

Curriculum and Assessment for Personal Development Skills

VCE VM & VPC

Webinar 8/6/23

"The future of any nation depends on its youth. The future of our youth depends on how well we nurture and empower them today." - Nelson Mandela

Welcome

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



Slido

- 1. What is currently the biggest success you've had to date with implementing PDS in the VCE VM and/or VPC in your setting?**
- 2. What is currently the biggest challenge that you are finding with implementing the VCE VM and/or VPC curriculum/assessment of PDS?**

Workshop rationale

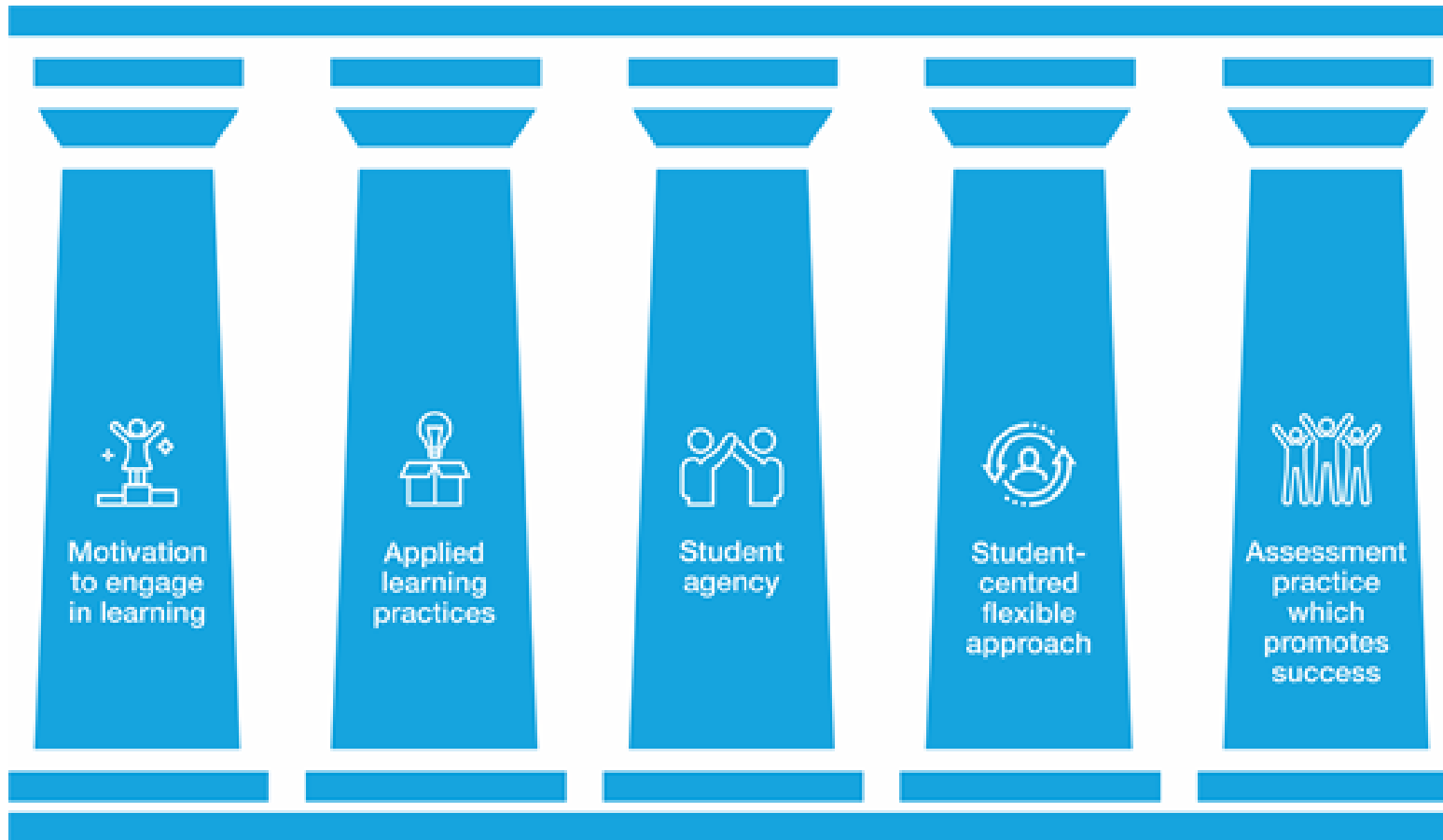
Everyone is at differing levels of expertise in developing applied learning programs

Teachers are experts in their own students and settings

Teachers learn best from each other

Time to focus on digging into and reflecting on curriculum and assessment in each subject area

