Welcome Slido question

- Currently teaching or planning to teach VCE VM and VPC in same classroom?

- If currently teaching, what is the ratio of VPC students to VCE VM students in your classroom?

- Which subject(s)?

Welcome

- For closed captions click on the cc button
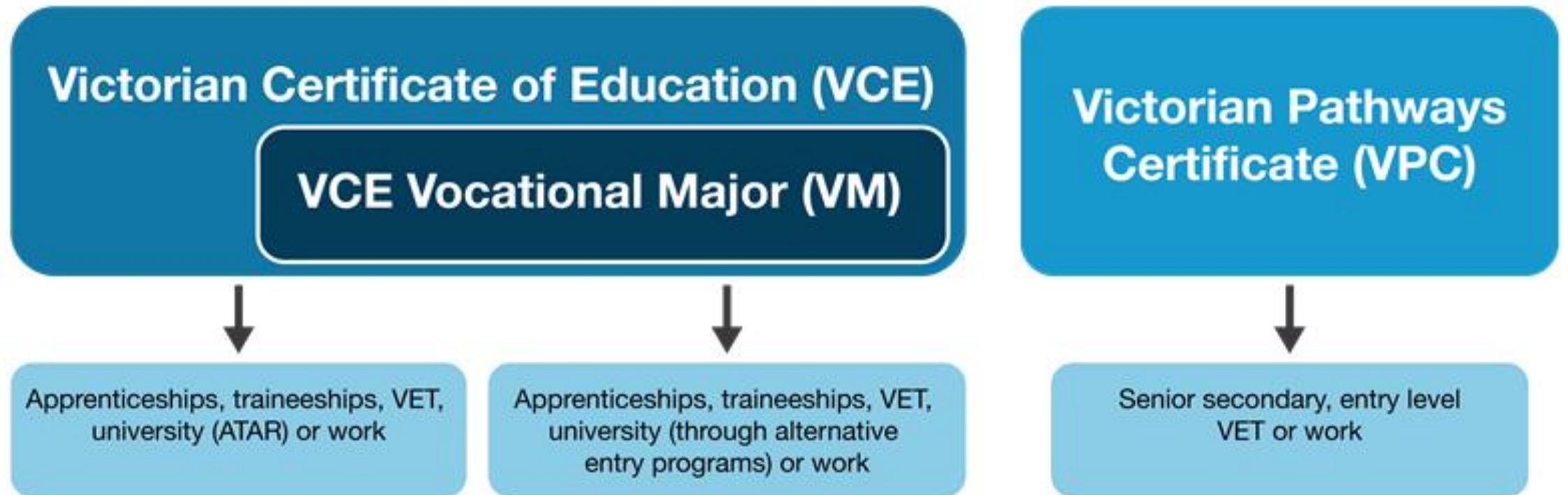
- Q and A section

Today

- Relationship between VPC and VCE VM

- Key concepts

- Assessment

- Approaches to planning
  - Thematic/Project-based
  - Outcome/Learning Goal
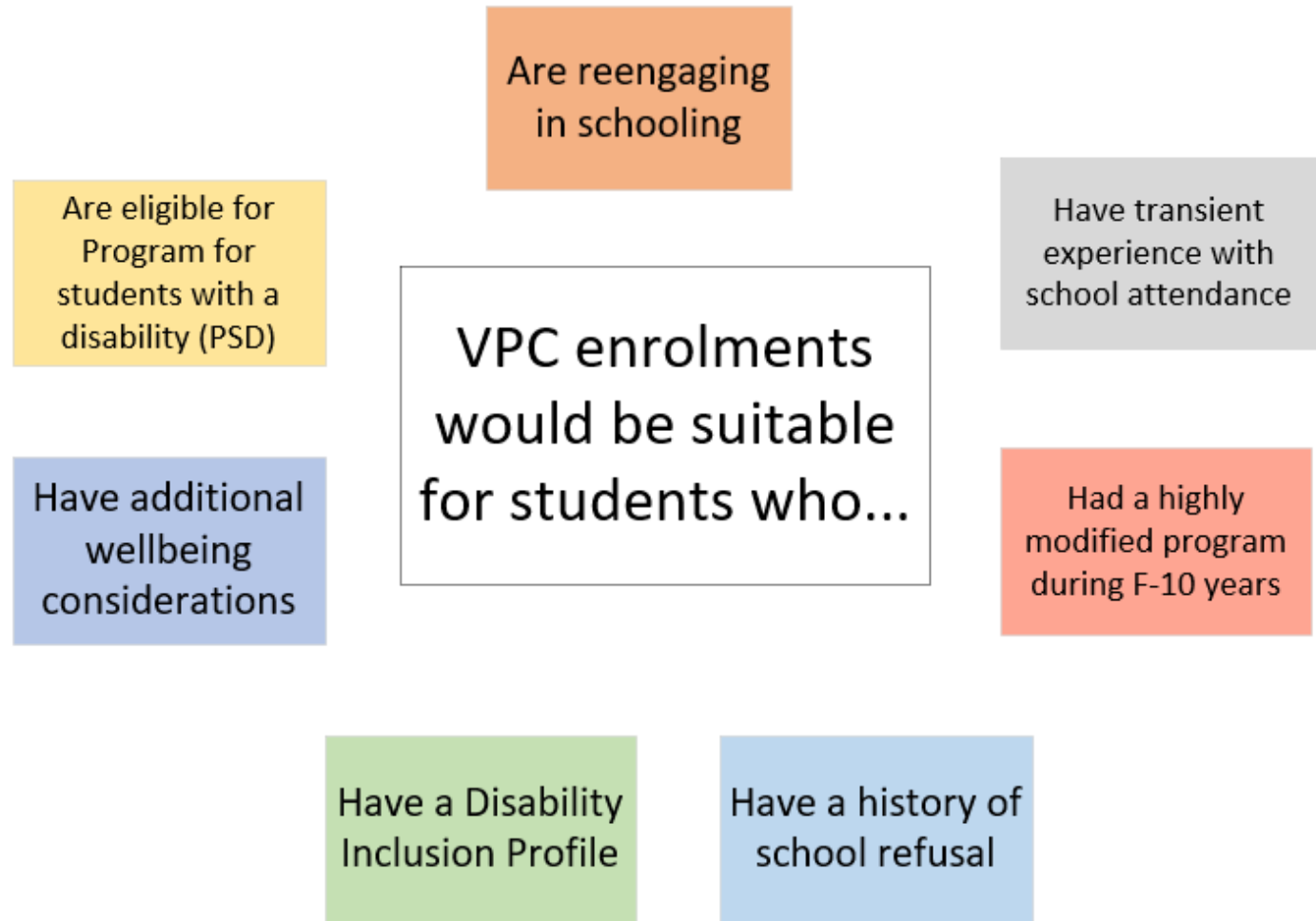 - AOS/Context

