students are being met, and that these are being supported with the pillars of applied learning. Because on top of creating those great applied learning experiences, we also really need to be making sure that our students can achieve those outcomes and learning goals to get their certificates.

So this diagram here demonstrates a little bit of good practice in planning that sort of backwards by design idea, which starts with the outcomes and then looks at the skills and starts with the outcomes and the skills and knowledge, and identifying then what this might look like in the real world, what evidence we might need to collect to help the students be able to demonstrate the outcomes.

And finally, the teaching and assessment materials or activities that will allow the students to develop the skills and knowledge and ultimately be assessed at the standard indicated in their respective courses. So one of the things that you'll notice on this slide is that it doesn't mention the word assessment specifically rather it talks about evidence.

This is because we really want to get across that idea that activities, classwork, really anything that you're doing with students can also be used to show how students are meeting the outcome. So that's something to keep in mind. You're really tracking students' abilities to meet the outcomes or learning goals rather than thinking that it has to be this whole big assessment, if you will.

Another way we've encouraged teachers to use this diagram, and we've mentioned this a few other times is to think about what really worked well in VCAL in other applied learning settings. We really hope that you can continue delivering some of those great things that have worked really, really well in the past. So it's worth taking the time to review that. You might use this diagram to put in rather than starting with the learning outcomes, you might put in that activity at the end and work in that direction and link things back to the learning outcome.

Or you might have a really great context that students have been really interested in before, and then you can fill in the other spaces around that, but we need to lose that great work. But also it does require careful thought about whatever it is that you're doing is giving students clear opportunities to demonstrate the outcomes and the learning goals. So that's what really needs to be taken into consideration.

This tool here is a planning tool that we developed for our face-to-face workshops last year, and it's really small here, but we'll send you a copy around. We don't have any expectations for teachers to use this as a planning document. We know that everyone has their own planning tools likely, but you're very welcome to use it. But one of the things that we wanted to demonstrate by sharing this is that there are few applied learning specific sections that really should be kept in mind when you're planning your literacy work with students.

So there's a section in there that asks you to think about the pillars of applied learning, this teacher's new to applied learning, and sometimes those with a strong background in teaching English, but maybe not applied learning really would be well served to take some time to think about those pillars and making those connections.

There's also a section there for considering how it might link to other studies. It can be really challenging to find time to speak to teachers of your own subject, let alone two teaching partners in other subjects. But figuring out some of those communications channels and seeing how the learning in those subjects might line up, could develop some rich rewards. And there's a lot of places across the curriculum where literacy skills can really be put to great use, say in PDFs for example.

And lastly, just thinking about those community or industry links, especially when it comes to those issues, those advocacy parts of the course. So yeah, just keep those couple of pointers in mind when you're doing your planning and I will hand you over to Alex now.

**[Alex Shepherd]:** Thanks, Jo. So here you can see a little diagram that I've just put together with an integrated approach specifically for developing podcasts as I know it's a really popular project that a lot of schools do and we've incorporated these integrated approaches into a few of our webinars just to give people an idea of what it might actually look like if you had all four subjects working together or a couple of subjects working together. So if you are teaching literacy for example, and PDs or literacy and WRS, it might be worthwhile to investigate how you can actually do a project where the students then have separate assessment items, but it takes, I guess, a little bit of the planning weight off of you.

So here we've got the suggestion for the podcast, which obviously links to mainly to unit one, era of study two for literacy. But it can also potentially relate to unit three with the organizational and procedural texts that you're looking at.

And there are a number of really great resources out there for doing a unit on digital literacy and podcasting, such as going to a radio station or downloading many of the free resources online for editing and developing your own podcast or vodcast as some of them now called. And so I've just linked it to the subjects that would make the most sense to do an integrated approach if your students were getting together as a group to do a podcast.

So for numeracy, I haven't specifically linked the unit or area of study because it would depend on how you are adapting to the different numeracies, but we've got the suggestion of it could be vocational or it could be recreational numeracy, that it links in with. The four PDS unit three area of study three specifically ask the students to do a report on a workplace.