Applied Learning approaches



Approaches to Applied Learning

| Motivation to engage in learning | Applied learning practices | Student agency in learning | A student-centred and flexible approach | Assessment practices which promote success |
|--|--|---|--|---|
| <ul style="list-style-type: none">● Ensure what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible● Engage students in demonstrations, activities, investigations and problem-solving in the classroom, community, workplace and other educational settings● Undertake activities that challenge the student's level of competence and support them to succeed and build self-efficacy. | <ul style="list-style-type: none">● Ensure students apply what they have learnt by utilising the learning cycle of doing, experiencing, reflecting and relating new knowledge and skills to the real world● To cater for individual student needs, use authentic materials and resources drawn from everyday life rather than mass-produced textbooks or materials● Utilise the experience and knowledge of community members including employers, cultural and community leaders and former students● Ensure learning reflects the integration that occurs in real-life tasks, incorporating skills and knowledge relevant to the whole task and the whole person such as collaboration, communication, problem solving and interpersonal skills● Present learning activities in different modalities: visual, auditory and kinesthetic, to allow the greatest uptake of knowledge● Explicitly teach the technical language of the content that can be applied by students in talking, reading, writing and listening, using authentic examples. | <ul style="list-style-type: none">● Engage in a dialogue with students about the curriculum and how they can make connections● Ensure students are moving to equal partners in determining the learning process as they develop greater independence and responsibility for their own learning● Encourage students to collaborate with peers and identify and utilise individual and group strengths, and reflect on each stage of their learning journey● Share knowledge and recognise the intellectual, cultural and practical knowledge students bring to the learning environment● Value students' own approaches to the study including effective use of supporting technologies● Support students to learn through interaction and cooperation via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups. | <ul style="list-style-type: none">● Understand the students' knowledge and skills prior to commencing the study and use this as the starting point for their learning● Understand and encourage students' personal, education and pathway goals● Consider the whole person and celebrate successes and connections to build resilience, confidence and self-worth● Build on the positive strengths of each student, including learning strengths and character strengths● Teach concepts in contexts relevant to the students' backgrounds, interests and experiences● Facilitate mutually beneficial relationships with a range of local communities while raising awareness about social and community issues and practices that influence and impact on students' lives and futures. | <ul style="list-style-type: none">● 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. |



Reflection - Pillars of Applied Learning Slido

How are you implementing the Applied Learning practices – how are you making the PDS curriculum applied?

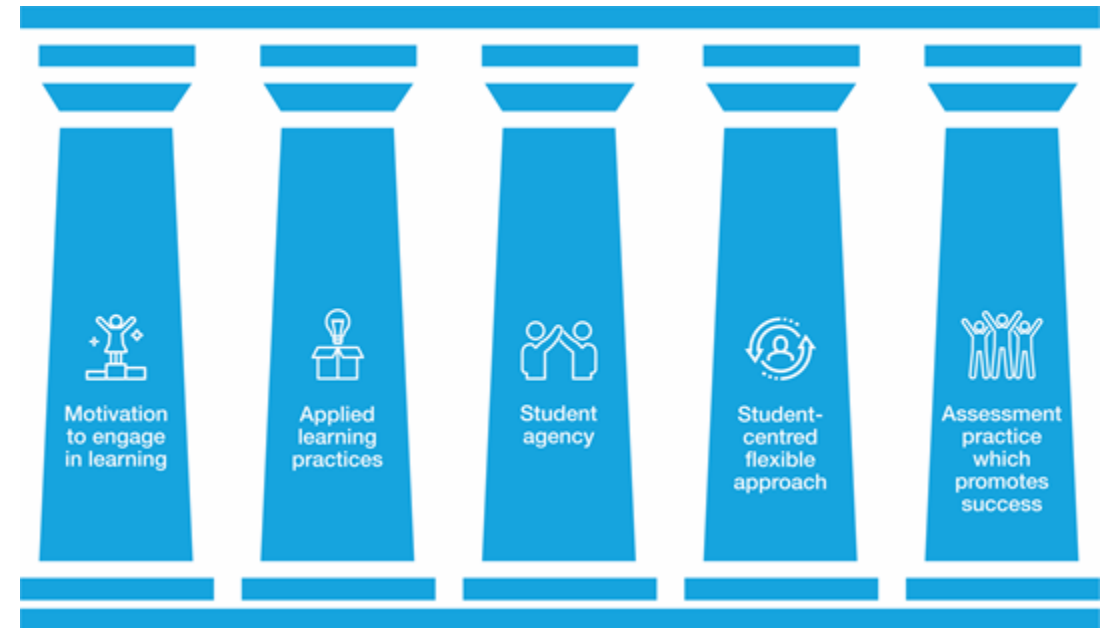
Select one of the pillars and discuss how you are using it to frame your pedagogy in PDS:

1. Motivation to engage in learning
2. Applied learning practices
3. Student agency
4. Student centred/flexible approach
5. Assessment practices that promote success

