**[Alex Shepherd]:** Welcome everyone to our VCE VM and VPC Coordinator Induction. We're going to put up a couple of questions just to start just to see where our practitioners are coming from today. So if you could respond to the questions that we put up, we were actually going to have a Slido that people could access at the side, but unfortunately it is just dropped off our screens today, so I'm not sure what happened there. So if you could respond to our Q and A question with how confident you're feeling about coordinating the VM and or VPC students this year with a one being not very confident and a three being very confident. And the second question we have is put a one if you have coordinated previously and put a two if you are completely new to coordinating for this year. Hoping to see a little bit of background information for our participants today. And I can see that some people are still logging in, so I'll give you all a couple of minutes to do that. All right, starting to get some responses.

Fantastic. So you can keep popping your responses in. If you're just joining us, we just had a couple of questions to start off our webinar today just to see where everyone's coming from this afternoon, and if you want to read the questions and pop your responses into the Q and A section, that would be great and we'll make a start on our webinar. So welcome everybody today for our coordinator induction. My name is Alex Shepherd and I'm a Senior Policy Officer here at the VCAA. Here with me today in our webinar, we have Laura and Nicola who are senior policy officers, our manager Chris at the VPC team, and Anna Fee, our curriculum manager, and Joanne Binns, our education specialist. I would like to start by acknowledging the traditional custodians of the land on which we meet today and pay my respects to the elders past and present for they hold the memories, traditions, and the cultures of the Aboriginal and Torres Strait Islander people across the nation.

Here at the VCAA, we recognize that the coordinator's role is vitally important in ensuring a smooth transition to the VCE VM and VPC, and your role may incorporate managing student behavior, curriculum development, and administrative duties. This webinar will be focused on the administrative aspects of the role. So whether you have been coordinating VCE and are incorporating VM units into your program or providing applied learning for the first time, we hope that the information provided in this webinar will be of assistance to you. If you would like, please press the CC button on WebEx and this will generate closed captions as I'm speaking today. The PowerPoint of this session today will be emailed in a couple of days for those who have registered for the PL session.

So the purpose of today's webinar, as I said at the outset, is to provide information to coordinators of the VCE VM and VPC about how to approach different aspects of the role, which incorporates administrative duties and supports for staff and students. We will be introducing you to a checklist to help guide your work. We want to ensure that there is consistency in what is being delivered across the state in the new certificates and would like to provide clarity around these areas that providers may be uncertain about. The checklist itself will be up online in a couple of days for coordinators to start referring to.

During the presentation today, we will be delivering a lot of information, so we will aim to answer as many questions as we can at the end if there's time. The chat function is turned off, but the question and answer section is still open. The members of our team who are here today will monitor the Q and A throughout the webinar where they can they would respond directly. However, if we get an excess of questions or questions that are very specific to a school setting or context and require a more involved response, we'll get back to you in the next few days.

We understand that coordinators present today may have a number of questions pertaining to transition arrangements for 2023. There is a great deal of information available about this year's transition period on our website that will help you in thinking through the VCAL teach out, post 2024, 2025 studies, entering data on VASS, and specifics on transition policies and credit arrangements. If you have a question and have not had the chance to look through that information, we suggest that as a starting place. However, will we do understand that some scenarios and situations raise questions that can't easily be answered by referring to the available material or that you may be wanting to double check information.

If so, please do feel free to email us with your questions. Our email address is vcaaseniorsecondaryreform@education.vic.gov.au if you'd like to ask us any specific questions that are not covered in today's webinar. I will also show other relevant contacts as we reach the end of the webinar that may be of assistance to you. It is important to note that we'll also be hosting a number of PLs such as webinars, online videos, and face-to-face sessions during 2023 to ensure that schools are supported in their transition to the new certificates.

For more information on the senior secondary reforms, please see our website. But before we go any further, we've got a couple of updates that will likely be of interest to VCE VM and VPC coordinators. So VASS is now open for any questions you might have about entering students on the system or updating student details. Please refer to the administrative handbook that can be found online. For any inquiries you might have, please see the contacts below. And if you're looking for the codes for the new VCE VM units, they are available on the VCAA website. And structured workplace learning recognition, while not compulsory, has always been strongly recommended by the VCAA. We consider time spent in a workplace important to supporting a students studies. The SWLR process for 2023 is currently being finalized, so lookout for further publication and communication from the VCAA, which will come out as soon as it is available. If you've already enrolled students in SWLR, there should be no issues with this, but if you have any questions, please feel free to email us.