So they could be investigating that for their podcast and producing the podcast for literacy and maybe a written report for PDS. And WRS asks unit three area of study three, ask students to reflect on teamwork skills. And so some sort of reflection activity here based on their group work of doing the podcast would be really good to do together. So there's a little bit of, I guess, flexibility in how you can potentially put them together, but just to, I guess, get the ball rolling and thinking about how multiple subjects can actually be combined into one project such as podcasts. All right. Now hand back to Jo to talk about assessment.

**[Joanne Binns]:** Thank you, Alex. So some of these slides, if you've come to a few of our recent webinars will be familiar, but let's think about it from a literacy point of view. Now we wanted to give you some of the basics, a few reminders of what is expected for assessment or evidence collection. Those of you who taught VCAL will be familiar with the competency based assessment that this was designed around and students were deemed competent or not yet competent in a particular area.

So one of the changes to the new curricula is that the VCE VM and the VPC have been designed around standards based assessment. And standards are there to describe what students should know and be able to do in relation to established criteria. So they're really distinct statements that provide the building blocks for competencies. And whilst competencies describe how students apply and transfer their learning to new contexts and situations, standards really speak to a sort of predefined level of quality or attainment of these competencies.

So in the VCE VM, we have outcomes and the VPC we have learning goals, and those are the standards against which the students are assessed at an S or an N level of satisfactory or not satisfactory. And then to meet the standard, the student should be gaining or developing capacity in or demonstrating the relevant key knowledge and key skills in VCE VM or the applications in VPC.

And so these key knowledge and key skills and the applications, it's worth pointing out that they don't need to be explicitly taught or assessed individually that you don't need to go through like a tick box and tick off. We've got this one key skill. I've done a piece of assessment on that key skill, so let me now assess the next key skill after that. You don't need to work through them in that way. The key knowledge and key skills and the applications are there for you to build your teaching program and use them to deliver an outcome or a learning goal to students. So those are encapsulated by the outcome in the learning goal and not a sort of one by one checklist. And there's a lot that really work in synergy together as well.

A reminder of the pillars of applied learning, because we have a pillar about assessment, and one of the things that I've really loved seeing earlier in some of your Slido responses about the pillars was that a lot of people were pulling up pillar number five about how they were using assessment to meet those practices or putting in place those practices that promote success.

I would say that the literacy cohort today have done that more resoundingly than our previous webinars have done. So well done on that. A lot of great thought is clearly going into gathering that assessment evidence.

So we really want to think about using the assessment method that fits the content and the context for where you're teaching and really space to allow for incremental indications of success, giving students multiple opportunities for success. We're also seeing a lot of really great negotiation of the learning activities with students. So that is really cool.

Also, just sort of a reminder that for VCE VM, you'll see in the study designs that there are these assessment task tables for each outcome. Just a reminder that one of the tasks will always need to come from a list of usually three, sometimes two sort of assessment task types. So you can see this is for unit one, outcome one, and it says one task for the assessment of outcome one should be selected from the following. Really that's saying must be selected from the following, but one of the things to point out about those sort of assessment, we'll call them requirements, is that, number one, those tasks are pretty broad in nature.

A reflective journal could be on anything, a performance. Could be on any topic, a narrative or an expository or an informative piece. Again, very, very broad. But the other thing to remember is that required assessment doesn't have to be... It doesn't have to be the biggest piece of assessment. It doesn't have to be a culminating piece of assessment. It doesn't have to be something huge and scary. It just has to be one of the tasks that the students are doing.

VPC doesn't have requirements like that, but you'll find in the VPC curriculum design that there is a list of suggested tasks. Just like here, it's got a list of suggested tasks. They're not conclusive. You can use other tasks as well. So definitely if you've done something different to those suggested tasks, that's absolutely fine. I think we have another Slido, so I'll ask Alex to bring that up. And we are looking at what activities have you been doing to gather evidence of students meeting the outcomes and the learning goals in literacy, and what are your great assessment ideas?