Pillars as reflection tools

- Student self-reflection
- Teacher self-reflection

Link to past professional learning

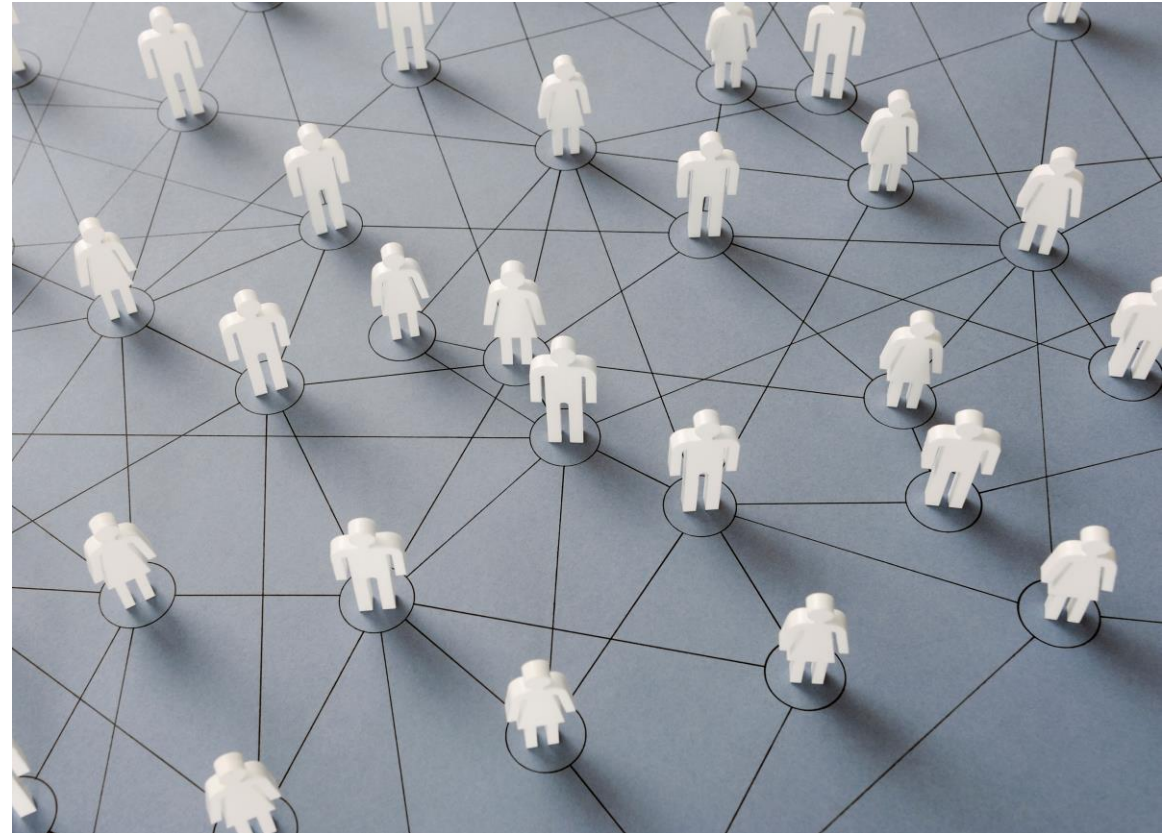


Key points about the VCE VM and VPC curriculum - PDS

- Underpinned by the Pillars of Applied Learning
- Assessment is Standards Based and no longer Competency Based
- A focus on the development of self through the promotion of health and wellbeing runs throughout the VCE VM and VPC PDS curriculum
- The employability skills are embedded into the curriculum through the key skills and knowledge
- Students can no longer access Recognition of Prior Learning for Personal Development Skills

Rationale (from VCE VM study design)

Contemporary society has complex and at times contrasting expectations of its citizens and communities. On the one hand there is the apparent ease of global communication and connectedness; on the other, there is evidence that many individuals feel socially isolated, alienated or unsafe. How can this be addressed? And how do we build and sustain civil, connected and forward-thinking communities?



Rationale (from VCE VM study design)



Who am I?

What is community?

How can we improve the health and wellbeing of individuals?

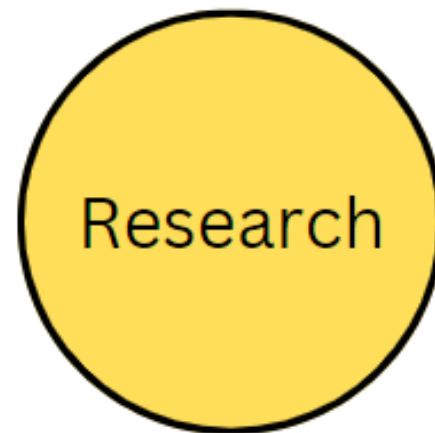
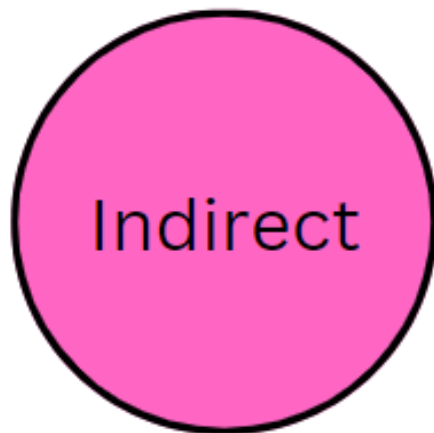
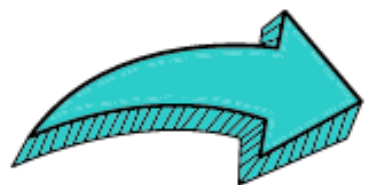
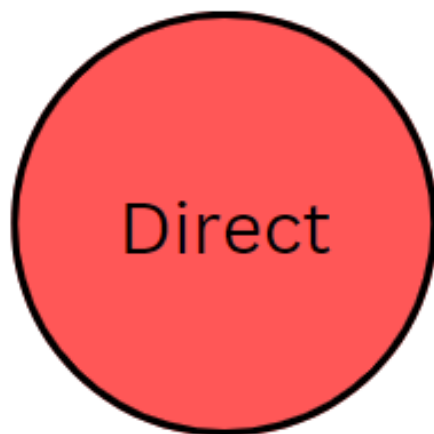
What are my goals as an individual and as part of a community?

How do I seek and critique reliable information?

How do I build meaningful connections with others?

What actions can be taken to respond to issues that affect us as a society?

Thinking about community engagement and projects



Student reflections as starting place

- What are your skills and talents?
- What are your hobbies?
- What are your interests?
- What are you good at or have you enjoyed during other parts of your studies?
- What are your pathway aspirations and what skills do you need in that pathway that you could use in PDS to engage with the community?
- What are some issues that are personally important to you?