- Other supports

Email:

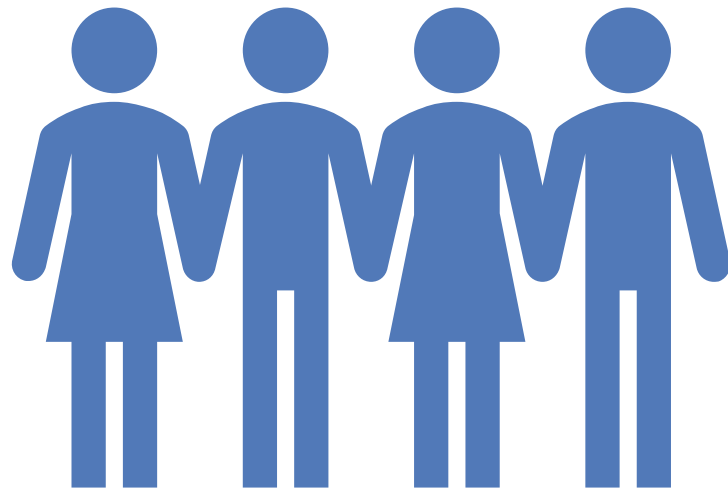vcaa.seniorsecondaryreform@education.vic.gov.au

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Certificate Options

Who is the VPC for?

Are reengaging in schooling

Are eligible for Program for students with a disability (PSD)

Have transient experience with school attendance

VPC enrolments would be suitable for students who...

Have additional wellbeing considerations

Had a highly modified program during F-10 years

Have a Disability Inclusion Profile

Have a history of school refusal

Creating a classroom culture

Key concepts

- In the next few slides we will touch on a couple of the key concepts that are commonly discussed when thinking about have students at multiple levels within the same class.

Differentiation

"Effective teachers use evidence of student learning readiness, learning progress, and knowledge of individual student learning profiles, to make adjustments for individuals so all students experience challenge, success and improved learning" – Hattie, 2012

A teacher who is effectively catering for the needs of the cohort is demonstrating differentiation when they are:

- Setting high expectations for all learners
- Supports students to reach their full potential
- Relies on formative assessment to monitor student learning
- Implements a variety of teaching strategies to cater for the needs of all students in the class
- Supports students to negotiate their learning activities

Adjustment

Adjustments are actions or modifications taken that enable students to access educational content and outcomes on the same basis as their peers. Adjustments to teaching, learning and assessment may include:

- Curriculum adjustment
- Instructional adjustment
- Environmental adjustment

The VPC caters for learners from diverse backgrounds and the curriculum is designed to support engagement for all students, taking your context into consideration.

Students in your class may present with learning or social emotional barriers. The classroom teacher has the flexibility to be able to adapt their teaching strategies and assessment practices to support engagement and improve outcomes for all learners.

VCAA Special Provision

The VCAA Special Provision information is located here

Students may be eligible for Special Provision for classroom learning and School-based Assessment if their ability to engage and/or demonstrate achievement is adversely affected by:

- an acute or chronic illness
- an impairment or disability
- factors relating to personal circumstance.

The decision on whether to approve special provision for classroom learning or School-based Assessment is a school decision. It must be evidence-based and made using a range of appropriate sources including teacher observations, professional testing and reports or educational assessments.

Strategies

There are a number of ways in which schools can make alternative arrangements to assist students with their learning and to enable them to be assessed against the unit outcomes. Decisions made by the school need to reflect the best interest of the student and should be based on the available evidence.

