**[Joanne Binns]:** Hi everyone. Welcome to our webinar titled: Implementing the Pillars of Applied Learning. My name is Jo Binns and I'm an education specialist here at the VCAA in the Senior Secondary Certificate Reform team. As usual, we'll take a few moments to settle in and give you some time to transition from your busy day into this next hour of learning together. So, we're going to run a few Slido questions and use those to get a sense of who is in the room today, in the room, in the webinar room, and also find out a little bit more about why you're here in this webinar in particular. So, that Slido should hopefully-

**[Anna Fee]:** Just opening it up. It's just being a little bit slow.

**[Joanne Binns]:** Oh, okay. Thank you.

**[Anna Fee]:** Any second.

**[Joanne Binns]:** Yes.Beautiful. Thanks, Anna. I'll move this slide on. This is not the Slido, but this is the question that we will ask you first up. Oh, here we go. The Slido is coming up. What is your role in the school? So, we're expecting a variety of different kinds of roles joining us today. So, yeah, if you could just pop in your role.

And one of the things that I've learnt in running Slido in this way, embedded into our webinar like this, is that until you write an answer in, you can't see how other people have responded, which is a little bit of hostage-taking. But perhaps if you want to see what everyone else is popping in there, you can see that once you've entered your own response. And that's something to keep in mind as we go into the webinar later because we'll use Slido a couple of times.

So, we have quite a few other, which is interesting. We have some learning specialists. We have some experienced applied learning teachers, but also, an almost equal amount of new applied learning teachers as well. So, hopefully today, we'll have something for everyone. But yeah, quite a mix of people's roles in the school.

So, the next question that we're going to ask you is coming up now, and that is the question. This will be an open-ended question. So, what brings you here today? Why are you coming along to this particular webinar?

So, we'll just give people a few minutes to respond to that as well.

All right, we have some passionate applied learning educators and also new, those who are new to applied learning and wanting assistance. So, gaining some more insight into how applied learning can be used in VPC, accommodating students' needs in the best way possible, gaining some resources. We would like to get our applied learning mojo back after a shakedown from the new curriculum. All right, that is a good reason to join. And ooh, a lot of different thoughts here, but a few people popping up as well saying that they're new to applied learning. So, that is great. Welcome. Welcome, welcome.

All right, we might plow ahead. And thank you for your responses. Sorry. You might be an applied learning convert already and you might also be new, but what we are thinking about really today is how you, in your role, whatever that role might be in the school, can best support applied learning teams. Also, how you might get further support for your teams from other places in the school or in the community, and how you can deepen your own thinking and understanding of applied learning. So, hopefully, that covers some of your reasoning for joining us today.

So, we'll move on to the welcome part of the webinar. I would like to start by acknowledging the traditional custodians of the lands on which we meet 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.

A couple of housekeeping things before we get started. If you would like to access close captions, you can click on that CC button on WebEx and that will generate the captions for you as we're speaking today. You'll also notice that the chat function is disabled in WebEx, but we have the Q and A function running. So, if you have a particular question, you can pop it in the Q and A section there, and we have some members of our team monitoring that. They'll respond to your questions as best they can today. But if the question is a bit more specific to your setting or requires some further background thinking or information, we will make sure that we get back to you in the next couple of days with a response. Hopefully, we'll be able to answer all the questions through the course of the webinar.

The slides will be emailed around within the next couple of days to everyone who registered. And so, there's no need to feel like you need to be screenshotting things or frantically copying everything down, although there is a slide coming up that you may like to screenshot for your reference, if you don't have a copy of the pillars handy. And we'll also make the recording available, but it will take a little bit of time. It won't be an immediate thing that we'll be able to send around, as we need to get transcripts and organize captions for that recording before we can post it.

So, you may like to have a copy of the pillars handy. You don't need them. You can get through our webinar without having a copy there, but if you would like to get a copy of the pillars, you can find them inside the curriculum and study designs. So, this is from one of our curriculum pages. I think it's VPC Literacy. So, you can get the information by downloading that study design or curriculum design, and it's a couple of pages in.

Further down that curriculum page is also the support materials and there is a page down there called Applied Learning. If you click on that, there's some information on that. I'll give you the actual link to that page later on in the webinar, but that might be something you want to grab. And this is the page that you might like to screenshot. It's the exact one that's inside the curriculum and study designs. It goes into a bit more detail about each of our pillars. But don't worry, we'll be going further into detail shortly. So, I'll just keep that there for another few seconds in case that is something that you want to grab a shot of.

All right, so here's a quick overview of what we'll be doing today. We're going to do a few warmup activities, and then dig further into the pillars of applied learning. We will look a little bit at an overview of the research that underpins those pillars. And we will be giving you some examples from schools, the work of schools around the state, as well as looking at some different approaches taken by those schools. We'll help you think a little bit about building your program. And then we'll really dig deeply into those resources that we have that might help you work on this from your own perspective or from your school's perspective with your teams.