Summary of PDS Modules and Areas of Study

VPC

Unit 1

Module 1 Understanding Self

Module 2 Developing self

Unit 2

Module 1 Exploring and connecting with community

Module 2 Community participation

**VPC Units 3 & 4 to
be published in term
3 2023, for the 2024
academic year**

VCE VM

Unit 1 Healthy Individuals

AOS 1 Personal identity and emotional intelligence

AOS 2 Community health and wellbeing

AOS 3 Promoting a healthy life

Unit 2 Connecting with community

AOS 1 What is community?

AOS 2 Community cohesion

AOS 3 Engaging and supporting community

Unit 3 Leadership and teamwork

AOS 1 Social awareness and interpersonal skills

AOS 2 Effective leadership

AOS 3 Effective teamwork

Unit 4 Community project

AOS 1 Planning a community project

AOS 2 Implementing a community project

AOS 3 Evaluating a community project

VCE VM Unit 1 – Healthy individuals

AOS 1 Personal identity and emotional intelligence

Students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Outcome 1

On completion of this unit the student should be able to explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity.

AOS 2 Community health and wellbeing

Students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Outcome 2

On completion of this unit the student should be able to plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

AOS 3 Promoting a healthy life

Students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

Outcome 3

On completion of this unit the student should be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

VPC Unit 1

Module 1 Understanding self

Explores personal development through self-reflection and self-care. Students make connections between self-awareness, purposefulness, goal setting and resilience.

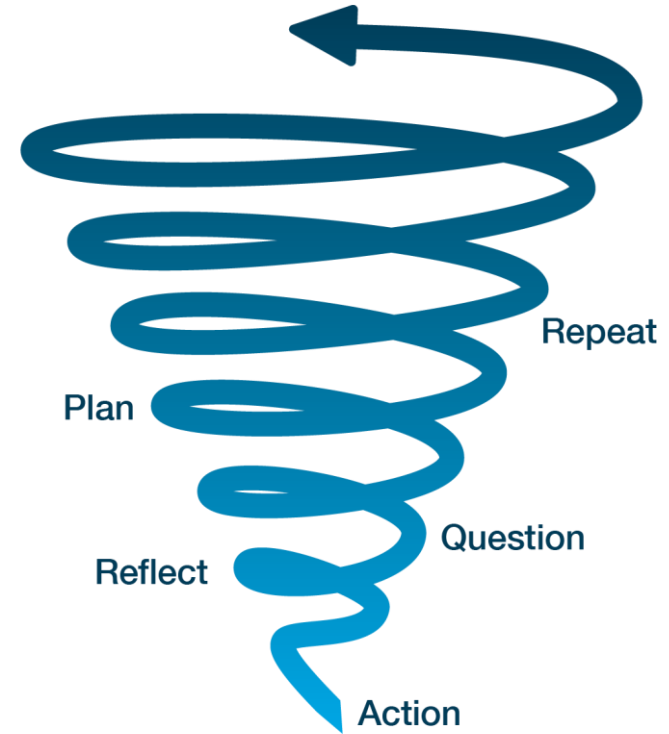
Focusing on four skills: teamwork, communication, time management and problem-solving, students will participate in an activity that investigates how personal development can help them achieve their goals. They will investigate influences on motivation, and relationships between purposefulness and health and wellbeing. The module explores self-reflection and self-understanding as foundations for identifying personal goals and future pathways. Students will identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.

Module 2 Developing self

Explores relationships between self-development and improved health and wellbeing. With a focus on four particular skills – teamwork, communication, time management and problem-solving – students will examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals. They will consider a variety of influences on personal health and wellbeing. Students will investigate key pillars of physical, social, emotional health and wellbeing, and how to practise self-care in a range of contexts – including relationships and online environments – in order to protect and improve their own health and wellbeing. Students will explore concepts of consent, equity and access, and how to express themselves in safe, assertive and effective ways.

Learning about self in order to help others

High ropes/ tree surfing



SLIDO

- What are your great PDS activities that deal with healthy individuals and exploring self?

VCE VM Unit 2- Connecting with community

| AOS 1 What is community? | AOS 2 Community cohesion | AOS 3 Engaging and supporting community |
|---|---|--|
| <p>Students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.</p> | <p>Students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion</p> | <p>Students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.</p> |
| <h3>Outcome 1</h3> | <h3>Outcome 2</h3> | <h3>Outcome 3</h3> |
| <p>On completion of this unit the student should be able to describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.</p> | <p>On completion of this unit the student should be able to identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.</p> | <p>On completion of this unit students should be able to discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.</p> |

VPC Unit 2

Module 1 Exploring and connecting with community

This module takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students will explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

Module 2 Community participation

This module explores how communities provide support to members. Students will consider various ways of expressing community belongingness. They will look at how communities are structured through investigation of community leaders and organisations. Students will identify and explore options and opportunities for connecting with their local community.