Those of you who may have taught VCE previously will note that there are some minor differences in the language relating to the VCE VM and VPC. As we go through the webinar today, I will be clarifying key terms so that everyone has an understanding of the expectations for delivery. Whatever your previous experience is with a coordinator's role, this year will potentially bring changes, challenges and opportunities. Perhaps you are someone who has previously been a VCE coordinator and are now needing to include the VCE VM and VPC as part of your coordinator role. Or you may have been a VCAL coordinator and are now wrapping your head around the VCE VM and VPC.

Whatever the case may be, it's worth taking a bit of time early in the year to think about where your role sits in the structure of the school, who you need to work with on a regular basis, and how your school is working towards the integrated approach. As coordinators, you play a role in setting the tone for the school community around applied and vocational learning and pathways. The introduction of the VCE VM and the VPC provide a great opportunity to elevate the standing of applied learning amongst students, staff, parents, and the community. You'll see the inclusion of some things on the checklist that demonstrate the role coordinators can play in elevating applied and experiential learning practices and pedagogies.

So now onto the checklist. We really felt that it was important to develop a separate coordinator checklist for VCE VM and or VPC coordinators that is different from the VCE coordinator checklist that currently exists online as there are areas such as the [inaudible 00:08:24], VET, and flexible delivery, they need to be be explored, arranged in your school setting. Additionally, some of the language around the VCE VM and VPC programs is different to the VCE and even different to VCAL. So we want to be clear about what that means in this context. For example, to redeem a task, if you have previously only coordinated VCAL, you may not be familiar with this specific term, which refers to redoing tasks that have not been satisfactorily completed by students. Additionally, we have included approaches to applied learning to support schools around developing pedagogy in this area. It's important to acknowledge that this is a different teaching approach to the VCE and therefore requires teachers to be considerate of the ways in which they can improve their practice in this area. And finally, changes to the GAT.

Here we have the information from the website about which students sit the GAT from this year. This is taken from the VCAA's website. With the inclusion of VM students, this is a significant change from previous years. However, it will ensure for students that the vocational major continues to align with the VCE model. We also understand that there will be students within the VCE VM who will be concerned about sitting in examinations such as the GAT. Please be aware that there is support for students in this situation listed under the special provisions policy, which is outlined on this checklist. But please contact us if you have further questions about this.

In each of the different school settings, the coordinator's role will look slightly different. Therefore, it is important that you liaise with your teams to ensure members of staff, principal team, and ES staff understand what role they play in completing tasks from the checklist. There is no one size fits all model here, so this may look different for each of the school settings. Now we'll have a look at the checklist. To start with, we've got the overview and setup of the VCE VM and VPC. This is really reliant upon the coordinator liaising with the principal or their representatives such as the school's timetabler, to ensure that students are provided with access to adequate facilities and resources to complete the course of their study. The coordinator will be responsible for ensuring teachers are using currently accredited VM study designs and VPC curriculum designs. These are available on the VCAA website.

The terminology of study design is to align the VCE VM with the existing VCE terminology and the VPC is a curriculum design so as to show that it's a separate certificate. Both study and curriculum designs are based around an applied learning approach that is designed to enable students to achieve a set of outcomes for that unit in the VCE VM all learning goals for a particular module in the VPC. The coordinator is responsible for ensuring that students are provided with clear written details of both VCAA's rules and the school's rules and procedures, including rules for authentication of school-based assessment. Then we have the construction and distribution of an internal school calendar for the staff to ensure that the important administrative dates are met. You'll notice that we have units [inaudible 00:11:46] student and legislation, units refer to VCE VM and module completion refers to the VPC. And this is what some of the administrative dates look like where the link will take you, so to the first part of the website. And if you click on the 2023 dates, you'll see the calendar that is to the right of this slide.

Next, we will look at student data. As you'll note, it is incredibly important that all student data is kept confidential and private, and it is up to the coordinator to ensure that the information stored electronically is managed securely so that records are not accessible to unauthorized users. If you are not familiar with VASS, the guidelines for how to use the [inaudible 00:12:26] are available. The [inaudible 00:12:30] to develop internal audit process to ensure that data held on VASS is true and accurate. You will need to run a student full details report for checking a student's personal details and eligibility report at the beginning of term one and term three. Additionally, the coordinator needs to review and revise individual school programs and when a student's program of study is changed. These reports are used to verify that student details are accurate and they're eligible to meet the certificate requirements. For example, having enough VET hours and or the compulsory studies expected within the new certificates. It is particularly important to ensure that students are eligible to meet the sequence requirements for the new certificates.