So, with the shift to the VCE VM and the VPC, we know that there are schools that have been doing applied learning for a long time and have also been doing applied learning really successfully. But as we've seen from our opening Slido, there are schools that this will feel brand new to. There are teachers that this will feel brand new to. So, this webinar will hopefully help everyone no matter which background they are coming from.

And so, I also want to point out that when we're sharing examples from schools, we're really doing that to highlight A, a way of doing things, A, an approach to take. They're here for inspiration purposes or ways of maybe looking at another school and their experiences for comparison or other activity purposes. There's no one right or wrong way of doing or one particular right way of doing applied learning. And so, these are here as conversation starters, not as "This must be the way that you do it" exercise.

As usual, we are happy to respond to any questions or requests for support that you may have. And here is our email address. We will share it again later in the webinar, but this is our team's shared inbox. And the people that are speaking to you today and manning our Q and A panels, our Q and A chat, sorry, are the team that will be able to respond to those emails for you.

Okay. So, this diagram shows the relationship between the certificates and we've shown this a lot at the start of other PLs. It's hopefully something that you have seen before and are familiar with, but I wanted to start off with this today to show or really draw your attention to those light blue boxes along the bottom. And those light blue boxes show the pathways that students might take after completing one of the certificates.

We want to say right from the outset that knowing the students and their goals and their reasons behind choosing a particular certificate or being part of learning through that certificate is a really important starting place for getting to know your students and to understanding what might be motivating them to be part of this learning. And motivation to engage in learning is that first pillar of applied learning.

So, I'm going to hand over to my colleague, Mandy, now who's going to run through a warmup or introductory activity, which will get you involved, but also, it could be something that you might want to do at your school as well. So, over to Mandy.

**[Mandy Holmes]:** Thanks, Jo. So, we acknowledge straight off that a webinar is not our preferred way of having discussions on and running PL on a topic, especially like the pillars of applied learning. We'd really love to have you all in a room together, bouncing ideas off each other, sharing, thinking, creating that buzz that happens when we are all doing good applied learning, and let's be honest, other kinds of learning as well. And when it's working really well, you're getting that buzz.

However, here we are. So, we're going to do our best to run some activities with you. And we hope we expand your thinking about applied learning, but also, potentially things that you can use with people in your school, with others in your school, helping support your teams, your leadership, et cetera, and helping them to really understand what applied learning is really about.

So, a starting place for our thinking, and potentially for yours and teachers, practitioners, et cetera, would be to go to the handbook and look at what the study and curriculum designs are saying. So, this, up on the screen, is that information. So, this comes at the beginning of every study design in the VCE VM curriculum. I saw this activity in a recent PL and I really liked it, so I stole it. Credit to Sherri and Jeff from Lorne College, thank you very much. But I thought this was a fantastic way of actually really starting to focus your thinking into exactly what applied learning is all about.

So, I read through the description and highlighted each of the phrases that really resonated as reflecting applied learning to me. And just a note, there's no difference between the green and the yellow. It's really just to help them to stand out. So, the first phrase was highlighted in yellow, and the second phrase is highlighted in green, just so that it didn't become a big, massive, one single color on the page.

So, potential uses of this activity, perhaps to help your team understand the shift from the traditional focus on the discrete curriculum to a more integrated and contextualized approach to learning. So, really helping those people perhaps that are completely new to applied learning and helping them to understand what it's actually about and really highlighting those differences and that need to get students out into the classroom. Thanks, Jo. If we can have the next slide.

Thank you. So, this next slide is really about more for those people that are experienced really, to draw out people's experience of applied learning. So, when they think about a high functioning applied learning classroom, what does it sound like? What does it look like? What does it feel like to them? So, I'm going to run here a... On the side of your screen, you should be seeing a Slido here, this activity, for you to actually put some words into there. So, some single words into there about what does applied learning classroom sound like, look like, feel like. And what that does is it actually creates a word cloud for us that will show what that happens. So, please feel free to add as many single words to the Slido that describe what you were experiencing when you were in that high functioning applied learning classroom.

The second approach, and probably our preferred way of presenting this activity, is a simple paper-based exercise or can be done with sticky notes, et cetera, on a whiteboard. What does it sound like? What does it look like? What does it feel like? And the links to the document will be on the slide. So, when the slides are emailed out to you, so you'll be able to access it. Save you having to put one together if you want to. And this activity will hopefully help to focus people's thinking that can then be applied to those pillars of applied learning.

So, we can see our Slido here, that word cloud that's starting to appear from the Slido on the side of the page. And we've got that buzzy, that wonderful word, buzzing, stimulated, noisy, engaged, active, satisfying, questioning. Again, noisy, busy, engaged. And it's that noisiness that sometimes would put teachers out of their comfort zone. Teachers of a standard, we call, classroom that actually that they might think perhaps that there's not this real learning going on, but it really just highlights those differences again between that applied learning classroom. Thanks, Jo.

