Victorian Pathways Certificate

**Unit 1**

**Striving Individuals**

Integrated Curriculum

Support Materials

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**Advice for teacher delivery**

1. Read over all documents in detail before delivery. Applied learning requires proactive planning and preparation prior to delivery. The curriculum resources do not function like a traditional text or workbook. Pre-work and modifications are required to use these curriculum resources.
2. Unit teacher preparation checklists will highlight key actions that need to be completed by the teacher prior to the overall unit delivery. The unit checklists are essential for teachers to review and use prior to implementing or using the curriculum resources.
3. You will need to make changes to the curriculum resources to best suit your cohort and tailor the curriculum resources to your cohort's needs and ability by further adding or removing scaffolds.
4. The curriculum resources do not replace you as the teacher. The resources are supporting documents. How you deliver the resources and run applied learning activities to support your program is a teacher and school-based decision. Explicit instruction, teacher support and monitoring of student progress is still required as normal.
5. If modifying the curriculum resources please review the relevant VCAA VCE VM study design and check that the relevant area of study, key skills and key knowledge and overall learning outcome statement is still being addressed.
6. In accordance with the [Pillars of Applied Learning](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMLiteracy/Pages/AppliedLearning.aspx) (POAL) all assessment tasks are open to negotiation, flexibility and modifications in co-design with individual students to support them to meet the assessment of the overall learning outcome statements.

**Student and Teacher actions**

Within the student task activities, the following icons indicate these actions:

|  |  |
| --- | --- |
|  | For teacher awareness, advice and information that needs to be deleted before providing to students. |
|  | To be adapted or changed to your own context. |
|  | The teacher needs to hyperlink or add in their own documents or links to resources for their students to access the correct information from their own school-based documents. |
|  | Indicates ‘how to’ IT, document support or general guidance for students. You can decide to leave this in or remove it. |

**Delivery Advice**

The recommended task order below is a guide only. The task order can be modified to best suit your school context and student needs.

The project steps are designed to be taught in order. Students should not move onto the next project step without completing the step before it. For example, students need to fully complete Step 1 – Ideas, before moving onto Step 2 - Plan.

**Recommended task order for Striving Individuals VPC Unit 1**

1. PDS Task 1 - Who am I?
2. PDS Task 2 - Gratitude Journal
3. Step 1 –Ideas
   1. Follow other steps in order after Step 1 - Ideas.

The project steps should be broken up each week, with Literacy, WRS and Numeracy tasks delivered throughout the unit as you decide.

**Numeracy tasks**

Numeracy skills developed in the standalone numeracy tasks should be transferable and supported by the teacher with explicit connections to the student's individual project. The numeracy embedded in the main project is an opportunity for the students to apply and demonstrate their numeracy skills in a different context.

It is highly recommended that student activities should be released gradually to students instead of releasing all tasks all at once.

For example, instead of providing all learning activities for Step 1 – Ideas at the same time, provide students the tasks incrementally. This will prevent students becoming overwhelmed with workload, allow them to track their tasks, provide consistent opportunities for feedback and support students to experience regular success in their learning.

**Chunking learning activities:** It is highly recommended by trial delivery teachers that the learning activities should be released to students gradually. For example, instead of providing all learning activities for Step 1- Ideas provide students the tasks incrementally by providing Step 1- Ideas Activity 1.1 then Step 1-Ideas activity 1.2. This will reduce students becoming overwhelmed with workload, allow them to track their tasks, have consistent opportunities for feedback and experience regular success in the learning.

**Unit 1 VPC Teacher Preparation Checklist**

## Unit 1 Project preparation

Follow these steps to prepare the project element of Unit 1 – Striving Individuals

VPC Project System- 5 steps (VMPS)

**Unit 1 All learning activities-** Review all activities and check student and teacher action icons. Modify the learning activities to best suit your students and context.

**Step 1- Activity 1.2-** Add in relevant examples to your context.

**Step 1- Activity 1.3-** Some front loading about credible sources may be needed.

**Step 1- Activity 1.4-** Additional activities and discussions should be created to support students to assess their ‘Digital footprint’

**Step 2- Activity 2.1 & Activity 2.2-** Review task and modify to your own context. Organise appropriate guest speakers and update the activity with their information.

**Step 2- Activity 2.4-** Review the identify the mathematics table and check examples are relevant to your students and context.