Okay, so moving on to school-based assessment. School-based assessment refers to any work that the students produce that can be collected by the teacher as evidence of that student's learning in order to make a judgment about their achievement of an outcome in the VCE VM or learning goal in the VPC. Coordinators need to support teachers in understanding what constitutes a satisfactory result for their unit or module based on the work that has been completed.

Here I'd like to take a moment to let everyone know that as we are presenting the webinars over the course of this year, we'll also be presenting a range of webinars and putting out a number of videos with ideas for assessment to support schools depending on your setting. The standards of VCE VM and VPC courses are described in the outcomes outlined in the study and curriculum designs. These guide teachers and students as to what students are expected to know, understand, and be able to do as a result of the learning. It is the teacher's role to make a judgment about when a student has met that standard and therefore met the outcome/learning goal.

So this advice is for VM coordinators only. If you have a student who requires special provisions such as extension of due dates due to an acute or chronic illness, a long-term impairment or disability or personal circumstances, then please ensure that you have read the conditions of the special provision policy. The policy aims to provide students in these circumstances with the opportunity to participate in and complete their secondary level studies. So if you have a student who does require special provision, it is up to you as a coordinator to check the arrangements to assist students in their learning and their assessments and to ensure this is consistently applied across the school. This includes arrangements for classroom learning and school-based assessment, and they also need to have an understanding of the GAT, the general assessment task, and identify where special examination arrangements are appropriate for a particular student and ensure that applications are completed, updated, and submitted by the due date.

Moving on to the school-based audit process. If you've been a VCAL coordinator in the past, the audit will replace the quality assurance process. This section of the checklist has been included, so coordinators that are aware that school-based assessment audit will be upcoming. However, dates and further instructions around this process for 2023 have not yet been confirmed. The aim for this year is to run audits of units three and four in a very supportive manner, seeking opportunities to support schools in their transitions. The audit team is also aiming to visit schools running units one and two to see if there is any guidance and support with curriculum assessment at administrative arrangements a school needs that the VCAA can provide

If there is any suspicion that the rules have been breached, the school's policies and procedures should make it clear who is responsible for receiving reports of allegations of a breach of the school-based assessment. The coordinator needs to treat each allegation sensitively and maintain the confidentiality process and also develop and review the policy to ensure that the decision maker is not the investigator of the allegation. This applies to all school-based assessment, not just tests and exams. One of the major improvements of the reforms is the curriculum design of the VCE VM and the VPC. The repetition has gone between units. It is clearer what is required to be delivered consistently across the state, and the move to the standards-based assessment focuses the student better on understanding their learning journey. This will enable teachers to deliver higher quality applied learning programs in a far more supportive environment where the expectations are clear and underpinned by extensive resources.

It also makes the curriculum visible to students and it sets higher levels of accountability for quality outcomes. So while the curriculum has been developed to mirror the VCE study designs in format, it is essential that applied learning pedagogical practices will continue to drive curriculum implementation at a school level. Supporting teachers to implement applied learning practices has been and will continue to be a major focus of the professional learning conducted through the VCAA. We have developed these five pillars of applied learning to help guide schools to implement robust teaching and learning programs. Part of the role you can play as a coordinator is increasing teacher awareness and use of the pillars as a fundamental underpinning to teaching with an applied learning approach.

So the five pillars are, number one, motivation to engage in learning, two, applied learning practices, three, student agency, four, student-centered and flexible approach, and five, assessment practices that promote success. The pillars are outlined in each of the study and curriculum designs and break down the concepts further. They confirm that the VCE VM and the VPC have been designed with students at the center of decision making, and the curriculum continues to allow for the flexibility of teachers to develop integrated and holistic programs to suit the needs and interests of each individual student. Combination of a project-based approach and explicit instruction will allow for the best outcomes. The students are expected to be highly active learners and not just filling in tickbox worksheets as some third party providers would have you believe. I'll briefly talk more about one of the pillars, the applied learning practices, which of course includes providing authentic learning experiences for students.