SLIDO

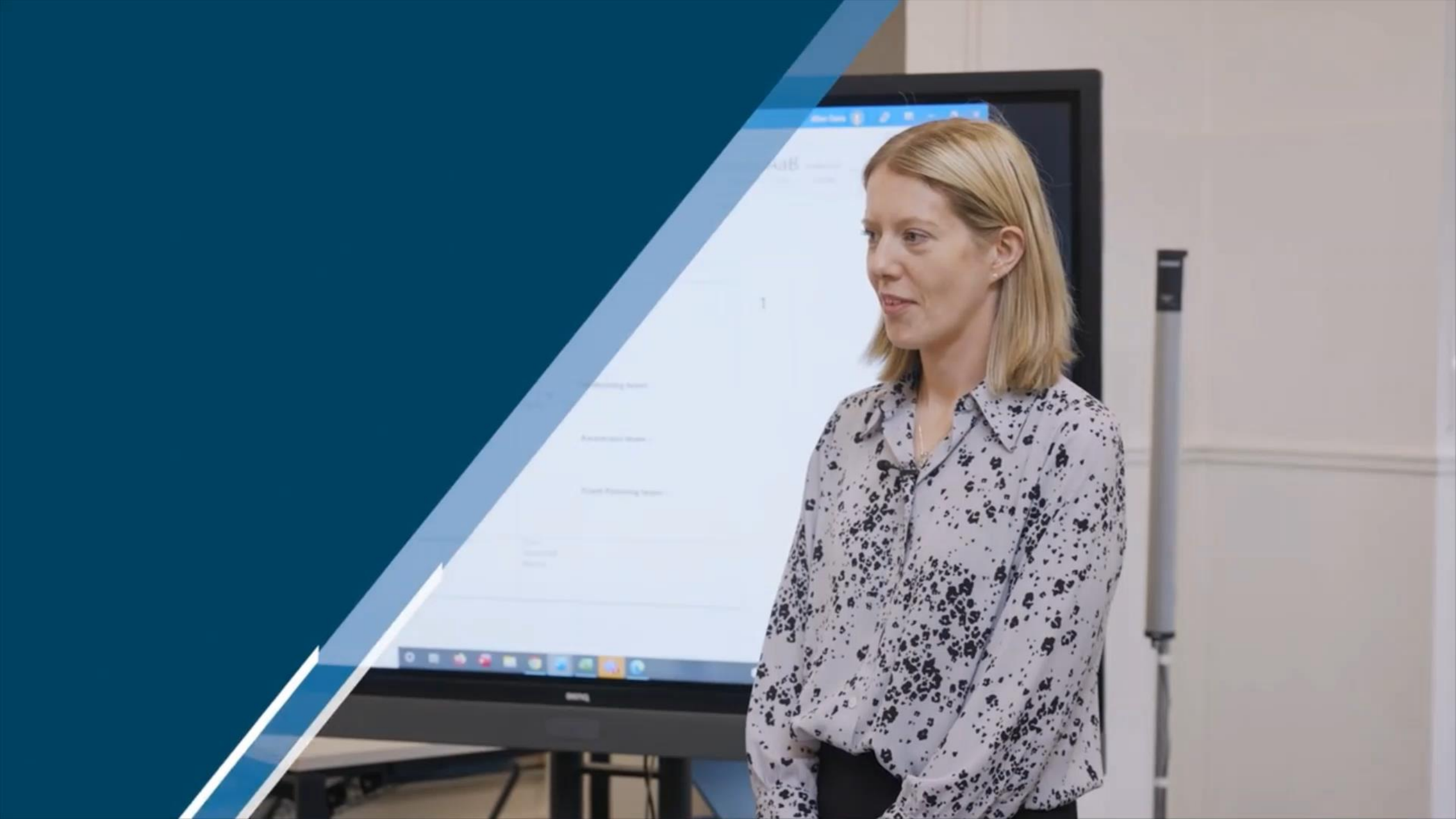
- What are your great PDS activities that deal with exploring community (school, local, national, global)?

VCE VM Unit 3- Leadership and teamwork

| AOS 1 Social awareness and interpersonal skills | AOS 2 Effective Leadership | AOS 3 Effective teamwork |
|--|---|--|
| <p>Students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues. Students will focus on qualities of leadership and how these qualities can be applied to achieving goals within personal and community contexts. Students will examine the characteristics of effective leaders and reflect on how leadership qualities and styles can be applied in a range of contexts. Implicit to this unit is that leadership begins with the, develops to leadership of others and then to communities.</p> | <p>Students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.</p> | <p>Students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.</p> |
| <h3>Outcome 1</h3> | <h3>Outcome 2</h3> | <h3>Outcome 3</h3> |
| <p>On completion of this unit the student should be able to apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.</p> | <p>On completion of this unit the student should be able to describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.</p> | <p>On completion of this unit the student should be able to describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.</p> |

Running an effective meeting

PDS at Salesian College



Inspiring Projects - on-demand learning

<https://benchmark.vidiversity.com/share/631a9a1399567/victorian-curriculum-and-assessment-authority/vce-vm-and-vpc-inspiring-projects>

VCE VM Unit 4- Community project

AOS 1 Planning a community project

Students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Students will seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of the chosen issue in the community.

Outcome 1

On completion of this unit the student should be able to investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.

AOS 2 Implementing a community project

Students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

Outcome 2

On completion of this unit the student should be able to use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.

AOS 3 Evaluating a community project

Students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present findings, identify and practise appropriate presentation skills, and make decisions about how a community project will be evaluated.

Outcome 3

On completion of this unit the student should be able to evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

SLIDO

- What are your great PDS projects and how did you work with students to choose them? Include partnerships and collaboration with local organisations.