**[Joanne Binns]:** All right. Thank you, Mandy. Yeah, I really like seeing that word cloud grow and evolve. And as Mandy said, sometimes that noise and the activity and the buzziness of the classroom can feel a bit overwhelming for someone who is new.

So, let's dig a little into the applied learning approaches that we have outlined here at the VCAA. So, our approaches really came about from a need to define what applied learning is. And for you and for teachers to be able to replicate applied learning effectively, we need to understand what sits behind it, what's the psychology, the neuroscience, the cognitive process of learning that is termed "applied learning." To start with though, we didn't start with that research. We started by observing what great VCAL teachers do. So, what is it that makes them successful with their students?

And it is clear that it's way more than standing in front of the class and talking to students or organizing an activity or two. It really begins with having a positive regard for your students. And this links back to what we said earlier about knowing your students and knowing about their motivations to engage in learning. In addition to looking at great VCAL classes, we also looked at applied learning that happens outside of VCAL classes, in places like science classes, food studies classes, but even economics classes where students take the concept of market forces and apply them to our current housing price escalation to understand more deeply what is happening.

So, it's about taking theory and applying it to the real world. The term "applied learning" doesn't just apply to the teaching of VCAL, VCE VM or VPC, but it really is at the heart of these certificates, at the teaching that we do in these certificates. And the pillars of applied learning are also here for us to be able to explain what a good applied learning approach is and to also enable some consistency. So, we're really hoping to capture the pedagogical approach and the educational philosophy behind the curricula of the VCE VM and the VPC.

So, this page is the one that I showed earlier that's at the start of all the study and curriculum designs, and it really digs into each of those pillars in a bit more detail. So, we've got motivation to engage in learning, applied learning practices, student agency and learning, student-centered and flexible approach, and assessment practices which promote success. Over the next few slides, we're going to take you on the whistle-stop tour of the research that backs up the observations about what great applied learning teachers do.

It's not an exhaustive dive into everything that underpins the pillars, but we wanted to include at least a little bit of it, so that you and the teachers or other stakeholders you work with can feel confident that these pillars are backed by research. Sometimes, people walk into those classrooms and they're like, "It's noisy. I can't figure out what the students are doing." But a lot of this, we want those classrooms to be noisy and for students to be engaged. And so, showing that applied learning approaches are underpinned by research can be really important for advocating for this kind of learning and for the learners as well.

And we also know that potentially you or some teachers really like to know and to read up on the educational researches. So, we're giving you some places to start if that's your jam. But if it's not your jam, that's okay. But in your role, you might really find it helpful to know a little bit more about this and also where to find additional resources if you have colleagues or teaching teams that you're working with that want to do that deep dive for themselves.

So, this may be a familiar image from Professor John Hattie's work on effect sizes. These effect sizes have been distilled through the meta-analysis of thousands of education studies. Essentially, this lays out the research demonstrating that some teaching strategies work better than other teaching strategies. And sadly, some of the things we do in schools send students backwards. Some of their learning comes about just because of developmental effects, because they're maturing.

Some of the things we do don't have a lot of impact, but then there is the zone of desired effects. We can see anything with an effect size of above 0.4 means you're having a very positive effect on a student's learning. You're actually accelerating it. And so, this is something to keep in mind as we turn to looking at some of Marzano's research that has gone into developing the pillars or underpinning the pillars perhaps.

So, we have Robert Marzano who wrote The New Taxonomy of Educational Objectives. He really was trying to deliberately advance and refine Bloom's taxonomy, which is again, something we're probably all quite familiar with. But he was thinking that Bloom's really only covers cognitive processes and it wasn't lined up with the psychological process that goes on in the mind of a student when they're engaged in thinking and learning. So, he decided to expand that into a new taxonomy.

So, really, what this means is that before learning can begin, a student has to decide if they're going to engage in the cognitive processes that are ahead of them. So, the teacher walks into the classroom. They go and stand up the front. They call for attention. They start the lesson, and they begin to deliver an explanatory session on the day's topic. And the student, at that point, makes a decision. It's either conscious or subconscious about whether they're going to engage in this topic and in this learning.

So, according to Marzano, there are three factors that lead to a decision to engage in the learning. So, students will think through if a task is important, if they have a probability of success that is high in the learning, and if there's a positive effect generated or associated with the task. And if those factors are there, the individual will be motivated to engage in the new task.

And he refers to these three factors as the self-system. And according to the effect sizes, which we looked at just before, this can have an effect size of 0.74, which is a gain of 27 percentile points. It's a big impact because we know that that threshold of where we start to see things become more effective is 0.4. So, it's almost double that as an effect size.