- ▶ rescheduling classroom activities and/or an assessment task
- ▶ allowing the student extra time to complete work or an assessment task
- ▶ setting a substitute task of the same type
- ▶ replacing a task with a different type
- ▶ using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- ▶ using assistive technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks
- ▶ deriving satisfactory completion of outcomes from other assessments or work completed by the student
- ▶ deriving scores from other assessments or work completed by the student
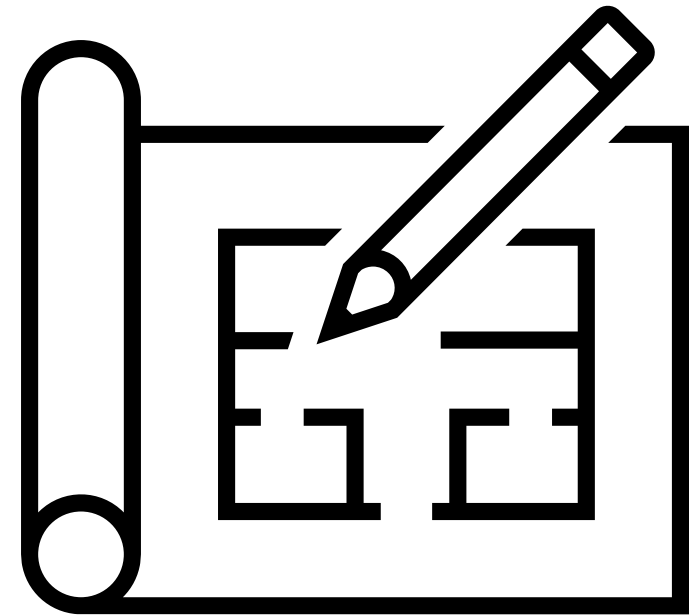
Approaches to assessment and planning

Assessment overview

Pillars of Applied Learning

Planning
- Thematic/Project
- Outcome and Learning Goal
- Area of Study and Focus Area/Context

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Assessment overview

- VCE VM and VPC – standards-based assessment

- Outcome (VCE VM) or learning goal (VPC) is the standard against which the students are assessed – S/N

- To meet the standard, the student must develop capacity in/demonstrate the relevant Key Knowledge and Key Skills in VCE VM or Learning Goal and Applications in VPC

Assessment
practices
that
promote
success

Assessment 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 should the student demonstrate to meet the standard

WHAT knowledge should the student attain to meet the standard

HOW should the student demonstrate their achievement of the standard

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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

Assessment practices that promote success

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 VCE VM

Outcome	Assessment tasks
Outcome 1 Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.	Assessment tasks should provide opportunities for practical application of the outcome. One task for the assessment of Outcome 1 should be selected from the following: • a record of data analysis • a research task Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning • job outlook, web scavenger hunt • participation/discussion/questions during incursions by industry • participation/discussion/questions during industry visits • participation in career speed-interviews • a reflection and collection of resources during career expos visits • refection and participation in industry immersion activities • a case study • a video, podcast or oral presentation • a response to structured questions • creation of a graph/chart.

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.

WHEN will the standard be achieved

- 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.

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

HOW should the student demonstrate their achievement of the standard

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Assessment in the VPC – reaching the standard

Learning Goal 1.1

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

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- use a range of teamwork, communication, time management and problem-solving skills
- understand and apply the skills required for setting and achieving personal goals.
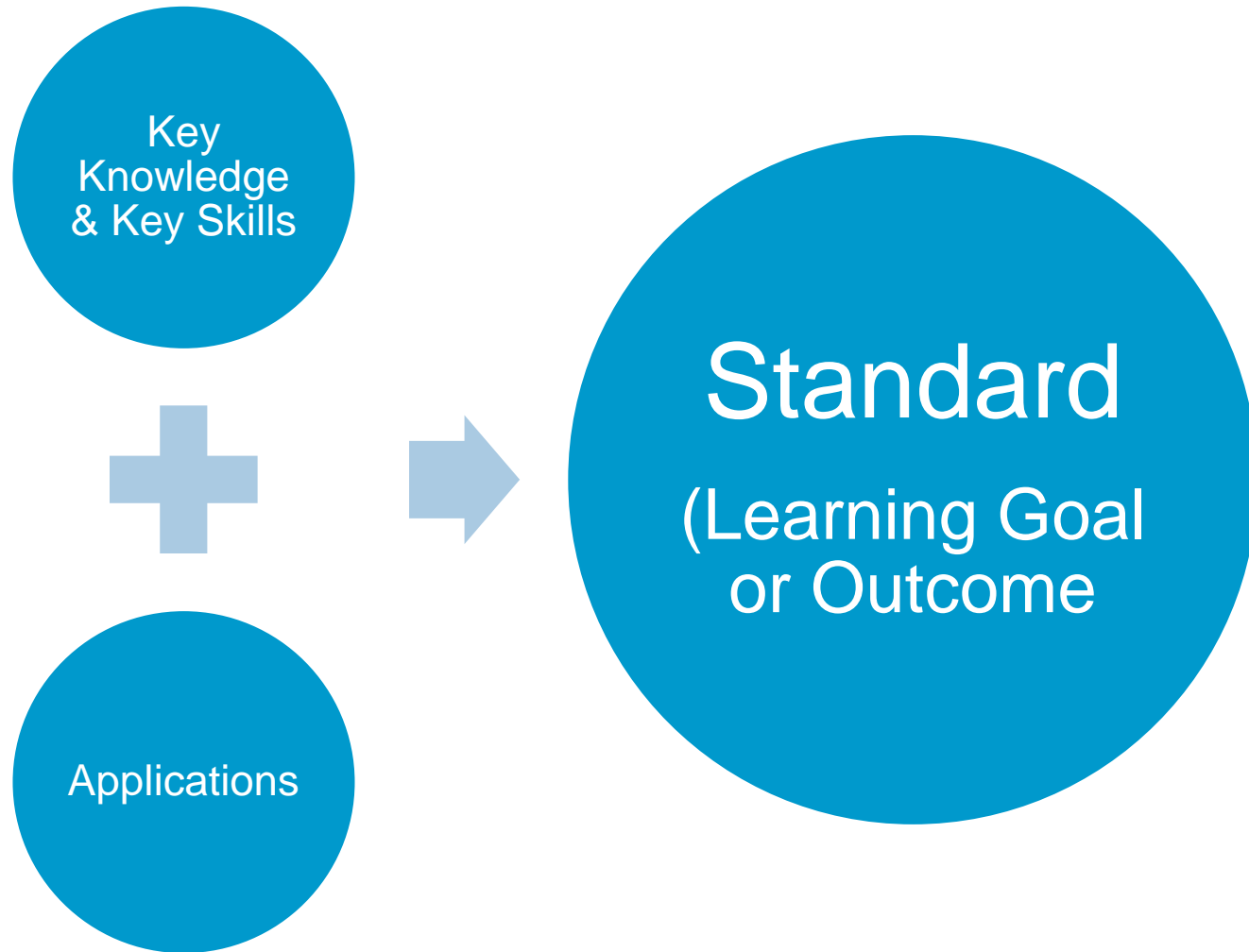
Application

