

Assessment practices that promote success in the VCE VM and VPC

Teaching and learning information

29/3/23

Welcome

- Acknowledgement of country
- Introductions
- Q and A
- Email: vcaa.seniorsecondaryreform@education.vic.gov.au
- Please select the cc button for closed captions



Overview



Deliver the VCE VM and VPC in 2023

- VCE VM study designs and support materials, advice and sample units >
- VPC curriculum designs and support materials, advice and sample units >

- The following presentation will discuss different ways of assessing students to promote success in the VM and VPC.
- Overview of general assessment practices, and while we will use some examples from various subjects, it is not designed to go into depth for each subject. We will run subject-specific webinars in Term 2.
- Presentations from schools to offer different approaches to assessment

From the Pillars of Applied Learning

Assessment practices that promote success:

- Use the assessment method that best fits the content and context and allows for incremental indications of success
- Afford students multiple opportunities for success and assessment

Assessment overview

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



Assessment in the VCE VM

- The Key Knowledge & Key Skills do not need to be explicitly taught or assessed individually
- The Key Knowledge & Key Skills are encapsulated by the Outcome, but do not need to be “ticked off” like a checklist
- Use them to build your teaching program to deliver an Outcome



Outcome 1

On completion of this unit the student should be able to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- structures and features of a range of different text types such as narrative, informative, persuasive, instructional, letters, media articles and releases, film, email, digital messaging and workplace reports
- ways in which purpose, context and audience influence the structure and language of different text types
- the way visual and auditory cues, language and other strategies are used to create meaning
- plagiarism and its ramifications
- the uses of paraphrasing, note taking and summarising
- the process of planning, drafting, revising, editing and proofreading both handwritten and digital texts
- the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

Assessment in the VPC

- The Applications do not need to be explicitly taught or assessed individually
- The Applications are encapsulated by the Learning Goal, but do not need to be “ticked off” like a checklist
- Use them to build your teaching program and inform what students do to deliver a module



Assessment in the VPC – reaching the standard

Learning Goal 1.1

On completion of this module the student should be able to:

- develop and demonstrate an understanding of self through positive, active reflection
- use a range of teamwork, communication, time management and problem-solving skills
- understand and apply the skills required for setting and achieving personal goals.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

- identify key influences on the development of personal values
- identify and explore personal passions, skills and goals
- demonstrate the use of tools for self-reflection and to recognise personal strengths
- set goals and develop plans for achieving them
- identify and analyse barriers to self-motivation
- practise strategies for putting self-knowledge into action.

Assessment in the VCE VM – reaching the standard

Work Related Skills

Unit 1: Careers and learning for the future

Area of Study 1: Future careers

Outcome 1

On completion of this unit the student should be able to identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.

To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 1.

WHEN will the standard be achieved

WHAT skills and knowledge the student should demonstrate to meet the standard

HOW the student should demonstrate their achievement of the standard

The LEVEL of the standard the student must reach

Assessment in the VPC – reaching the standard

- Learning Goal 1.1

- On completion of this module the student should be able to:

WHEN the standard will be achieved

- develop and demonstrate an understanding of self through positive, active reflection
- use a range of teamwork, communication, time management and problem-solving skills
- understand and apply the skills required for setting and achieving personal goals.

WHAT skills and knowledge the student should demonstrate or apply to meet the standard

- Application

- Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

HOW the student should demonstrate their achievement of the standard

- identify key influences on the development of personal values
- identify and explore personal passions, skills and goals
- demonstrate the use of tools for self-reflection and to recognise personal strengths
- set goals and develop plans for achieving them
- identify and analyse barriers to self-motivation
- practise strategies for putting self-knowledge into action.