Another aspect of Marzano's work is relevant to our third pillar, but I'll quickly cover it here, which is about student agency in learning. So, his analysis of education research about metacognition or thinking about thinking includes specifying goals, monitoring the process that is being undertaken, and also monitoring clarity and accuracy. And that also leads to a large effect size of 0.72. We'll talk a little bit more about student agency in a moment.

So, the second pillar is applied learning practices, and this slide shows David Kolb's experiential learning cycle. The reasoning behind including this thinking is because the concept of applied learning is often equated to hands-on learning or practical learning or maybe kinesthetic learning. We've heard some of these phrases before. But to meet the outcomes that students deserve from their learning, there needs to be more than just doing, all right? Doing is only the first part of the equation of this effective learning, these applied learning practices.

So, we need to look beyond that. It is learning that is used by the student at any age to build an understanding of the concept delivered to apply it to a real-world situation. And through that application, gain greater insight into the knowledge or process they've undertaken, so they can gradually build their competency by going around that cycle of input, application, reflection and acting again. So, we're basing our concept of what we call applied learning on Kolb's cycle.

But I think it's also worth pointing out that having teachers working on this idea and applying it to themselves in their own learning about how to deliver great applied learning is also something to consider. So, trying something out with your students, seeing how it worked, reflecting on it yourself in teaching teams with students and trying again is really the way to build a great program.

So, a little bit more about student agency. A big factor in this was some of Griffin's research about self-regulation. And I really want to point out that second dot point, which talks about the responsibility for learning passes to the student. And with a teacher's guidance and support, students will be obliged to develop increased competence to monitor their own learning.

Quite often when we see that phrase "student agency," we think immediately like, "Oh, the students can have choice in everything and it's all over to them." But we want to really highlight when we're thinking about student agency, the role of the teacher in helping that student to develop that agency, to try those things out in that experiential learning cycle and to increase their own ability to monitor their learning. And Hattie and Marzano also have a few things to say about this. They put forward some similar descriptions.

When we think about a student-centered and flexible approach, in the curriculum, the way the curricula have been set up for the VCE VM and the VPC, there are many opportunities to help students understand their learning strengths and how to build on those less developed areas. So, some of the thinking behind this comes from Hattie and Yates in their work that they put out in 2014 around students wanting to be treated with fairness, with dignity, and with individual respect. That really also meshes well with a lot of the research around adult learning principles as well.

So, taking a student-centered and flexible approach also means starting from the student's point of need, thinking about weaving in their personal interests, their experiences, and building on their personal and learning strengths. Building on those experiences also links back to that experiential learning cycle again. And we really want to bring these things together to build a sense of trust in the classroom amongst the students, between students and teachers, and build their confidence to be able to take risks as a learner.

And lastly, just touching on the fifth pillar, which is assessment practices that promote success, the thinking behind this work, some of it at least comes from McTighe and Willis. They also refer to Hattie's effect sizes, as well as Grant Wiggins. And so, thinking about that video game experience, and we can see the elements that they've described in their work on the left side of the screen there, setting up assessment to think about that dopamine hit that we understand from examining the neuroscience behind video games, setting those goals, offering achievable challenges, but providing constant feedback and feeding that into the system to make progress on the way to that final goal.

In addition to that, assessment really should be transparent, so students should know and understand the expectations that are being laid out for them. And this might be where the use of rubrics as a part of assessment could be beneficial. We have loads of sample rubrics in our support materials. If you haven't seen those, we'll explain a little bit more about those later. And as students start to understand the outcomes and learning goals in front of them and what they need to meet those, rubrics can really help with that. And that also, the use of rubrics and assessment as being transparent links to earlier ideas about metacognition as well.

And so, there's a little bit more information on that there, which I won't read out to you. And that is the end of our very quick overview. Sorry, it was possibly a little bit quick, but hopefully, we've shown you that behind each pillar, there is some deep thinking about the research and also combining that with that great practice that we've observed in teachers. You can find more information at this page here and there's some additional books and other links to some other videos and things like that on that page as well.

So, next, I'm going to hand over to Nicola who's going to do something way more fun with you. And that is show you another resource available on our website and talk you through how you might use it or how you might connect it to other things happening in your school. So, over to Nicola. Thank you.

**[Nicola Izatt]:** Thank you, Jo. We're actually going to give the talking a little bit of a break and let you watch one of our clips from the inspiring projects and VidVersity video that we have on our website. I will give you more detail about that particular presentation and the other VidVersity videos that we have on our website. While watching the video, you might want to consider where the project links to each of the applied and the pillars of applied learning at work.