So as I said, we have seen already that a lot of people are really paying attention to this pillar of assessment practices that promote success. So yeah, probably already got some great... Well, hopefully people in attendance have already got some great ideas here. And Alex, again, because this is a double-pronged question, I can't see the responses, so I'll have to leave it to you to do the banter.

**[Alex Shepherd]:** That's okay. I'm just waiting for the responses to come in. Got some people typing. Oh, good one. So great assessment ideas. So a voiceover on a PowerPoint instead of presenting to the class. Fantastic. Yep. Short assessment tasks on the key skills and knowledge and booklet work with short answer questions. So really good to see that that's, I guess, consistent. We're getting some of those ideas, observation checklists, which I think we're going to mention in a sec.

Talk about what good discussion looks like and consider how they can demonstrate those skills. The ability to research an inquiry question and follow instructions of a podcast and creating your own podcast again for the assessment ideas and infographics on types of media platforms. Well, that sounds really interesting. Writing journals based on characters in the Breakfast Club. Love it.

Students keeping a learning journal, including goals and current projects together and working in small groups to do oral presentations. That's another good idea and way to alleviate some of the anxiety around presenting. Great. So I'll leave that open. Jo, if you want to keep going, I'll just leave that open.

**[Joanne Binns]:** Yep. Thanks for sharing everyone. Here are a couple more ideas, but I think quite a few of these have already been shared, but in the study design, when we're talking about assessment tools, we're really talking about using tools that can help to collect evidence to make a judgment as to whether the outcomes have been met. So an assessment tool is just a method to collect evidence on the standard reach by the student. And there are a wide variety of things. It could be a rubric or a checklist, as mentioned. Looking at peer assessment portfolios. There's so many different ways that this evidence could be collected by teachers. I am going to hand back to Alex now who is going to take a few minutes to talk about rubrics and some other resources that we have.

**[Alex Shepherd]:** Thanks, Jo. So we do have a number of sample rubrics attached to the exemplars on our website. Now, we are aware that these are tricky to find and I'm going to show you a screenshot in a moment. We've got a link set up so that it'll take you directly there when you receive the slide pack. We do encourage you to bookmark it because once you lose, it's hard to find again. But teachers are encouraged, but by no means mandated to use rubrics because they are a great way to clarify the requirements for students of an assessment task and how they can meet the expectations for the task that they're working on.

Please feel free to take what we've created in the exemplar units and modify or create your own rubrics if you are thinking of a better way that's going to work for your cohort. They can look a number of different ways. They've chosen one particular style that you'll see with achieving to excelling on the website. But certainly if you have another way of doing it that is consistent amongst your other classes, then by all means you can use those.

In line with one of the pillars, the rubrics, what we think about being a motivating factor for students to engage in their learning, it is important to think about what students can do to improve. And it also does connect to the assessment practice approach that allows for incremental indications of success. So on this slide, this is what it looks like on the website, the screenshot here.

So just where it says teaching and learning. Got the unit one, two, and three, and four. And then the integrated studies approach, which I discussed earlier. The link is there for you to go and have a look at. I think the link is for VCE VM specifically, but if anyone gets lost and needs the link for VPC... I don't think... Do we have one for VPC? Yes, we do. We can send that to you as well if you need help.

So the question then becomes, what do you do if a student is not meeting the standard? So in line with the VCAA special provision for school-based assessment, the classroom teacher might want to check that the students are provided with multiple opportunities to demonstrate their learning, that the outcome is being assessed holistically against the key skills and knowledge, and that a variety of assessment modes are available for each outcome.

And where possible assessment mode is negotiated with the cohort and caters to different learning styles. So if each of these opportunities is being met and the students still requires further support, it may be appropriate to investigate the VCAA process for special provisions for school-based assessment. And information on this process can be found in the VCE and VCAL administrative handbook. And if of course you require further support in this area, please do get in touch with us as we're happy to support you in that.

That links nicely with our communities of practice so we really want to encourage everyone to join a community of practice because the cops were established too as part of the senior secondary reform to provide support for teachers in the form of a robust network in your area that focuses on collaboration and the development of high quality curriculum and pedagogical practice.