The LEVEL of the standard

VPC & VCE VM Numeracy Assessment

VPC

Learning requirement 1

Numeracy in context

Personal

Financial

Health & Recreational

Civic

Learning requirement 2

Problem solving cycle



Learning requirement 3

Mathematical toolkit

Select and effectively use a wide range of appropriate mathematical tools (analogue and digital/technological)

← **Eight Focus Areas: Mathematical knowledge and skills** →

VCE VM

Outcome 1:
Numeracy in context

Personal

Civic

Financial

Health

Vocational

Recreational

Outcome 2:
Problem solving cycle



Outcome 3:
Mathematical toolkit

Select and effectively use a wide range of appropriate mathematical tools (analogue and digital/technological)

← **Mathematical knowledge and skills. Eight Areas of Study: four per unit** →

How are VCE VM and VPC different from VCE?

VCE:

- Scored assessments
- Students ranked by a study score
- External assessments
- Statistical moderation
- Exams and timed assessments are used for most subjects

VCE VM and VPC:

- No scored assessment
- No ranking/study score
- School-based assessment only
- Mode of assessment at the discretion of the teacher and the school (although VCE VM has some required assessments)

How are VCE VM and VPC different from VCAL?

VCAL:

- VCAL Curriculum Planning Guide
- Competency Based Assessment
- Applied learning principles
- Ensuring that all elements were addressed within the learning outcome

VCE VM and VPC:

- Study/curriculum designs (VCE VM/VPC) that align more closely with VCE study designs
- Standards Based Assessment
- The Pillars of Applied Learning
- Students holistically demonstrate the outcome/learning goal once to be deemed satisfactory
- VCE VM has some required assessments

Information about assessment from the handbook

Satisfactory VPC/VCAL unit result

A student will receive an S (satisfactory) for VPC/VCAL units when they have demonstrated achievement in all learning outcomes for the unit.

All VPC/VCAL assessment activities should be reviewed by the teacher to verify their successful completion. The elements in the curriculum documents further describe the learning outcomes and are intended as a guide for teachers in the design of assessment tasks to ensure consistency in how learning outcomes are interpreted and assessed.

To be credited with a satisfactory unit result, a student must demonstrate achievement in all learning outcomes in that unit.

The curriculum components in a learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units.

The VPC/VCAL provider coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. Students will receive an S or N (not yet completed) result for each unit.

Teachers assessing students who have particular needs must maintain the validity and reliability of assessment. Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning outcomes without disadvantage.

Teachers should use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome. Students should be observed on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair and equitable.

For VCE units included in the VPC/VCAL learning program, assessment must be in accordance with the VCE study designs.

What does an "S" look like

Satisfactory VCE unit result

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own.

Decisions about satisfactory completion of a unit are solely the responsibility of the school. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes.

At the beginning of the academic year, schools must provide students with clear written details of both the VCAA's rules and the school's rules and procedures. For all VCE units, schools must specify the work that a student must complete to achieve an S for a unit and the conditions under which the work is to be done. See [Integrity of VCE school-based assessments](#) for more information.

Not satisfactory VCE unit result

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task (which can include time granted through an extension for any reason or a special provision or both)
- the work cannot be authenticated, for example, through lack of attendance
- there has been a substantial breach of the VCAA's rules and the school's rules and procedures.

Collecting evidence

- Evidence of learning needs to be collected by the classroom teacher
- Can be anything that the student produced including written work, visuals, videos/recordings
- Our only assessment is school-based

Meg Cook



HUME CENTRAL
Secondary College

VCAA WRS curriculum resources
VCE-VM WRS Plan Unit 3

Unit 3

Outcome 1

On completion of this unit the student should be able to analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.