To the left of this slide, we can see a visualization of applied learning occurring in an experiential cycle where students act and reflect on their action and the learning, they question the learning, they plan to improve it and then continuously repeat the cycle until they gain expertise. This is what an applied learning classroom looks like. Students working at varied levels of expertise, practicing skills, self-assessing and collaborating with peers, teachers giving timely and relevant feedback until the student is ready to demonstrate achievement in an authentic environment. A role for the VCE VM and VPC coordinators is to help teachers find opportunities for students to learn in these ways. This has significant connections to other parts of the checklist coming up, such as excursions and off-campus experiences and vocational experiences such as VET, which are all opportunities for students to apply their learning and make connections between what they're learning across and within different parts of their schooling.

So here is where the link takes you to the integrated studies page. Just like with the previous VCAL curriculum, the four VCE VM studies integrate really well together, which is the same for the VPC. Obviously the ability to integrate will entirely depend on your setting and the context in which you are delivering. If there is space and opportunity for integrating the studies, the VCAA encourages this approach. Equally, we know that you can deliver a fantastic program without integration. Here are some resources if you'd like to consider the possibility of integrating further.

So this can be done in a number of different ways, including having a major project that students complete over one to two terms that draws in the curriculum of two or more areas such as numeracy and PDS. Teachers may also want to consider the combined VPC and VCE VM units and how these can be taught with students of the different certificates in one classroom. It's important to note that any integrated studies must still have assessment that pertains to the learning outcomes and modules of each individual study. For example, if there is an integrated literacy and WRS project, students need to demonstrate their learning in both those areas. In this example, a student may complete a piece of writing about the WRS project, however, they would also need to complete a separate piece of work such as a safety checklist to demonstrate their learning in both outcomes.

We have some information on the checklist regarding planning excursions and camps because we want to emphasize that it is really important for students in the applied learning areas to be completing work in and outside of the classroom. The resources that schools have at hand to run excursions at camp will of course varies. We encourage you to consider what is right at your doorstep. Many schools run amazing off-campus visits that are within walking distance from their campus, which means that such visits can be completed during the school day and where useful for student learning at a greater frequency. Again, this will not always be possible for all settings and we acknowledge the difficulties faced in rural and regional areas. Each educational sector has different requirements for excursions and camps. So make sure you refer to your sector's advice for planning and completing risk assessments. And should your government school students need to access a camps, sports and excursions fund, there's a link for how to access those. In the checklist.

Included in the checklist are the VET requirements for students. So it is expected that VCE VM students will undertake 180 hours of nominal VET hours of at least a certificate two level or above. For students in the VPC, it is not compulsory for them to undertake vocational education training. However, if they'd like to access certificate one level or above, they're welcome to do so if that can be incorporated into their timetables and it's going to work for your student. We do recommend it where possible and achievable for VPC students as it is a really great way for students to undertake experience in their chosen vocational field and also make connections with people who are currently working in that industry. So if you have any students enrolled in the VET program, it's really important to ensure that they are enrolled in programs that are run by registered providers.

And as a coordinator, it is expected that you maintain contact with these providers and ensure that the students are meeting attendance requirements and completing their coursework. And of course, it is important to monitor and report on the student's progress in their VET course. So our recommendation is that there is some sort of ongoing document where you can keep all of the information about your students and their completion of their VET units all in one place so that anyone taking over from you or any teachers or wellbeing staff that might need to access the information may do so.

And the same with school-based apprenticeships. So school-based apprenticeship is undertaken by students enrolled in the VCE VM or VPC where regular school attendance is combined with at least one timetable day per week with on-the-job training. These need to be obviously cleared and approved by your school, but if you do have students who are undertaking a school-based apprenticeship, then it is really important to engage with the providers and to make sure, again, the same with the VET program, that your students are meeting their coursework and attendance requirements and making sure that information is provided to teachers and parents about their progress in that program as well.

For those in-state government schools, working closely with your Headstart coordinator or job skills and pathways manager is important. So for some people here today, there may be some questions about flexible delivery. The information on this checklist is really just if your school is utilizing the options in the flexible delivery policy, what that is, and how to apply for it on the website, but it's not going to be applicable for everyone. So I'm not going to go through all the points just to say, please contact the VCAA if you have any questions about this. And the links included on the checklist will take you to the relevant pages.