[Link for VCE VM](#)

[Link for VPC](#)

Support materials

Planning

- Developing a curriculum and assessment program >
- Teaching and learning sample activities >
- Sample approaches to developing assessment >

Teaching and learning

- Unit 1 and 2 >
- Unit 3 and 4 >
- Integrated studies units >
- Integrated VCE VM and VPC units >

Assessment

- General assessment advice >

Applied Learning

- Applied Learning >
- Integrating Studies >

Exemplar Units VCE VM

Link

Unit 1 and 2

▼ Unit 1

See [Unit 1 Exemplar 1a – Self Reflection and Sugar In Food Project \(VCE VM PDS\)](#)

▼ Unit 2

See [Unit 2 Exemplar 1a – Community Issues \(VCE VM PDS\)](#)

| Timeline | Activity | Outcome |
|-------------|---|---------|
| Weeks 1–2 | Activity 1: Social labels | 1 |
| Weeks 3–4 | Activity 2: Team protocols | 3 |
| Weeks 5–7 | Activity 3: What is a leader? | 2 |
| Weeks 8–10 | Activity 4: People who have changed the world | 1,2, 3 |
| Weeks 11–20 | Activity 5: Group project | 1,2, 3 |

Teaching

Unit plan descriptor

Be the change you want to see!

The context of this unit is for students to plan a selected project. The unit commences with students engaging in a range of tasks that enable them to reflect on how their personal skills contribute to a team's effectiveness. They unpack the concepts of social awareness and analyse a range of interpersonal skills. Students look at traditional views of leadership. They consider the advantages and disadvantages of each style, making connections to styles of leadership they may have experienced in their own workplaces. Students evaluate these concepts through the stories of some extraordinary people known to them, before they conduct a case study of a significant individual. Students work in a small team to complete this task to practise their own team and leadership skills. Students create a personal plan to incorporate some of these concepts into their own practice throughout the implementation of the project.

Students work in a team to plan a project. This may be undertaken as a whole class, in small groups or individually. Where the project is undertaken individually, the student would be expected to engage with other members of the school or wider community who, depending on their role, might then be considered part of their team. Examples of projects might include organising a year-level carnival, organising end-of-year events for the Year 12 cohort, organising a sporting event for Year 7s, organising a VM information event, organising a MasterChef Dining Event for parents, organising a class camp.

Exemplars VCE VM and VPC

Link

Integrated VCE VM and VPC units

Units where VCE VM and VPC units are delivered in the same classroom.

▼ Unit 1

▶ Exemplar 1a – Self Reflection and Sugar in Food Project (VCE VM and VPC)

▶ Exemplar 1b – Self Reflection and Sugar in Food Project (VPC)

Rubrics

Exemplar 1a – Self Reflection and Sugar in Food Project (VCE VM and VPC)

[Unit 1, Outcome 1 – Introduction and reflection on self](#)

[Unit 1, Outcome 2 & 3 – Health & wellbeing group project](#)

Exemplar 1b – Self Reflection and Sugar in Food Project (VPC)

[Unit 1, Module 1 – Introduction and Reflection on Self](#)

[Unit 1, Module 2 – Group Project](#)

VPC Unit 2 Exemplar 2

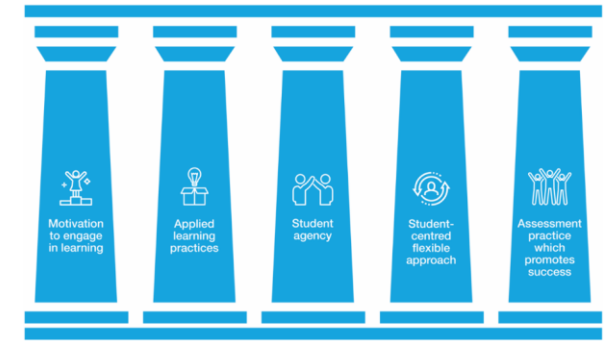
▼ Exemplar 2 – Community Support

This unit has been designed for 16–17 years old students who are completing a Victorian Pathways Certificate alongside students who are completing a Vocational Major. Students will use the entire second semester to complete this unit of work.

Planning

| Timeline | Activity | Module |
|-------------|---|--------|
| Week 1 | Activity 1: Community Identity Oral Presentation | 1 |
| Week 2 | Activity 2: Rights and Responsibilities of local communities | 1 |
| Weeks 3–4 | Activity 3: Our local – Research task | 1 |
| Weeks 5–6 | Activity 4: Trip to our local (student chosen, led excursion) | 1 |
| Weeks 7–9 | Activity 5: Communities around the world (Case study) | 1 |
| Week 10 | Activity 6: How can we help? 60 Second Short Video | 1 |
| Weeks 11–13 | Activity 7: Create an awareness campaign related to local support systems offered to young adults | 2 |
| Weeks 14–16 | Activity 8: Community leaders and organisations research task and local council/organisation excursion visual display | 2 |
| Weeks 17–19 | Activity 9: Plan and run a local community event | 2 |
| Week 20 | Activity 10: Presentation | 2 |

Planning a unit of work



What are we trying to achieve?
What are the learning outcomes?

What does this look like in the real world?

What evidence do we need to collect?

What activities could be developed?

Study #, Unit #

| | | |
|--|-----------------|----------------|
| Unit Outcome What will students produce at the end of this unit? | | |
| Unit plan descriptor Outline the unit | | |
| Assessment What will students submit for assessment? | | |
| Links to community or industry How does the unit link in with local community or industry groups or organisations? | | |
| Integrated unit suggestion Can this unit be integrated with another study? | | |
| Suggested resources/ required equipment What do students and teachers need to complete this unit? | | |
| Timeline | Activity | Outcome |
| | | |
| | | |
| | | |
| | | |
| | | |

| Activities | | | |
|-------------------|---|--|--|
| | Description Outline the activity students will complete | Applied Learning How does this activity use the Pillars of Applied Learning? | Key Knowledge & Skills/Learning Goals List the Key Knowledge & Key Skills or Learning Goals addressed in this activity |
| Activity 1 | | | |
| Activity 2 | | | |
| Activity 3 | | | |
| Activity 4 | | | |
| Activity 5 | | | |

Examples from teachers around the state!