The leader of each community of practice will directly support members in planning and implementing the VCE VM and VPC, disseminate relevant resources, information and training opportunities, facilitate guest speakers and most importantly facilitate collaboration between other literacy teachers in your area. The CoPs generally meet once a term, either face-to-face or online, and that information will be communicated to you from your CoP leader prior to the event taking place. And they do aim to meet via email more regularly with members just to give them an update if there's anything that's coming from us at the VCAA in particular.

So to become a member, please email us at our website vcaa.seniorsecondaryreform@education.vic.gov.au and we'll put you in touch with your local CoP leader to be added to their list. It is a really good idea. A lot of people have in line with the student meeting assessment, what student work looks like.

It is a really great opportunity to share what your students are doing and to see whether that's similar across your local regional area to get, I guess a bit of an idea of what constitutes a satisfactory. So we do have a Q&A coming up. I can see there were a few questions that were answered in by the team in the actual Q&A section. We're going to run our Q&A after this, but we've just got some reflection questions just to see, as I said before, we're really keen to get feedback so that we can really tailor our webinars and our professional learning to the needs of our practitioners.

So first question is based on what you've learned today, what do you or your team need to start doing or stop doing? So a bit of a green light red light question there. What has been your key takeaway from today's webinar and overall have you found this webinar to be beneficial to your professional learning? And the last question is just any other comments that you'd like to make, especially appreciative of feedback.

So I'll leave that open. Also, if anybody would like to put a question into the Q&A section, feel free to do so and we'll answer those for you. We'll just give people a minute.

So we've got some suggestions coming in. Thank you everyone for putting in those reflection questions. I'm not going to go and read those all out to everybody. We'll have a look at those separately. Those ones won't be sent out to everyone. That's just for us. And if you'd like to ask us a question about anything to do with literacy, please feel free. I can see that people have asked where the webinars are located, the past webinars are located, which my colleague, Nicola has already answered.

Had a question that I think I did reiterate, but if you're not sure, the session is being recorded. It won't be up online for about another couple of weeks, but you will get the slide pack and everything within the next five or so business days.

**[Joanne Binns]:** I've just seen that a couple of people have put questions into the Slido Q&A and not into the WebEx Q&A, which is a little bit confusing because we've got two different Q&A spots. So let's have a look at those as well. Someone has asked about the numeracy info from the previous PD. If you email us, I can send you the slide deck and all of the ideas that the numeracy participants shared, all of the sort of, I guess, things generated from the webinar. And then the recording will be available at that link that Nicola shared earlier.

But we just need to, as Alex said before, we're still working on getting that recording ready to be shared on the website. But hopefully it won't be too long before it is up there. But yes, please feel free to email us at our website and we'll... Not our website, at our email address, and we will share that. I have a question from Dee Ratcliffe. Dee, I reckon this is one of those curly questions that we might get in touch with you with. So if you're still on the line with us, maybe shoot us your email address.

But if Dee has left, I've got all of the registration emails so we can get in touch with you, but that might require a bit more context from you and a little bit more of a discussion about that. So those were the two that were in the Slido Q&A.

**[Alex Shepherd]:** Cool. All right.

**[Joanne Binns]:** Anyone else? Any last minute questions? If you think of something, let us know.

**[Alex Shepherd]:** Yep. All right. So just before we go, just a couple of things from us. We've just got the links here to all of the different areas of support and the resources that we have available. So this will be obviously sent out to everybody, but if you're looking to join a community of practice or you're looking for curriculum documentation, we've got all of that there. And finally, we do have a post webinar survey that would be really great if people could fill out and just let us know any suggestions that you have for future professional learning.

So we'd love to hear from you and from us. It has been quite a privilege lately to go out to a number of different schools and to see a really, I guess, great range of ideas being generated for the new certificates. And we've been really fortunate to see just great practice at work.

So I would just say it is late in the afternoon and in the term. And so please keep doing what you're doing and thanks for joining in this afternoon. We really appreciate it. And if you have any questions, our email address is there. Thanks, everyone.

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