And here are the relevant people to contact if you have any further questions about flexible delivery. All right, so that brings us to the end of the checklist. This slide shows a suggested timeline for coordinators that goes through each of the four school terms and what I guess is the most prevalent in each term, so that you are not sitting there thinking that all of these needs to be done within the next few weeks. So in term one, obviously you'll be looking at the setup for your program and making sure that teachers are all supported with the correct curriculum information and that you familiarize yourself with VASS. In term two, you want to be making sure that everybody has satisfactorily completed their units and modules and if anybody needs to submit further evidence of their learning that this is organized. And you also want to make sure that in term two that you have all of your special provision documentation ready to go.

If you do believe that any students need assistance for the GAT or any exams, they might be sitting in other VCE or VET studies. Term three is really focusing on running the eligibility report on VASS if students have had any change in circumstances. Also ensuring that any new students are set up with their VET programs. And term four is making sure that there is satisfactory completion of all units and modules. All results are recorded appropriately on VASS and usually in term four, students start to seek their enrollments for VET for the following year.

And in an ongoing basis, the coordinator will likely be across the school-based assessment, making sure that the pillars of applied learning are being considered and utilized in teaching practice and that schools are considering opportunities for integrated learning where appropriate. If there's any breach of rules at any stage of the year, you want to make sure that as a coordinator you're across that and that you're reporting that as you need to. And if there are any excursions or camps that might be ongoing throughout the year, you want to make sure that those are organized with enough time for parents to pay and that all the documentation is sent off correctly. And the other final piece of ongoing work that should be done across the year is just the check-ins with vocational education and training providers and students making sure that your young people are meeting their goals as I talked about earlier.

So for more information on the things that I have discussed today, you can visit our professional learning webpage and it's a good idea to bookmark this page and return every so often to see what's been added. Webinars and face-to-face workshops are announced through the notice to schools and also through the communities of practice. So we'll now address, I think Anna's going to address for us some of the major questions in the Q and A section.

**[Anna Fee]:** Thanks, Alex, and thanks everybody for jumping on this afternoon. Just while I'm answering the ones already there, I just want to invite you to pop any questions you have into the Q and A area. As Alex mentioned before, if they're very specific to your setting, we'll get back to you offline, but if you have any general questions, take your opportunity to pop them in now. The couple that have come through at this point, the link to the checklist that Alex has been talking through today will be available shortly and we'll send that out as soon as it's available so you'll be able to look at this in your own time and see all of those links.

There is a question just to clarify, and this potentially is coming from somebody that has been in the VCAL space more than the VCE space prior to this, which I think I'm sure a lot of people are in that boat, when we refer to school-based assessment, there's no need for that to take the form of a test or a SAC or something that's a more traditional VCE mode of assessment. School-based assessment refers to any task assessment piece work project piece that the teacher has identified as evidence that they'll collect to determine a student's satisfactory completion of a unit or module depending on whether they're a VM or VPC student. There's more information on our website, but if you have more questions about that, please feel free to get in touch. I'm just having a look through the questions that are coming through now.

VASS is open for enrollments as I'm sure a lot of you have already seen. There is still further work happening on VASS around the rest of those reporting elements, which is set to be completed shortly, and there'll be a notice to school's announcement as soon as that's available. So I'm sorry I don't have further information on that, but that will be announced to you once it's available. We will both send out the link to the checklist, sorry, I completely lost my vocabulary there, to the checklist, so you'll have access to that after this presentation. Sorry, I'm just scrolling through the rest of these questions.

There's a great question about access to the studies. So currently for the implementation years of 2023 and 2024, only students enrolled in the VCE VM and VPC can access VM and VPC studies. So VCE general students can't access the VM studies yet. However, we are looking to full integration in 2025 so that there will obviously be more information forthcoming as that happens. So currently a student enrolled in the VCE VM can access all the VM studies and VCE, but it doesn't work the other way around.

There's a question about year 10 access, so we have some advice about that on our website, but I would note that it could be appropriate in your setting for some year 10 students to be accelerated into one or two VCE VM units as part of their year 10 program just as a year 10 student might be accelerated into for example year 11 biology, they might be accelerated into year 11 WRS. We don't, however, advise it as a whole cohort approach or that a whole year 10 might be enrolled in all of a vocational major enrollment. It would just be a unit or two.