KEY KNOWLEDGE

overview of common workplace structures

the role of statutory and national policy bodies including Safe Work Australia, WorkSafe Victoria, the Fair Work Ombudsman, Victorian Equal Opportunity and Human Rights Commission and the Australian Human Rights Commission

the role of advocacy organisations including unions and employer associations

workplace culture and the characteristics of a supportive, harmonious, safe and healthy workplace

characteristics of work-life balance and strategies to achieve a work-life balance and reduce mental fatigue for employees and employers

employer expectations and individual responsibility in a workplace, including work ethic, loyalty, professional behaviour and conduct, punctuality, wearing the appropriate clothing, safe use of equipment, complying with internal business policies and respectful treatment of colleagues

employee rights in a workplace, including: flexible work arrangements; opportunities for training, development and promotion; a safe workplace and inclusive, respectful relationships with colleagues and managers; appropriate pay and conditions in exchange for skills, knowledge, labour and experience; and appropriate mechanisms for resolving conflict

the relationship between employee and employer expectations, and the impact of work habits, culture and commitment to the success of the workplace effective and appropriate collaboration, teamwork and communication

diversity and inclusion in the workplace.

KEY SKILLS

identify and explain key ideas and concepts relating to workplace structures

discuss, compare, analyse and evaluate concepts and strategies relating to the workplace environment, processes and practices

propose and justify methods of contributing to a positive workplace environment

apply knowledge to real and simulated workplace scenarios and case studies.

Outcome 2

On completion of this unit the student should be able to outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.

Key Knowledge + Skills

overview of the **National Employment Standards** and the role of **the Fair Work Commission in workplace disputes**
worker classifications including: employees, contractors, apprentices and trainees awards, agreements and individual contracts as methods for determining pay and conditions of work

employee advocates, including unions and professional associations

characteristics of workplace bullying

individual employee responsibilities in relation to colleagues and community health and wellbeing

Commonwealth and state anti-discrimination and equal opportunity laws; freedom from discrimination on the basis of race, disability, age, sex and other protected factors

characteristics of workplace sexual harassment

overview of the legal consequences of workplace bullying, workplace discrimination, and sexual harassment for employees and employers

overview of common issues that affect young workers, such as underpayment of wages, processes relating to termination and employment classification

grievance procedures and processes for reporting issues within the workplace and how to escalate unresolved or unlawful issues

the role statutory bodies play in the enforcement of workplace rights

identify and explain key ideas and concepts relating to workplace relations

discuss, compare, analyse and evaluate concepts and strategies relating to the workplace environment, processes and practices

propose and justify strategies to improve the workplace environment

apply knowledge to real and simulated workplace scenarios, and case studies

Outcome 3

On completion of this unit the student should be able to apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

Key Knowledge + Skills

the roles individuals play in workplace teams

the methods and mechanisms for communicating with teams and individuals in the workplace, taking individual differences and industries into account

active listening techniques in relation to understanding team and individual roles and responsibilities in the workplace

the benefit of developing diverse teams and networks

the benefit of supporting and sharing relevant information and ideas with colleagues to achieve workplace outcomes

the benefit of appropriate open-question techniques to understand workplace requirements and to solve problems

the benefit of establishing and maintaining effective working relationships within teams
the characteristics and benefits of building formal and informal networks

the benefits of digital and electronic collaboration and communication.

research, discuss and identify the roles that individuals play in workplace teams

identify, justify and apply a variety of appropriate and inclusive methods and mechanisms for workplace communication

identify, explain and apply active listening techniques appropriate for both teams and individuals in the workplace

research, discuss and identify the benefits of developing diverse teams and networks

identify the benefits of supporting and sharing relevant information and ideas with colleagues to achieve workplace outcomes

identify, justify and apply a variety of appropriate open questioning techniques for clarification and problem-solving purposes

discuss, propose and justify strategies for establishing and maintaining effective professional workplace relationships and networks

identify and apply digital and electronic collaboration and communication.

Developing & administering assessments

1. Identify your key sources of information/knowledge
2. Identify how you are going to address the key knowledge and skills in your assessment
3. Include a variety of assessment methods
4. Include assessment that is linked to students personal and vocational interests
5. Identify with your team prior to administering the assessment what you are expecting from your students at the different achievement levels
 - Excelling
 - Achieving
 - Satisfactory
6. Communicate assessment information to students

Learning Activities + Resources

Mock hearing - e.g. harassment case

Scott B Harris Disability Workshop?