Ideas organized by theme/topic

Exploring culture

- Amazing Cultural Race
- Cultural Cooking (MKR)
- Cultural awareness training throughout the school - what is the difference between Acknowledgement of Country and Welcome to Country and why you do it?

Exploring community

- Breakdown 'what is community' – looks like, sounds like, feels like
- What are the communities you identify with/are part of?
- Resource mapping your community - [Neighbourhood Knowledge: Why You Should Map Your Community Assets - CommonFutures - Creating Communities Australia](#)

In the local community

- Writing letters and building memory boxes with and for aged care residents
- Car boot sale/twilight market. Each student had a stall they were responsible for, liaising with the person who was running the stall to help them set up (\$20 for a stall)
- Connect with local council to collaborate on projects or share student community research
- Places / spaces project - looking at community groups in your local area that can help students once they leave school.
- Building play equipment with the carpentry teacher for a public housing playground
- Different community houses (support women fleeing domestic violence, Broadmeadows Special Development school) – craft projects. Students prepare the craft boxes and run the activity

Ideas organized by theme/topic

Homelessness

- FareShare
- The Big Issue
- Salvation Army
- You Can't Ask That episode on homelessness (from Season 2)
- The Big Issue project – could run in conjunction with tours of the Melbourne CBD and link into the social issues of affordable housing, cost of living pressure.

Environment

- Clean Up Australia
- Landcare
- 'The True Cost' – documentary about fast fashion industry

Awareness/Fundraising

- 40-Hour Famine
- Big Winter Sleep Out
- Daffodil Day
- Odd Socks Day
- Trivia night to fundraise for Friends of Refugees

Ideas organized by theme/topic

Excursions

- Immigration Museum
- Visit local heroes – CFA, SES, etc.
- Local Men’s Shed
- Keeping place (Aboriginal culture)
- Salvos
- Local neighbourhood house
- Aged care

On campus

- Lunchtime activities for other students
- Year 7 mentors – run team-building activities, share info about school life
- Refereeing/umpiring other year level sports
- Research into bullying & present at a 7-8 assembly
- Lead elements of the Resilience Project as part of the transition program for Year 7s
- Organise assemblies, introduce the teachers, help seat everyone, organize the running sheet with the principals. Made sure the students were dressed immaculately!
- Run the VCAL expo stand at the school's Yr 10 into VCE information evening to families/students
- Landscaping the school community

Ideas organized by theme/topic

Team building and problem solving

- High ropes course/adventure park
- Lego – small group problem solving activity
- Mark Collard – activities
- Egg drop competition (assign roles)
- Escape rooms

Project planning

- Feasibility/Impact Matrix (to make decisions about which project or parts of projects to do)
- Look at strengths, not just deficiencies – what are the good things in our community and how can we build on these?

Resources

- Humans of New York (HONY)
- Scope Young Ambassadors
- You Can't Ask That – TV show
- Silver Bullets: A Revised Guide to Initiative Problems, Adventure Games, and Trust Activities (teamwork activity resource book)

PDS projects

- Gradual release of responsibility – as students progress through their learning, they need to take more responsibility for planning and undertaking the work.
- This means providing these types of opportunities throughout the course, not just leaving it to Unit 4.

Things to think about

- Free – doesn't have to be flashy
- Doesn't have to be off-campus
- Risk factor/risk assessment considerations
- Avoid sensationalisation of topics/disenfranchising people and beneficiaries

PDS as starting place for integration

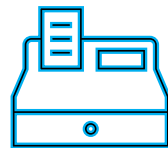
- What skills have students been learning in their other subjects that will be helpful here? What are their strengths and skills?
- How can they bring everything they have learned in their course, and over the course of their schooling, to bear on their final project?

Integrated VPC project



Literacy: Unit 1
Literacy for personal use, Unit 2 Exploring and understanding issues and voices or Unit 3
Literacy for civic participation

Numeracy: Unit 2 Quantity & measure (health & recreational) or Unit 1
Number (financial)



WRS: Unit 2 Reporting on a small-scale work-related activity or Unit 3
Physical health and safety

PDS: Unit 2
Community participation or maybe Units 3 or 4 (arriving term 3)



Motivation to engage in learning

Ensure what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible



A student-centred and flexible approach

Build on the positive strengths of each student, including learning strengths and character strengths

Student agency in learning

Encourage students to collaborate with peers and identify and utilise individual and group strengths, and reflect on each stage of their learning journey

Assessment practices which promote success

Use the assessment method that best fits the content and context and allows for incremental indications of success

Applied learning practices

Ensure learning reflects the integration that occurs in real-life tasks, incorporating skills and knowledge relevant to the whole task and the whole person such as collaboration, communication, problem solving and interpersonal skills

Approaches to assessment and curriculum in PDS

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 - VCE VM and VPC

- The Key Knowledge & Key Skills (VCE VM) and the Applications (VPC) do not need to be explicitly taught or assessed individually
- The Key Knowledge & Key Skills/Applications are encapsulated by the Outcome (VCE VM) or Learning Goals (VPC), but do not need to be “ticked off” like a checklist
- Use them to build your teaching program to deliver an Outcome/Learning Goal



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
- Where possible, negotiate the learning activities and assessment tasks with students



Assessment Tools

VCAA Study Design

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met.