**[Sawsan Hassan]:** We like integrated projects. Those interdisciplinary projects are vital for keeping curriculum relevant to students and keeping that engagement. We'll look at our curriculum. We'll look at what outcomes we want our students to achieve, and we make our projects as flexible as possible, so that our students can have that agency and we can negotiate with the students. So, for example, if we're looking at a PDS project, we might look at community awareness, but the topic that the students choose to pursue is their prerogative. It's what interests them, what are they going to be engaged in. We leave that open.

**[Speaker 6]:** We did a project for community awareness, and we chose to do family violence. We got to run a whole stall, and we even did some hoodies about raising awareness for family violence. We held barbecues and stalls and all such to raise awareness about, obviously, the family violence topic and to get the word around about an issue that has become in the community.

**[Sawsan Hassan]:** They realize that they can make a difference in society. They have a large role to play in making a difference in their community and making things better and being those informed global citizens. And then from there, the impact on the school was students seeing this thing that maybe I would think is not so popular and maybe the students wouldn't want to wear this. But then having all these students come up and say, "Miss, we've seen these students wearing these jumpers. Where do we buy them? Where can we buy these jumpers?"

And I think the impact was knowing that the students knew, and having these leaflets and giving these leaflets out, that they were building awareness around something that was actually affecting people, their peers in the school, and that they could actually make an impact. And I think in the community, they wore the CESC jumpers with pride and they were wearing these Stop Family Violence jumpers with pride. That means something. That builds their self-confidence. It builds their self-efficacy, their ability to believe in themselves to be able to do something real, to make a real difference in their society.

**[Speaker 7]:** We managed to make something massive, which could possibly be at our school for a very long time. We got an award for our school, which is really good. But to me, it wasn't really about the award. It was more to show people that we need to stop what's going on, like the spread of violence. It's a big no. And I think, for me, knowing that we've got something out of it, but it just makes us more hungry to push on to actually see change.

**[Speaker 6]:** We got really excited when we seen the hoodies being bought and being worn around the community, which is really exciting for us because that's when we realized, when we reached our goal in the awareness that we were first spreading, which was family violence. So, it was a really happy moment for us because we finally put in all that hard work for it to have a really good outcome.

**[Sawsan Hassan]:** So, there was all these different aspects that were going to be brought together to make this project happen, and it was extremely successful. At the end of all the topics, we ask the students what did you enjoy most about this? How engaged were you in this? Why did you like this? And they were, "It makes sense. It makes sense. We can use this in real life. We can take these skills and I learned so much. And now, I know what you mean by teamwork. And now, I know what you mean by budgeting. And now, I can think about all those different things and how they actually work in the real world."

**[Nicola Izatt]:** Now, if you are with your team, I know a few people might log onto these webinars with a couple of colleagues after school, so if you are with your team, discuss what aspects of the project links with the pillars of applied learning, or reflect on your own personal observations. We're just putting up a slide over at the side of your screen, which you can click on some of the pillars that you think you can see that are quite obvious where it links to the students' projects.

So, we can see there's a lot of people choosing the pillar, the first pillar, motivation to engage in learning. We can see that the kids are really inspired by this and they're really motivated. Student agency is high up there as well. Yep. Again, from the responses so far, we can see that a lot of them, the applied learning pillars are prevalent throughout.

Thanks, Jo. Can we move on to the next slide please? Thank you. All right. So, again, it was quite inspiring watching that clip, but we can see as what we've just done in that exercise there, we can see how the pillars are linked to this particular project that the students have, again, have motivated to set themselves and really, really get on board with everything involved with it.

What I've done here in this particular page is I've done a sticky note activity. So, basically, what I've done, I've taken the principles and practices I think are most relevant to this particular project and linked it to the headings for the applied learners for this particular project. And this is something that you might do yourselves if you're running this as a PL and with your staff or with your team. Next slide, please, Jo.

So, again, here's an approach that basically Mandy's set up a little jam board for us. Again, if this is something that you are doing online, again, staff can put in their responses, put the post-it note where they think it belongs to in terms of the pillars and which ones are most relevant. And possibly all of them are linked very strongly as this one was here.

Another thing that we've been using throughout our webinars, and if you've been in any of our other webinars, we use the Slido as a feedback tool. This app comes with WebEx. This may be something that can be utilized in professional learning to get instantaneous information and feedback. Although in this webinar, Slido has popped up in your screens, at the side of your screens, you do have another option where you can get a QR code. And staff can access the questions by scanning the QR code using their phone or tablet. Again, this might be a better approach for your staff, whether you're in-person together or you're doing it online as a group.

I will hand you back over to Jo now. Thank you.

**[Joanne Binns]:** Thank you. Thank you, Nicola, for sharing that. And thank you to Cranbourne East Secondary College for that really great clip. We have several other schools talking about their projects in our online VidVersity modules, which we'll talk about later. And another thing that is about to become an online VidVersity module, an on-demand learning module is a webinar that we did towards the end of last year called the Applied Learning Showcase.