There's a question about VET hours. So the student needs to complete 180 nominal hours of VET at some point during their enrollment, so that can be over two years or one year. So the question is if they already have the hours from year 11, for example, do they have to repeat or do further hours in year 12? The short answer is no. Students need 180 nominal VET hours and that can be completed at any point in their enrollment. Sorry, just still scrolling. There's a few questions about credit transfers. I'm going to get back to that person, those couple of people that have asked about that offline. I think it's probably a little bit complex to get on the webinar, but I will say if anybody's unsure about credit transfers, there's information on our website. But please get in touch with us with your particular situations and we can answer your questions.

Can a student do the VCE VM over more than two years? Absolutely, yes. It's a minimum two-year certificate, but it can be extended. There is, again, more info in the handbook. You can get in touch with us with specific questions to talk about your setting as well. But short answer, absolutely, can be completed over a longer period. And bear with me one moment while I just check if there were any other common questions happening. As Alex noted earlier, with the structured workplace learning recognition journals, they will be updated shortly. I apologize, I don't have a more immediate update for that today. We do understand that you are eager to get those. But again, once they're out, you'll get a notice to schools about that.

**[Alex Shepherd]:** Sorry, Anna, can I just jump in for a moment?

**[Anna Fee]:** Yes, Alex.

**[Alex Shepherd]:** I'm just seeing a couple of questions about the eligibility report, which we are aware that it is happening a bit later in the year than what I think people are used to. And the question here about when running an eligibility report, the VCE VM PD, some of the units are not being recognized. We are aware of this situation and we're currently working with VASS to find a solution to that because it's just some people, and it's not everybody, we're not quite sure why that's happening. Can I encourage those people who are experiencing problems with enrolling to get in contact with VASS specifically for their question there? Thanks, Anna.

**[Anna Fee]:** Thanks, Alex. I think I just had one more question that had come up in that time, which is about something a little bit earlier in the checklist. So there's a question about the redemption process and how it's intended to be used within the vocational major. So this is a really great example of what Alex said at the top of the presentation about VCE language and its application to applied learning now that the vocational major is part of the VCE.

So in the most general terms, the idea of redemption or redeeming a task or a unit really is just language that refers to if a student initially is not given an S or passing a unit. They have the chance to redeem that. So in this case, in the most broad terms, how that would apply to the vocational major is if you had set a submission date for a piece of work, a part of a project, a step towards a larger piece of work or a standalone piece of work for a vocational major student and they hadn't met that date, you would negotiate with them or with their teacher or all together about what they need to do to then meet that date, the extension you're going to give, or whether they will need to do something else.

So that's going to be quite different depending on what the piece of work looks like. But basically that term is just about changing from if a student is at risk of getting an N result, changing that to an S result. So I think that has brought us to the end of the questions. Again, get in touch if you have more questions and I'm going to hand back to Alex to finish us off.

**[Alex Shepherd]:** Thank you. All right, so we've just got a QR code if you have your phones handy, which will take you to a link with a short seven questions survey. As I said at the outset of this webinar, we really are looking to see where people are coming from today and if you click on the link and complete the survey for us. It just gives us a little bit information about what you'd further like to see us present webinars on or face-to-face, and give us a little bit of feedback there, which we will absolutely take on board. So again, our email address is listed there, vcaa.seniorsecondaryreform@education.vic.gov.au. And anyone who's just popped in, a couple of final questions. If you would like to email us your questions, we'll get back to you promptly. The checklist for those of you who missed it at the beginning, the checklist is going to be up on the website within the next couple of days.

So we'll be sending out this PowerPoint. And once the PowerPoint is sent out, we'll hopefully be able to send it with a link to the checklist online so that you can access that. Jumping in and answering a couple more questions that have come through, can a student do VM over more than two years? Yes, they can if that is required. And you can get in touch for the person you ask that question, feel free to get in touch to talk about your school setting to see how that would work for your students. The VCAL Quality Assurance has been replaced with an auditing process for the person who asked that question. It has not been announced yet, the actual dates for the process and everything.

So we've put information on the checklist that it is upcoming, but we'll get some further information about that hopefully soon for you. All right, so I think that brings us to the end of the webinar today. So thank you everyone for logging in this afternoon on this dreary Tuesday afternoon. We hope you're feeling a little bit more confident in supporting your teachers and providing the new certificates and are starting to generate hopefully a lot of ideas about the new applied learning approach that can be delivered in your school. So I hope everybody has a great afternoon. Thank you. Bye.

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