Young Workers Union Rights Presentation

Excursion to Fair Work Australia, The fair work commission, Community Legal Centre

<https://services.fairwork.gov.au/workplace-basics> - Quiz

E learning Course on Human rights, Inclusion and Older workers

<https://humanrights.gov.au/education/training/free-elearning-courses>

Workplace bullying

<https://www.worksafe.vic.gov.au/bullying-case-studies>

Fair Work Ombudsman Courses

<https://www.fairwork.gov.au/tools-and-resources/online-learning-centre>

Independent Contractors vs Employees

<https://www.fairwork.gov.au/find-help-for/independent-contractors>

Apprentices and Trainees

<https://www.fairwork.gov.au/find-help-for/apprentices-and-trainees>

Different types of employment

<https://business.vic.gov.au/business-information/staff-and-hr/employment-types-and-hiring-options>

National Minimum Employment Standards

<https://www.fairwork.gov.au/employment-conditions/national-employment-standards>

Assessment tasks

- HT 1 - Mini Quizzes on National Employment standards
- HT 1 - Workshop presentation on bullying, discrimination, sexual harassment in workplace Work in groups
- AT 1 - Research Project on Job Pay and Conditions (individual Job)

- Reflection on Young workers Union rights presentation
- Mock hearing (Bullying)

Outcome 1						
HT 1 - Business Structures	HT2 - Undercover Boss	AT1a - School/Work/Life balance Infographic	Achievement level	AT1b - Healthy Workplace Action Plan	Achievement level	Outcome 1
S	S	S	Excelling	S	Excelling	S
S	S	N	Not Satisfactory	S	Satisfactory	N
S	S	S	Excelling	S	Excelling	S
S	S	S	Satisfactory	N	Not Satisfac...	N
S	S	S	Achieving	S	Achieving	S
S	S	S	Achieving	S	Achieving	S
S	S	S	Excelling	S	Excelling	S
S	S	S	Achieving	S	Achieving	S
S	S	S	Satisfactory	S	Satisfactory	S
S	S	S	Satisfactory	S	Satisfactory	S
S	S	S	Achieving	S	Achieving	S
S	S	N	Not Satisfactory	N	Not Satisfac...	N



Excelling	Integrates detailed notes into the plan, including paraphrased and summarised information	Identifies and corrects errors in their text and reviews meaning and detail in text	Discusses feedback to improve understanding and application, and provides feedback to peers on their texts	Submits final copy with correct structure and language
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Achieving	Writes a plan outlining key information for each section	Ide
Satisfactory	Organises information into relevant groups	Id
Not yet satisfactory	Brainstorms information about the topic	
	Not shown	
CRITERIA	Planning	

Excelling	Accesses tools to spell familiar and unfamiliar words correctly	Uses a range of complex punctuation correctly (e.g. quotation marks for direct speech, apostrophes and commas, full stops and question marks to end sentences)	Uses compound/ complex sentences in line with standard Australian English grammar and varies sentence type and beginnings for effect	Extends on letter structure provided to add unique information relevant in the letter
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Achieving	Utilises familiar words and tools to spell correctly	Excelling	Integrates and expands on references to film throughout letter including emotions, thoughts and behaviours of characters	Specific language choices clearly demonstrate character's voice and unique personality	Specific language choices clearly demonstrate author's relationship with audience of the letter	Each paragraph of the letter demonstrates the progression of the purpose of the letter and resolution
Satisfactory	Spells key terms correctly	Achieving	Makes multiple references to events in the film relevant to the purpose of the letter	Describes the character's thoughts, feelings, and reactions in 1st person	Language choices reflect audience author is writing too	Purpose of the letter is addressed at the start and end of the letter
Not yet satisfactory	Attempts to spell words	Satisfactory	Makes references to events in the film	Outlines the character's actions in 1st person	References are made to audience of text in letter	Purpose of the letter is identified at the start of the letter
	Not shown	Not yet satisfactory	Minimal references to film	Text written in student voice	Language used does not align with audience of letter	Purpose of the letter changes or is inconsistent
CRITERIA	Spelling		Not shown	Not shown	Not shown	Not shown
		CRITERIA	Knowledge of text and characters	Voice and development of character	Audience	Purpose