An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

- ✓ Assessment rubrics
- ✓ Assessment checklist
- ✓ Peer assessment
- ✓ Observation checklist
- ✓ Role plays
- ✓ Mock interviews
- ✓ Oral presentations
- ✓ Self or peer recorded video or vodcast
- ✓ An online portfolio

Rubrics

- The use of rubrics is not compulsory and if you're not using them, that's perfectly fine.
- 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.

VCE VM Personal Development Skills

Unit 1: Healthy individuals

| Outcome | Assessment tasks |
|--|--|
| <p>Outcome 1</p> <p>Explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.</p> | <p>Assessment tasks should provide opportunities for practical application of the outcome.</p> <p>One task for the assessment of Outcome 1 should be selected from the following:</p> <ul style="list-style-type: none">• a recorded reflection on personal attributes• a reflective journal• a case <u>study</u> <p>Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:</p> <ul style="list-style-type: none">• a performance• a record and reflection of presentations by guest speaker/s• a record of discussion or debate• a video, podcast or oral presentation• a response to structured questions• a record of interviews with members of the community and class• a digital presentation• a visual presentation, such as a graphic organiser, concept/mind map or annotated poster |

One task for this outcome **must** be one of the following

Other assessment tasks **can** come from any of these or other tasks

VPC Unit 2 Module 1: Exploring and connecting with community & Module 2: Community participation

| Learning goals | Assessment tasks |
|--|--|
| <p>Module 1 Goal 2.1</p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none">• understand and discuss the concepts of community• identify ways to connect with both local and global communities• explain the rights and responsibilities of being an effective member of a community. | <p>Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:</p> <ul style="list-style-type: none">• creation and collation of survey• creation of debate• a reflection/ analysis of site or organisation visit• an oral, pictorial, digital presentation• an observation checklist• a reflective journal of participation in practical tasks• create structured questions to pose to community group, program coordinator/ guest speaker• a performance or role play• a research task |
| <p>Module 2 Goal 2.2</p> <p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none">• research and locate community support systems• identify and discuss the functions and roles of community leaders and organisations and their ability to assist in creating a sense of belonging• explain the benefits of community involvement. | |

Any task can be used, but not limited to the ones listed

What if a student is not meeting the standard?

In line with the VCAA Special Provision for school-based assessment, the classroom teacher may wish to check that:

- Students are provided with multiple opportunities to demonstrate the learning
- The outcome is being assessed holistically against the Key Skills and Knowledge
- A variety of assessment modes are available for each outcome
- Where possible, assessment mode is negotiated with the cohort and caters for different learning styles

Reflection questions

Based on what you have learned today, what do you (or your team) need to start or stop doing?

Overall, have you found this webinar to be beneficial to your professional learning?

What has been your key takeaway from today's webinar?

Any other comments?

Communities of practice

- Moderating student work
- Advice for assessment
- Professional development

Contact: vcaa.seniorsecondaryreform@education.vic.gov.au to be linked with your local CoP Leader.

Q and A

- **Time to answer your questions**

Before we finish

- We have provided information about most, but not all of the curriculum
- We will aim to send out the PowerPoint from this webinar within 5 working days
- If you have any questions, please email us at vcaa.seniorsecondaryreform@vic.gov.au

Extensive Support, Resources and Advice

VCE VM and VPC Professional Learning Platform

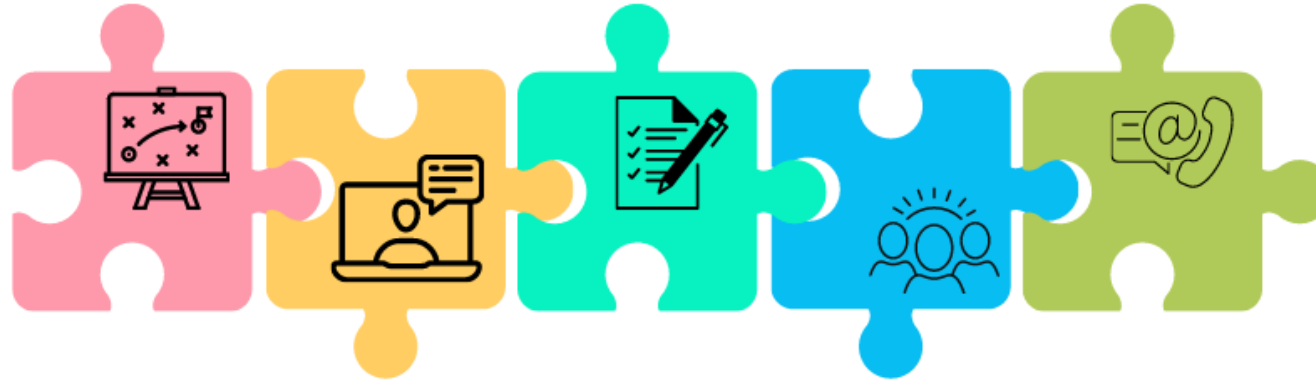
Complete self-guided courses in your own time.

VCE VM and VPC Curriculum Documents

Access to a range of curriculum documents and support materials

Contact Us

Write to us with any questions or requests. Our expert team is waiting to hear from you



VCE VM and VPC Implementation Webinars

A range of webinars to support the VCE Vocational Major and Victorian Pathways Certificate

Communities of Practice

Connect to a robust network of teachers led by expert applied learning practitioners in your area

Please fill out our post-webinar survey!



If you have any questions, please email us:
vcaa.seniorsecondaryreform@vic.gov.au