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
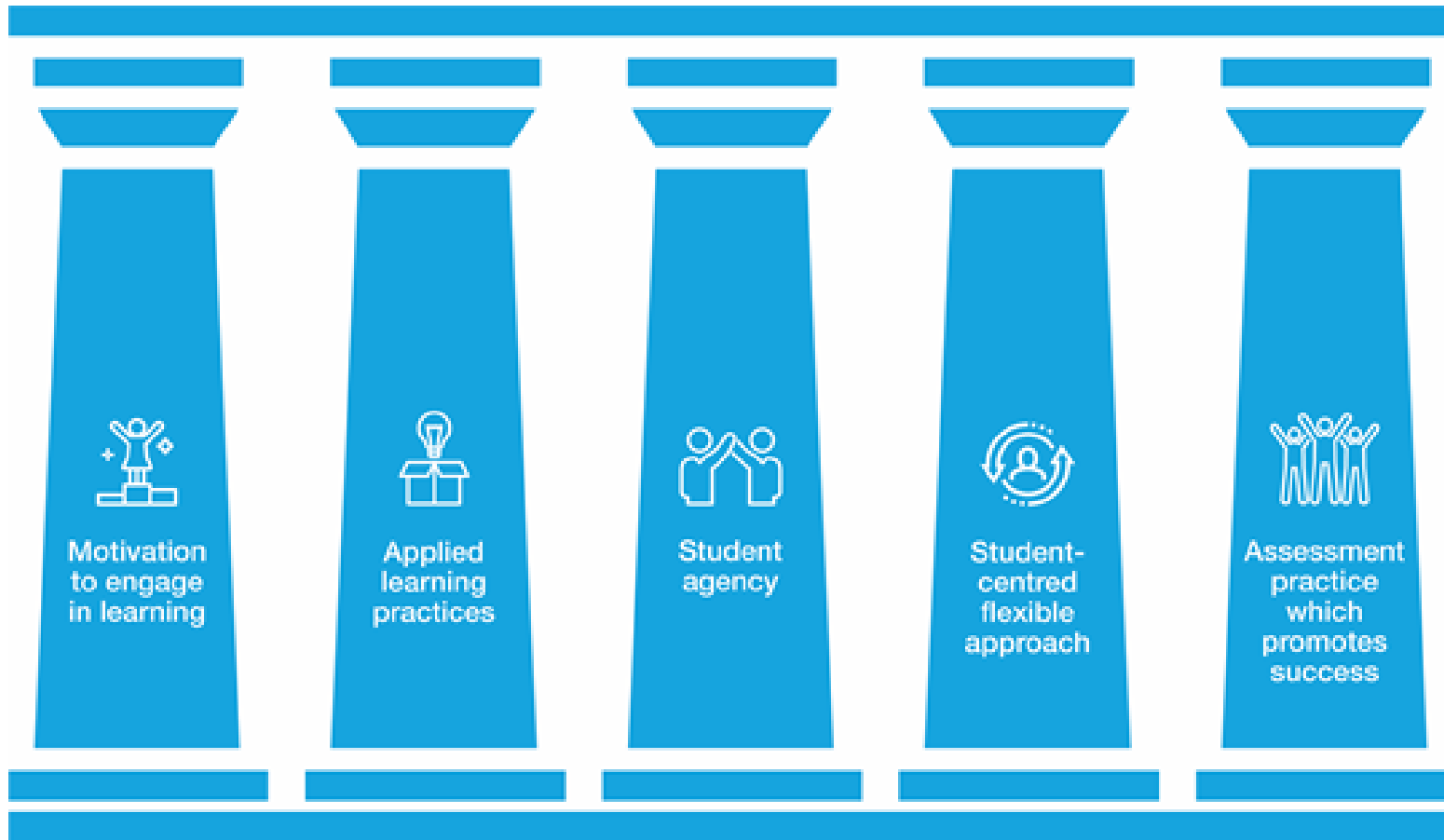- practise strategies for putting self-knowledge into action.