ow below

Creative writing skills

Hume Central's Market Day - Integrated Assessment

Literacy - Advertising and Marketing

PDS - Product and Service creation

WRS - Logistics and Planning

Numeracy - Costing and Budgeting



Assessing integrated studies

- If integrating the studies, there needs to be separate assessment for each study.
- The teacher and students need to be clear on which outcomes are being assessed with which evidence of learning
- A teacher needs to be able to explicitly show where each study is being assessed. E.g. student reflective journal is a piece of assessment, but then the prompts are clearly for each of the different studies.

Hervaye Lobriza-Kalt and Surya Ganesan



WANTIRNA
COLLEGE

Developmental Assessment Rubrics

Satisfactory	I can apply operations to integers, fractions and decimals in practical contexts.	I can use measurement tools and estimation and approximation strategies in the cooking context.	I can solve problems with proportions in the cooking context.	I can read, interpret and calculate time.	I can complete conversions required in the cooking context.	I can read and calculate units of measurement required for the cooking context.	I can collect and display data within the cooking context.
Working towards Satisfactory	I can use whole numbers, fractions, decimals up to 3 places, and read numbers expressed in digits or words.	I can use a range of measurement tools.	I can solve problems involving fractions, decimals and percentages, including calculating percentage increase and decrease				I can collect, collate and organise data sets and display these using the most appropriate format, including axes and scales
Working towards Satisfactory	I can solve a range of practical calculations including positive and negative numbers, including rounding whole numbers and decimals up to 3 places.	I can use a range of measurement estimation strategies.	I can solve simple problems with ratio and proportions.	I can perform calculations using multiple units of time, including time zones, and calculate time durations, including the use of calendar months, weeks, days, as well as hours, minutes, and seconds.	I can convert between both metric and non-metric units where relevant such as cm/inch and Celsius/Fahrenheit, grams/pounds	I can read, interpret and calculate with temperature measurements	I can display data with commonly used tables and graphs including axes and scales
Working towards Satisfactory	I can apply operations to positive and negative numbers.	I can determine accuracy and tolerances in measurements.	I can determine the equivalence of decimals, fractions and percentages	I can read and interpret units of analogue and digital time including 24-hour time and time zones	I can use a range of metric and relevant non-metric units of measurement and conversion between units	I can apply a range of units of time and temperature	I can apply data collection tools, categorisation, processes and production
Key skills/knowledge	Number theory	Measuring	Ratio and Proportions	Time	Conversion	Units of measurement	Data
Organising element							
Area of study	AOS1: Number, AOS6: Data and AOS5: Quantity and measures						
Numeracies	Health						
Learning Area	VCAL						

How to develop them

How to use them

What are their benefits as a teacher?

How do they promote success for students?

Tracking and Collecting Evidence of Learning

	Number Theory	Working with recipes	Converting Units	Buying in Bulk	Converting Imperial and Metric	Converting Fahrenheit and Celsius	Converting Cubes to KI	Examples of Maths in Cooking	Creating a Meal Plan	Is the cost worth it?	Recipe estimation	Comparing nutritional labels	Creating your cooking cheat sheet	Living well to analyse data	PROJECT - PowerPoint	PROJECT - Report
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- Deconstructing key knowledge and key skills
- Tasks that complement multiple key knowledge and skills
- Accountability and deadlines
- Process
- Digitizing what already exists

Retrofitting old projects from VCAL to VCE VM

VM Sydney Project

Sunday, 20 August 2022 10:43 PM

You will be creating a holiday itinerary for a week for a client travelling to Sydney, New South Wales. You will develop a self-guided walking tour to highlight the key tourist sights of Sydney and complete a presentation covering important aspects of Sydney.