So, we've been talking directly about the pillars and what these might look like in the classroom. But the next part, we're going to look a little bit more at how a school might take an approach as a school. We've got a quick two-minute clip from McClelland College who will discuss their approach to applied learning as a school. So, that will begin now.

**[David L'huillier]:** Our approach to applied learning is heavily focused on the student experience. And our point of difference, we like to think, is probably opportunities for student voice and agency. We find that every program and every project that we run, that runs as a real central pillar for us because for students that we manage, it's how we hook them in. They feel like they have authority, choice, agency over their education.

Our approach is not focused on technical skills. We're not one of those schools that has all X tradies and X specialists and engineers who have these great skills in certain areas. We're very much student oriented, teacher facilitated. So, the key is relationships there. We embed obviously that into our explicit instructional model, but without a relationship, applied learning is very difficult because you've got to know the students, don't you, before you can find out what they actually like and what you want to do with them.

So, key examples of that, which we'll show you in some pictures coming up are our marquee community projects, our Senior Careers Expo, VCAL Showcase event, VCAL Car Show. We'll have to change some of those names, but that's all right. Our Practice Interview program, which we've changed from mock interview. We've tried to change some of our language, so it hasn't got those negative connotations. And our Senior Formal Reflections, which we installed as a way of keeping students just engaged after celebration day to rival that VCE exam feeling.

Our approach is also experiential. So, out of class excursions, incursions, workshops, camps, they really help students to experience different aspects of life and learn about their place in the world. We find most of their learning happens outside of the classroom, but their reflections and guidings and everything in the classroom really helps framework it all together.

Our approach is really also heavily invested in creating equal outcomes for applied learning students in a heavily invested VCE framework. And that's not meant to be a negative. It's just the reality that VCE is the mainstayer, and I feel like our school really celebrates equally both pathways.

**[Joanne Binns]:** All right. Oops, I need to go back a slide. So, this is a clip, as I mentioned, will be available shortly on our professional learning platform. And so, you can access a clip or other clips like this from the same webinar or from a pilot school's webinar. And they could be used in a variety of ways for yourself or with your teachers.

Here, for example, we've just put together a few reflection questions that could stimulate discussion. We really know that some of the best learning we, as teachers, can do is to listen to and learn from each other. And so, having resources such as these modules is hopefully something that you can use for yourself or for other people at your school to recreate that experience. And we've seen two great examples of that sharing today.

So, that's why we love face-to-face learning. And as we said earlier, we would prefer to be doing this face-to-face. But yes, this is our way of trying to recreate that face-to-face feeling for you. So, we'll give you a few moments to have a think about these reflection questions. Would they work well or be relevant for you in your setting? And if you've been struck by any additional reflection questions that might work well for your setting, if you put them in our Q and A, we can collate any interesting ones that pop up, and we'll add them to our slides to send around with the slides.

So, I'm just going to sit here awkwardly for 30 seconds while you have a little look at those and reflect yourselves on McClelland's approach, one approach to thinking about applied learning on a more school level.

And I've included this slide, which is the slide that they used in their presentation, so that you've got it to hand when we send the slides around. And as we mentioned earlier, we're not saying that this needs to be the same approach, but there might be some things for you to consider. I found, at the time of this webinar, their point about creating equal outcomes for applied learners in their school a really interesting thought that would surely spark some discussion at most schools.

And some of these things may also be not just about the teaching and learning of applied learning in the classrooms, but what goes into creating this atmosphere beyond. So, we know a lot of schools have a VCAL docks. Or now, it would be the VCE VM docks and a VCE docks. Some other schools have done things like moving important school events to make sure that they're on a day when students who might normally be off-campus for that would definitely be on campus, like a sports day, for example. So, some of it is also thinking about that whole school atmosphere as well.

So, one of the things that I think comes through when you start to look at how some of these really great examples are working is that teachers are positioned as the experts. So, for you, if you're a classroom teacher or if you're working with classroom teachers, even if you're new or they are new to applied learning, they'll be experts in their students and also in the setting of your school.

It's worth thinking also about how to empower and help teachers to utilize their strength and knowledge from outside the classroom as well, just as we do the same with students. But teachers, some really powerful learning can come from teachers being empowered to do this as well. If you're someone who's working with groups of teachers to bring this new curriculum to life, we really encourage you to don't be afraid to make things straightforward to start with, especially in this transition year, this first year.

And please, use those exemplars and resources that are on the website. Sometimes, people even just find them reassuring to look at, so that they can feel like they're on the right track. They might not use them directly, but they might be like, "Oh, yeah, we've got a rubric like that." Or, "Oh, yeah, that's a cool activity. It's similar to this one that we do." Also, don't be afraid to try new things and dive right into that experiential learning cycle yourself.