Learning goals	Assessment tasks
Module 1 Goal 1.1 On completion of this module the student should be able to: • identify and describe the structures and features of a range of different text types such as short narratives, informative and instructional texts, letters, emails, media and social media posts and film • develop and demonstrate an understanding that texts and content are created for different purposes and audiences • create a range of material for specific audiences and purposes.	Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning: • a recorded reflection • a reflective journal • a response to structured questions • a record and reflection of the presentations of guest speaker/s • a video, podcast or oral presentation • a digital presentation • a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
Module 2 Goal 1.2 On completion of this module the student should be able to: • engage with, understand and create a range of digital texts for different audiences and purposes • explain the layout of different digital platforms and applications, identifying key features and trustworthiness in relation to audience and purpose • recognise and utilise the features of digital security to engage safely, respectfully and effectively in the digital world.	

VPC ASSESSMENT

Assessment

Applied Learning approaches

Motivation to engage in learning

Applied learning practices

Student agency

Student-centred flexible approach

Assessment practice which promotes success

Online Resources

Pillars of Applied Learning –
Practice in Action

This course is a showcase of best
practice in applied learning and
will guide schools to implement the
VCAA Pillars of Applied Learning in
their own settings.

Start

Applied Learning

Approaches to Learning in the Vocational Major and the Victorian Pathways Certificate

There are many elements that lead to successful learning in a vocational and applied learning course such as Victorian Certificate of Applied Learning (VCAL), and in the future the Vocational Major (VM) in the VCE and the Victorian Pathways Certificate (VPC). The term 'Applied Learning' is a catch all for these elements, but to be fully understood it is useful to break the term down into components. In this way teachers can have a clearer understanding of what is required to nurture a student to thrive in Applied Learning.
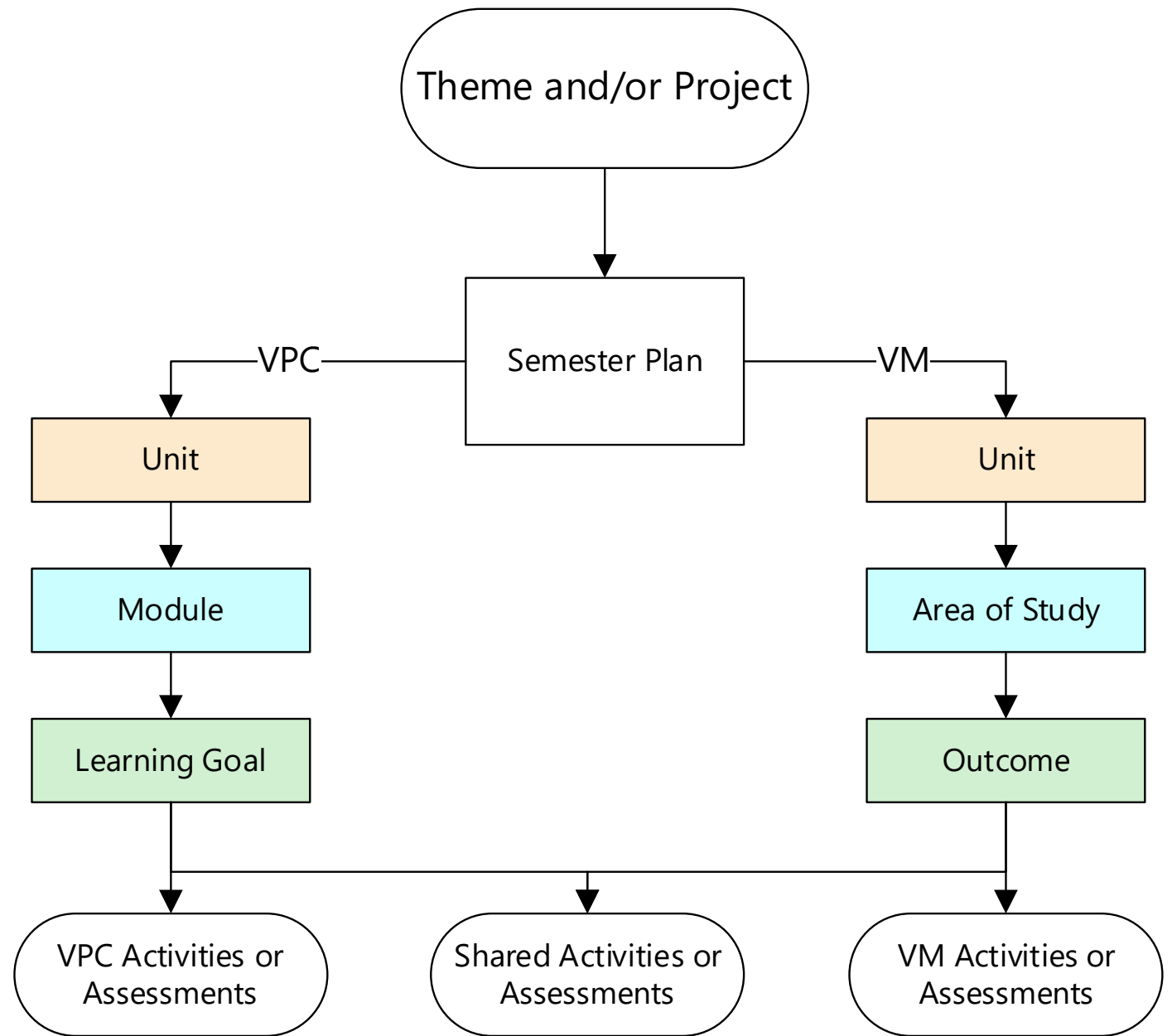
Applied learning involves students engaging in authentic and motivating learning experiences. It is a method of learning where theoretical information comes to life for students when in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