Phase 1: Holiday Itinerary

You will be creating a holiday itinerary for your client travelling to Sydney from Melbourne. Your itinerary will need to include the following:

- Duration will be from Monday to Friday
- Flight arriving into Sydney and departing from Sydney
 - Include time, cost, airline and date
- Accommodation that is central to your trip
 - Include cost
- What you will be doing each day
 - Include the Harbour Bridge, Opera House and Bondi Beach at some point in your itinerary
- Time for your self-guided walking tour
- A suggestion for where your client can have meals for each major meal during the stay
 - You may include a screenshot of an option for each meal that is reasonable within your itinerary
 - Provide a budget for each meal
- How your client is expected to get from one location to the next
 - You must use a combination of walking, public transport and private transport (hire car, uber, taxi)
 - You don't need to do this for the self-guided walking tour
- Prepare your holiday itinerary in a Word document and/or an Excel workbook

Phase 2: Walking Tour

You will be creating a self-guided walking tour for your client which will highlight the key tourist sites in Sydney. Your self-guided walking tour will need the following:

- A timetable by the hour indicating what your client will be doing
 - Highlight the key tourist spots in Sydney during your self-guided walking tour
- Provide a walking route by either drawing on a map or using Google maps destination planner
- How your client will travel from one location to the next
 - You may use a combination of walking or public transport
- What the approximate costs will be inclusive of transport, entry and consumables (food, experiences, memorabilia)
- Prepare the walking tour on a Word document

- Start with what already exists and modify
 - Mapping to rubrics makes the process easier
- Use stimulus which is relevant and relatable
- Teach alongside assessment; reducing high stakes
 - 1 week on, 1 week off
 - Allocate a day in the week
 - Checkpoints/break down



Instructions:

- You will be working in **pairs** for this project so pick your partner carefully
- This project will be completed during all of Term 3
- There are 3 sections in total and 8 tasks to complete
- Your work will be presented as a report in a display folder, you can decorate the folder.
- You will also have to create a powerpoint with a voice overview presenting the ideas and key facts

Section 1 – Input phase

Introduction

With so many YouTubers and influencers in the internet, it can be difficult to break into the scene and make a name for yourself. Before committing your time and effort to developing a web series you need consider if your idea will be successful. You also need to consider the time, cost and effort required to get your series started. Each task has been created to help you through the initial process of creating your web series.



VCAL Senior Numeracy
Unit 2 – Making an influence

You don't have use rubrics

- Rubric examples are on our exemplar units and you can definitely use them to modify and create your own.
- Rubrics can promote success for students as they understand better where they are at in their learning and they can see what it would take to reach the next level.
- You only need to report on student achievement of outcomes as an S or N.

What to do if your students are not meeting outcomes or learning goals

Redeeming outcomes – submitting further evidence for satisfactory completion

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes that has been undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their achievement of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

Activity 4

Award nomination: Oral presentation

- The teacher introduces the Award nomination task, including the rubric, required content and presentation options.
- Students select a person they have been introduced to during the unit and nominate them for a 'Being the Difference' award.
- Students need to give background information on the person, reasons for nominating them with examples, and outline how that person has made a positive impact.
- This is an oral presentation, but students can choose if they present in front of the class, make a podcast or record a vlog.