And there doesn't need to be a one-size-fits-all approach. The design of these curricula is really about being flexible. So, find those approaches that work for your students, your setting, and keep the outcomes and learning goals from the curriculum and study designs at the forefront. This also means not necessarily starting from scratch. If you look at the first review, which is the basis for this reform, we know that there are so many high performing VCAL and applied learning schools around.

So, if you're working with teams that have projects and activities and community connections and things like that that have worked really well in the past, really empower and encourage them to move these across into the new VCE VM and VPC curriculum. So, part of your role might also be helping teams identify what to keep and what to add to their programs.

When we heard McClelland speaking earlier, they have their VCAL Car Show and they were like, "Well, we've got to change the name." They're not changing the whole car show. They're not getting rid of it because there's a new study design. They will maybe, I guess, rethink what outcomes might fit best, but they're keeping that really great project. And so, it's really worth thinking about that for you as well.

A number of schools from around the state have been also telling us that their starting place for doing this work and thinking about what to move across is looking at the pillars of applied learning and how they connect in, or how they can be further embedded into great work that's already happening. So, it's a really good reflective process for teachers.

To build on that idea, I've got a couple of thoughts from Surf Coast Secondary College. They were also part of our Applied Learning Showcase webinar last year. And the next couple of slides demonstrate some of the thinking that Surf Coast Secondary College have done around applied learning. Again, you don't need to take their approach, but a couple of the activities that they've done with staff to generate some thinking about applied learning might be useful for your own thinking or to do with your colleagues.

Excuse me. Something that they... Oh, sorry, before I start, apologies with how small some of the writing is on this slide. The idea though isn't to share with you what is on the slide in the tiny writing parts, but to show the overarching approach and thinking that you might put into working with your teachers on this. So, while it's really great thinking, thank you Surf Coast Secondary College, it's more about how to generate this kind of thinking amongst your staff.

So, you can see that from this slide, how Surf Coast Secondary started breaking down what applied learning means for them as a school. The central part of the work began with a definition of applied learning from the VCAA. And I think that this definition is the one on the webpage that we will link to for you a bit later. The teachers broke down their thinking into the what, the how, and the why of applied learning. And they spent time thinking about the benefits for students.

This activity has really worked well to get everyone at Surf Coast Secondary on the same page in terms of applied learning and led them to really dig into those pillars and what that means in their setting. Surf Coast Secondary college, as well as doing so much work on their great VCAL and now, VCE VM and VPC programs, they're taking a whole school-wide approach to applied learning, which obviously is not an expectation. But in how they've been working on that is food for thought.

They've used a lot of staff PD days to focus on applied learning and growing teacher confidence in understanding the pillars and how to embed them in quality teaching and learning. And this slide shows some of the ways around that, especially when it comes to thinking about assessment and considering different ways of doing assessments.

So, you can see here, they've looked at some of their curriculum. They've thought about how they might originally have assessed that learning, which in this example is an essay, and then gone into some deeper thinking to rethink that process about how to relate it to something more personal or a workplace context and how might there be multiple opportunities to assess this. So, some similar thinking with your applied learning teachers might be useful as well. This is one way of assessing how could we make it more applied? How can we bring the pillars to life, further bring the pillars to life through how we're assessing as well.

So, growing high quality programs take time. When you look at some of our online learning modules or some of the examples that we've shown today, or even when other teachers get together and start presenting their previous work, usually, you're seeing that shiny end of a couple of years of work to get a project to this great stage or state. And so, that middle part of establishing a great project can be potentially a time where you might feel a bit daunted or overwhelmed, or it's easy to lose your nerve because it's busy. It's hard work. You may not be quite reaching the results that you were hoping for.

Again, I just encourage you to think of you and your teaching teams as learners yourselves, and keep asking those things that are in the experiential learning cycle about what has worked, how can we improve it for next time, how can I apply this further? And to do this work though, it takes time for teachers. It's really important to give teaching teams time to work on the curriculum in the first place, but also, that reflection time is really so important. So, if that is something that is in your control at your school, how teachers spend their time, we really encourage you to give them as much collaboration time as you possibly can.

I'm going to hand over to Nicola now, who will talk through some further details about other resources that we have available for you and your teachers. Thank you, Nicola.

**[Nicola Izatt]:** Cheers, Jo. As you've probably seen from a few of our other slides, we do have an extensive amount of material for both VPC and VCE VM on our website. If you're a leader, coordinator, or a teacher, it's really worth doing a deep dive in our website and specifically highlighting to your team availability of resources on the VCAA pages to assist with the new curricula. I have attached links and Jo's attached links throughout this page where you will get the PowerPoint, hopefully, in a few days' time.

Basically, here, the support materials shown on the right-hand side of the screen provides advice on how to approach the studies and assist teachers to develop the individual units in a program. A team of outstanding practitioners have been working tirelessly to develop these support documents. The support materials are broken into four sections for each study. The planning advice includes advice on developing programs, including integration of studies, authentication, discussion of employability skills and glossaries, a range of detailed sample activities, advice on assessment and sample approaches to assessment.