▶ Motivation to engage in learning

▶ Applied Learning Practices

▶ Student Agency

▶ Student-centred flexible approach

▶ Assessment Practice which Promotes Success

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Thematic and project approaches

PDS and WRS examples

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Overview of thematic and project approach

Mapping WRS

For Work Related Skills, the initial mapping process is to identify the areas of commonality between the VCE VM and VPC curriculum.

VPC Work Related Skills	VCE VM Work Related Skills
Unit 1 Module 1: Interests, ==skills,== and ==capabilities== in the workplace	Unit 2 Area of Study 1: ==Skills== and ==capabilities== for employment and further education
Module 1 Goal 1.1	Outcome 1

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Mapping PDS

For Personal Development Skills, the initial mapping process is to identify the areas of commonality between the VCE VM and VPC curriculum.

VPC Personal Development Skills	**VCE VM Personal Development Skills**
Unit 1 Module 2: Developing Self	Unit 1 Area of Study 2: Community ==health and wellbeing==
==Learning Goal 1.2==	==Outcome 2==
• describe the principles of ==health and wellbeing== and the key indicators of self-care	• plan and implement an individual or group activity to improve ==health and wellbeing==….

A Work Related Skills class working on developing a resume and cover letter

- The VCE VM students:
  - provide an overview of an employee's recruitment and selection process

  - understand the variety of ways jobs are advertised and the application process

  - understand what to include to support a job application

  - write a resume and cover letter, and apply for a mock job including undertaking a mock interview

  - seek feedback, then apply feedback to strengthen the cover letter and resume and interview.

- The VPC students:
  - identify elements of a good resume and cover letter

  - complete a draft resume and cover letter including relevant formatting and language that addresses selection criteria

  - seek feedback, then apply feedback to strengthen the cover letter and resume.

[LINK](#)

A Personal Development Skills class working on a project related to the concept of health and wellbeing

- The VCE VM students:
  - design an activity that aims at understanding and improving individual and group health and wellbeing

  - describe and investigate the concepts and factors relating to individual and group health and wellbeing

  - propose and justify a suitable individual or group activity and outline the requirements

  - apply communication, critical thinking, problem-solving, decision-making and planning skills when designing the activity.

  - apply communication, critical thinking, problem-solving, decision-making and planning skills to undertake the activity.

- The VPC students:
  - understand the key aspects of health and wellbeing

  - understand and explain the purpose of monitoring individual health and wellbeing

  - understand the features of positive social relationships and consent

  - demonstrate personal assertiveness and effective self-expression with peers through engaging in a group activity.

LINK

Outcome and learning goal comparison

Literacy example

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VPC to VCE VM alignment

VPC	VCE VM
Unit 2 Module 1: Exploring and understanding issues and voices	Unit 2 Outcome 1: Understanding issues and voices
Module 1 Goal 2.1 On completion of this module the student should be able to: • identify the main ideas and arguments in persuasive and influential content, noting the differences between fact and opinion • explain how language and visuals are used to influence an audience • identify how bias and perspective influence a speaker, author and audience	On completion of this unit the student should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations and written, oral and multimedia responses that reflect learning. **Key Knowledge** • language and visuals used to influence an audience • how the values and backgrounds of authors and speakers may influence opinions • ways in which bias and perspective can influence authors, speakers and audiences **Key Skills** • identify the purpose and intended audience of written, spoken and multimedia persuasive and influential texts • identify main ideas and arguments in persuasive and influential content • identify and explain how language and visuals are used to influence an audience

Assessment alignment

VPC Possible Assessment Options

Unit 2 Module 1: Exploring and understanding issues and voices

Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

<mark>a research task</mark>

a record of discussion or debate

<mark>a presentation of a case study</mark>

a video, podcast, vlog or oral presentation

<mark>a digital presentation</mark>

participation in a debate

participation on a Q & A panel

an animation with voice over

an advertisement.

VCE VM Assessment

Unit 2 Outcome 1: Understanding issues and voices

Explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses reflecting that reflect learning.

Assessment tasks should provide opportunities for practical application of the outcome.

One task for the assessment of Outcome 1 should be selected from the following:

<mark>a case study</mark>

<mark>a response to structured questions</mark>

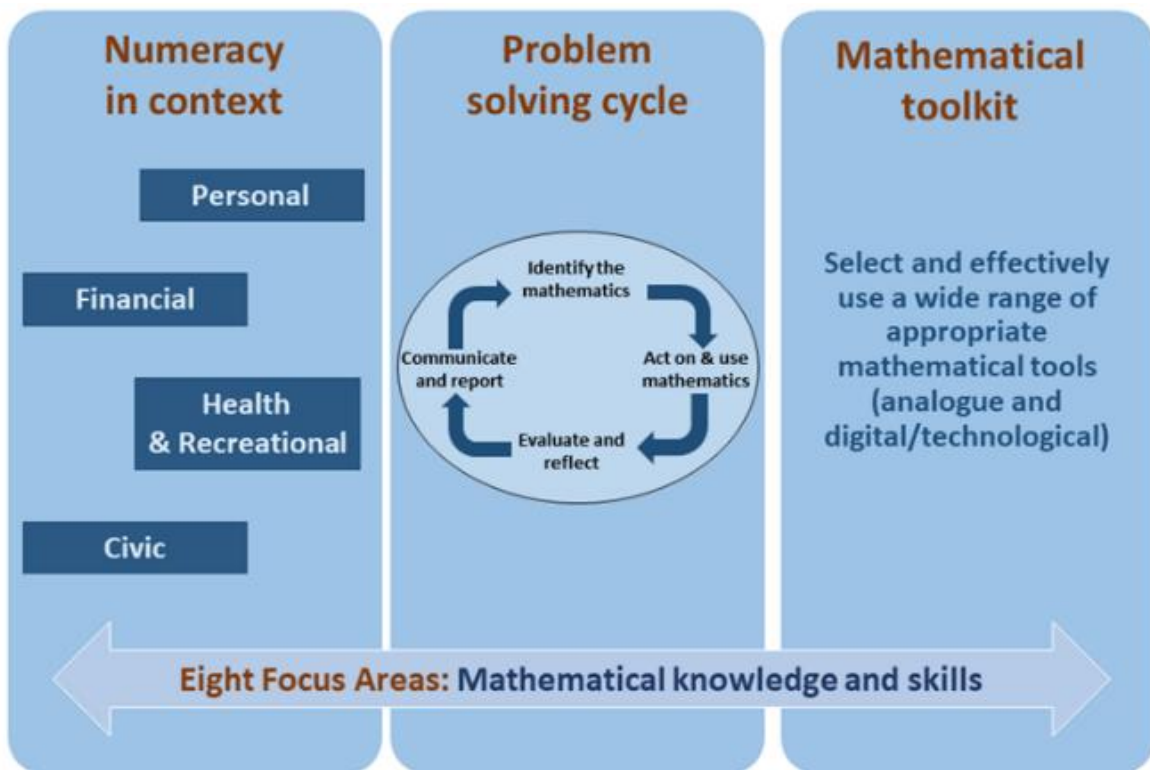<mark>a digital presentation that offers a point of view</mark>
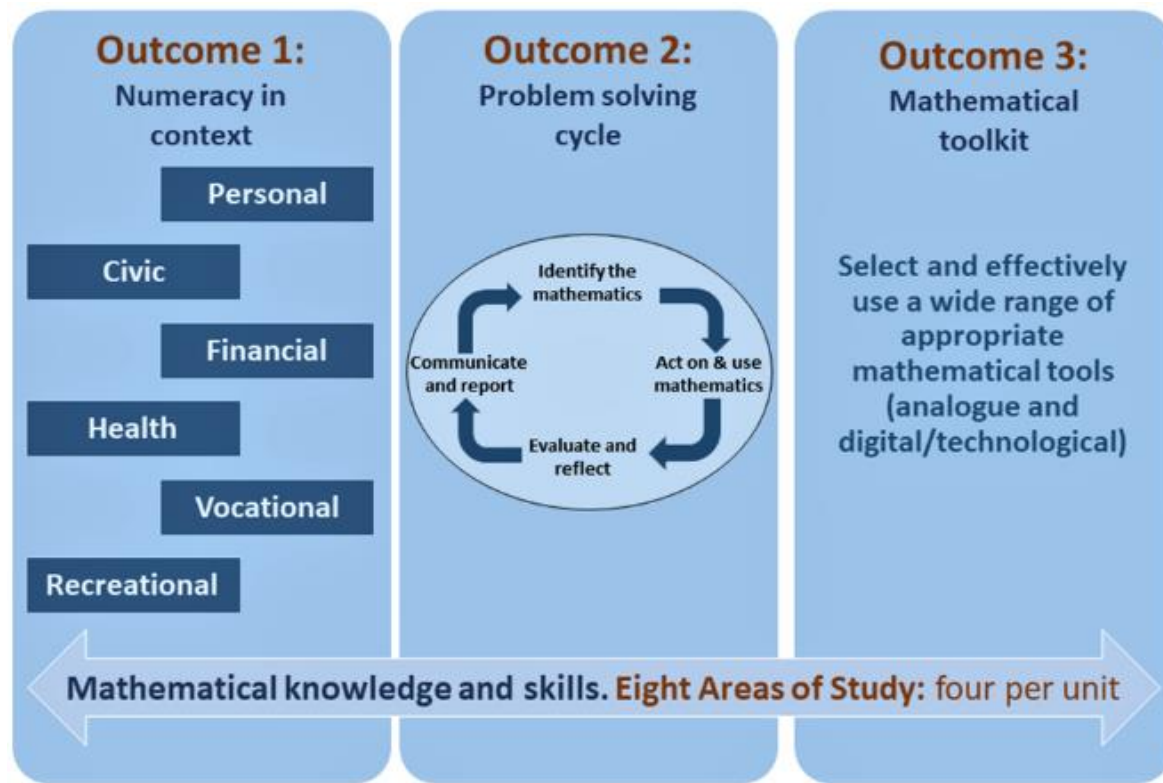
AOS & Focus Area/context approach

Numeracy example

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VPC and VCE VM Structure

VPC

VCE VM

Unit 1 layout

VPC units have been designed as standalone and **can be completed in any order**. Each module is based on different numeracies that form the context for the overarching learning intentions.