Christina Paizes

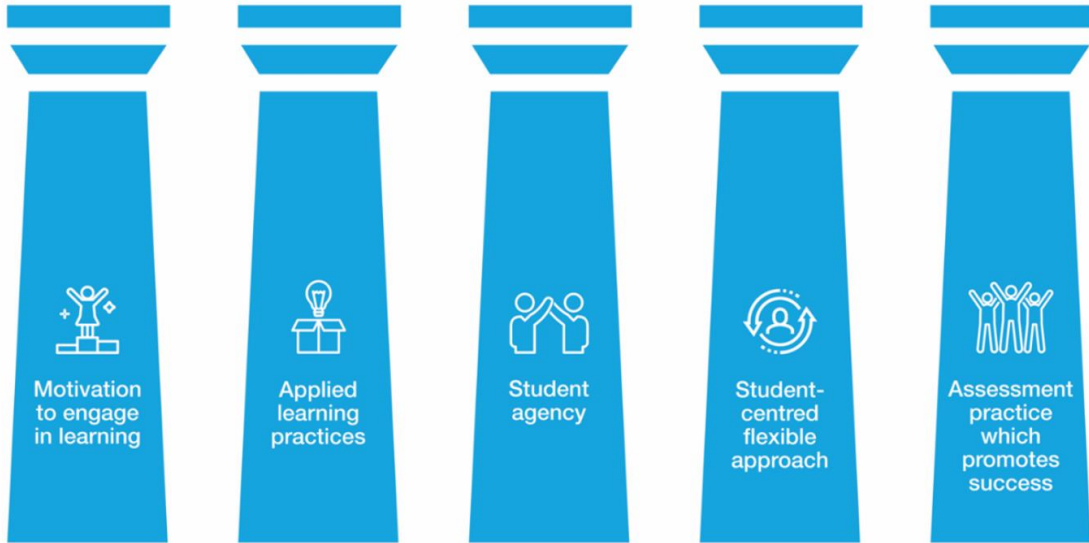


Start where your school is at.

- It is important to think about tailoring your approach to what is best for your students and your school.
- Each school needs to look at what is going to work for them
- At John Fawkner we began by considering what applied learning is and what it isn't. This led to an emphasis on understanding the pillars as a starting point.

Unpack the Pillars!

What do they look like in our planning design & delivery?



Source: Pages - Applied Learning (vcaa.vic.edu.au)



We are asking:

- What do our students experience in connection with the Pillars of Applied Learning?
- How is my practice as a teacher reflective of the Pillars of Applied Learning?
- How might this connect to assessment practices that promote success for MY students?

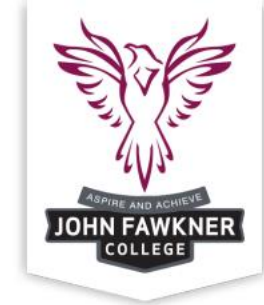
F. Applied Learning Pillars				
Underpinning Applied Learning Pillars - refer to the pillars in they previous table and reflect on the learning this term. Provide examples of how each pillar was experienced by you this term. You should comment on at least 1 descriptor in each pillar				
Motivation to engage in Learning	Applied learning practices	Student Agency in Learning	Assessment practices promote success	Student centred & flexible approach
The learning...	The lessons at JFC...	The Learners...	Assessments...	Teachers...

For our students

- We currently use marking guides and verbal validation tools to gather evidence and provide feedback to students
- Students also reflect on the pillars themselves and consider how applied learning such as they are experiencing in the VCE VM is different to what they've experienced in the past

Victorian Certificate of
Education

2023



VOCATIONAL MAJOR

Reflective Learning Log



Student Name:

Flexible Delivery Policy

- If you're a VCE VM school we want to remind everyone about the application deadline for Flexible Delivery which is the 1st of April.
- You can find more information about the policy at [this link](#), you'll just need to scroll down to right section:

▼ Flexible delivery of the VCE VM

VCE VM studies can be delivered flexibly to meet the needs of students who may learn at different paces or transition into the VCE VM during the academic year.

Summary of flexible delivery options

Links to resources

- Communities of Practice - [Pages - VCE VM and VPC Communities of Practice \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au/pages/vce-vm-and-vpc-communities-of-practice)
- VPC curriculum designs and resources - [Pages - VPC Curriculum Designs \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au/pages/vpc-curriculum-designs)
- VCE VM study designs and resources - [Pages - VCE VM Study Designs \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au/pages/vce-vm-study-designs)
- On-demand professional learning - [Pages - VCE VM and VPC Professional Learning \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au/pages/vce-vm-and-vpc-professional-learning)
- Face-to-face workshops - [Pages - VCE VM and VPC Professional Learning \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au/pages/vce-vm-and-vpc-professional-learning)

Feedback survey:



Email:

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