The teaching and learning advice includes detailed sample units of work that have been developed by experienced practitioners, which I will talk about more in a moment. The assessment tile gives general assessment advice and links to relevant administration handbooks and related documentation. The applied learning tile includes advice on approaching applied learning integrating studies.

Going back to the teaching and learning tile, we have detailed sample units of work. There's at least one exemplar unit for each unit in VCE VM and VPC studies. Further exemplar units will be added over coming months as practitioners are able to develop them. There are also some exemplar units which show integration between the studies.

The exemplar units are located with the support material and curriculum on the VCAA website. Each exemplar unit includes a week by week planner, a unit plan description, integrated unit suggestions, suggested equipment and resources that you might need, and activity outlines. In addition, we have a number of supports available for professional learning and communication resources for schools, including webinars, workshops, modules on our professional learning platform and other resources.

Now, this website might be a bit difficult to navigate as there's so much good stuff. We will be providing, again, links. But if there is something that we haven't mentioned today and you would like to know where you can access that resource, I beg your pardon, please feel free to get in touch with us and we'll be happy to help you.

The VCAA website has information on all of the pillars, including links to videos, books, and further reading. I have included a link to this page. We have people here today that are coming from a variety of roles and experiences. So, if you feel like you could use a refresher or your staff need guidance, please have a look through our website where we have lots of resources.

We have shown you a video from our VidVersity today, but a great place to start is in our VidVersity suite of videos. And here, you will see the extensive range of videos that we have that can help to give you further information or reinforce what you're already doing. This is a great way of sharing with your staff to start discussion about applied learning.

Next page. Yeah, just to emphasize again, we are giving you a tour of the website to give you the tools you can use to support professional learning with your staff. You'll have a range of staff who are coming from different backgrounds and experiences with applied learning, and they can use as much or as little from the website to suit their own individual needs.

On this page, I want to highlight one of the supports VCAA is providing, VCE VM and VPC Communities of Practice. Leaders of those community practices will directly support members in planning and implementation of the VCE VM and VPC and facilitate collaboration between teachers in your area. Further information is available on the VCE VM and VPC Professional Learning webpage, which have included the links in the following pages. This could be a great way of connecting other practitioners who are in similar teaching situations as you. The Communities Of Practice meetings are already underway, but it is not too late to join them.

Again, here, we have our professional learning links. There are 10 on-demand professional learning sessions, including the Pillars of Applied Learning VidVersity available on the website. These are great as you can go at your own pace, stop and start the videos and come back to revisit some of the points. If you're sharing these as PL, you have the option to pick and choose which parts of the video you want to highlight to staff.

More webinars dates will be added, so it is worth bookmarking this page and to check upcoming webinars of interest. It is also worth noting that we put regular updates into notice to schools. In the near future, we are hoping to create a newsletter or a mailing list where you're able to subscribe to and we can then keep you up to date with any news and new information.

When you do access one of our VidVersity videos, you can see from this slide, I've just taken a picture of that slide, you can see it's organized into sections. So, as I said before, if you're only interested in seeing benefits and changes, then that's the bit that you can share with your staff. Another thing to highlight is you are actually also able to highlight the slides from the video. So, if you click on the course chapters there, you're able to download those slides, and there's also transcripts available for each of our VidVersity videos.

We also have Past Professional Learning page, which contains transcripts and slides from the videos. Our aim is to upload some of our previous webinars in the very near future. Currently, we are in the process of getting transcripts and closed captions complete that will go with the webinars. Some of our previous webinars will get turned into VidVersity videos and be placed on the VCE VM and VPC Professional Learning platform.

We have shown you quite a few clips today from the Applied Learning Showcase that will become a VidVersity video very, very soon. Nother two notable webinars from the last year that will also be added to our VCE VM and VPC Professional Learning platform are learning from the pilot schools for VCE VM and a separate one for VPC.

Now, finally, for today, this might not apply to a lot of people, but we have a deadline coming up for those of you that offer flexible delivery of the VCE VM. Basically, this is aimed where students might start the academic year halfway through, so they might do their units one and two in semester two. So, the deadline for this is coming up on the 1st of April, and the email address that you would send this to, or if you need any assistance regarding this, is on this page.

Finally, I really want to thank you for your time today. I know we've gone a little bit over time. We really appreciate this has been a busy day. And again, we're only a few weeks away from the holidays, so there's probably a lot of tired teachers and tired students out there. So, we do really appreciate you taking the time to listen to us. Again, we have a QR code for feedback, which again, we'd really appreciate if you could take the time to complete. This is so important for us because we really want to develop our PL, so that we can cater it to your specific needs.

Thanks again for taking the time and spending it with us this evening. Goodnight.

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