VCE VM Numeracy has been designed so that **Units 1 and 2 can be undertaken as standalone units or concurrently**. Units 3 and 4 may be undertaken sequentially.

VPC Unit 1	VCE VM Unit 1
Module 1 Personal numeracy Module 2 Financial numeracy	Select three of the 6 numeracies a) Personal numeracy b) Civic numeracy c) Financial numeracy d) Health numeracy e) Vocational numeracy f) Recreational numeracy
Focus Area Location (Personal numeracy) Systematics (Personal numeracy) Number (Financial numeracy) Change (Financial numeracy)	**Area of Study** Number Shape Quantity and measure Relationships

Unit 2

VPC Unit 2 Module 3 Health and Recreational numeracy Module 4 Civic numeracy	VCE VM Unit 2 Select the three remaining numeracies a) Personal numeracy b) Civic numeracy c) Financial numeracy d) Health numeracy e) Vocational numeracy f) Recreational numeracy
Focus Area Shape (Health and Recreational numeracy) Quantity and measure (Health and Recreational numeracy) Data (Civic numeracy) Likelihood (Civic numeracy	Area of Study Dimension and direction Data Uncertainty Systematics

Uncertainty and Likelihood

Focus Area

Area of Study 7

VPC Unit 2 Module 4 Civic numeracy

VCE VM Unit 2

Learning goal
- use everyday language to talk about the likelihood of an event occurring such as possible, impossible, unlikely, likely, certain, "Buckley's chance", "pigs might fly", "dead-set"
- understand language and relative magnitude of simple and highly familiar chance events.

Application
- recognise and use the everyday language of chance and likelihood
- use everyday language to compare and order different and simple magnitudes of chance.

Key knowledge
- likelihood of common and familiar events or occurrences happening
- common and familiar language of chance and its relationship to common numerical values associated with chance, such as 'even chance' = 0.5 or 50%
- simple and familiar unconditional probability events with randomness and chance
- simple inferencing from likelihood estimates to inform decision making in relation to common and familiar events such as rolling dice, or spinners.

Key skills
- estimate and identify likelihood of common and familiar events occurring using simple fractions, decimals or percentages such as , , , 0.5, 50%
- identify sample spaces or options for common and familiar events or occurrences
- recognise that the likelihood of events occurring can differ, and develop an understanding of how to reduce or increase the likelihood of an event occurring.

Civic Numeracy

VPC

Civic numeracy refers to activities related to participating in the student's community and social life through being aware of and knowing about government and societal data, information and related processes.

The understanding, use and interpretation of civic numeracy can be drawn from the following, but are not limited to these examples:

- data and information in the popular media: sports results, weather, music, and film
- infographics: reading and understanding basic data and information presented in infographics from government, authorities, independent agencies, cultural and community organisations
- simple, everyday risk and likelihood of events: understanding basic risk and generalised likelihood and chance of events relating to society such as weather, health, polls.

VCE VM

Civic numeracy relates to participating in civic life through knowing how to stay informed, and understanding government, political and social data, information and processes.

Civic numeracy includes understanding, interpreting and evaluating statistical and quantitative information presented by governments and in news and media reports, and other data-related sources to meet the demands and challenges of life at local, state, national and global levels. It can incorporate the understanding, use and interpretation of quantitative and statistical information.

The understanding, use and interpretation of civic numeracy can be drawn from, but is not limited to, the following examples:

- political or government-related information and data, including advertising, community information, elections and voting
- information and data on social issues such as human rights, animal rights, cultural and gender issues
- environmental issues from multiple perspectives including First Nations peoples' perspectives, such as land management, fire management, waterways, wildlife
- local, community, state, national and global environmental issues such as climate change, land degradation, pollution
- statistical monitoring of people's lives and their use of devices, and actions made based on such data
- commonly reported state, national and global economic data, trends and predictions including unemployment rates, underemployment, participation rates, gender pay gaps, inflation, official interest rates, GDP data.

Documenting student achievement of learning goals/outcomes

VCE VM and VPC Quality Assurance

- Planning for a new VCE VM and VPC Quality Assurance Process is in progress
- Consultation underway
- Information released in Term 2
- Interested in providing feedback?
  - Contact belinda.pearson@education.vic.gov.au

You are the expert!

- Even if you're new to applied learning, you know your students and you know your setting

- Don't be afraid to make things straightforward to start with – but also, don't be afraid to try different things to find the right approach

- Some schools also integrate the studies – something that may or may not work for your students and your setting

- Find the approaches that work for you and your students. There is more than one way to approach this. Just keep those outcomes/learning goals at the forefront.

VCE VM and VPC Communities of Practice

- Regional Communities of Practice

- Go to the Professional Learning page on the website - [Pages - VCE VM and VPC Communities of Practice (vcaa.vic.edu.au)](vcaa.vic.edu.au)

VCAA supports: on-demand and throughout the year

Professional Learning

- Webinars
    - Subject-specific webinars coming!
- Professional Learning Platform
- Face-to-face workshops
- Communities of Practice
- VPC team at the VCAA

Other resources

- Promotional campaign
- Video for parents and students
- Where To Now
- Handbook information
- Slide deck for information evenings

Feedback survey:

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

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