**Step 2- Activity 2.6 & 2.7-** Review the draft and final email activities and modify if needed. Draft and final copy documents can be used as a before and after comparison to celebrate student improvement when utilising appropriate scaffolds.

**Step 3- All activities-** Review all activities and schedule a regular weekly time for fitness sessions or students to engage in a regular health and wellbeing activity for a5-week period in your teaching unit planner. Submit relevant school planning documents.

**Step 4- Numeracy focus** - Prepare relevant numeracy activities, explicit instruction and workshops to support your cohorts needs to complete step 4.

**Step 4- Activity 4.2-** The numeracy toolkit could be moved into Step.3 and included after each session with your students to develop over the unit of work.

**Step 5- Activity 5.3-** Review task and modify to best suit your students. Set up allocated times for students to present to a teacher their project numeracy report. You could provide the questions you will discuss with students during the interview.

**VPC Standalone Task preparation**

## VPC Unit 1 Literacy

Follow these steps to prepare the standalone Literacy element of Unit 1 – Striving Individuals

**Cultural capital folio**

This is an ongoing literacy folio with a regularly scheduled time kept open for students to explore relevant text types. The examples below can be modified and changed to best suit your context and student interests.

It is important to review all content prior to delivering to ensure it is appropriate for your students.

**Letter to my teachers –** Students write a letter to their teachers, and the teacher should customise a letter to students. This is a great way to get to know each other.

**You can’t ask that! -** Ensure that ABC episode links are not blocked, and students can access the episodes. Establish ‘expectations and norms’ around appropriate ways to discuss and express opinions.

**Podcast –** Prepare a range of platforms students can access podcasts from. Start the session with a discussion around ‘What is a podcast?’ (Most likely all students will have heard of a podcast but not all students will know what they are or how to access them).

**On the Sauce -** Ensure you have access to the documentary and have pre-viewed it.

**FYRE Festival -** Ensure you have access to the documentary and have pre-viewed it.

**Oasis Project -** Ensure you have access to the documentary and have pre-viewed it.

**Jordan Rides the Bus -** Ensure you have access to the documentary and have pre-viewed it.

**2040 -** Ensure you have access to the documentary and have pre-viewed it.

**Work Related Writing tasks -** Review and ensure examples suit your student cohort. Modify if necessary.

**The Final Quarter -** Ensure you have access to the documentary and have pre-viewed it. Establish ‘expectations and norms’ around culturally sensitive and appropriate ways to discuss and express opinions.

## VPC Unit 1 Numeracy

**Follow these steps to prepare the standalone Numeracy element of Unit 1 – Striving Individuals**

Review the numeracy requirements within the project steps 1-5 to understand what supports or structures may be needed to guide and respond to your student’s individual project needs.

Numeracy Standalone tasks are designed to support students through their numeracy project. Review all the standalone numeracy tasks and adjust the activities to what is needed for your context and students. The tasks can be taught in any order at any time. The tasks can also be taught alongside the ‘Step 3’ of the project over a 6-week period.

## VPC Unit 1 Personal Development Skills

**Follow these steps to prepare the standalone PDS element of Unit 1 – Striving Individuals**

**Task 1 Gratitude Journal –** this is an ongoing hard copy task. The teacher needs to establish consistent structures for when and how this will be scheduled.

**Task 2 Who am I? -** Review tasks and customise to your context and needs. In Task 2 Activity 2.2 check surveys and access is suitable for your students.

**Task 3 Respectful relationships -** Review tasks and customise to your students and context. Check that content is suitable for your students.

## VPC Unit 1 Work Related Skills

**Follow these steps to prepare the standalone WRS element of Unit 1 – Striving Individuals**

**Task 1**- **Career action plan** requires students to be able to login and create an action plan using the Department of Education My Career Portfolio Platform. You will need to review the documents below and see your school IT team before accessing this platform. Student how to video here: [My Career Portfolio (education.vic.gov.au)](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/my-career-portfolio.aspx#link95) Teacher guides and IT Edu pass set up support here: [My Career Portfolio (education.vic.gov.au)](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/my-career-portfolio.aspx#link95)

**Task 2- Employment and career opportunities-** Review task to check suitability for your students.

**Task 3- Resume and Cover letter-** Review task and check suitability for your students.

**Assessment Summary**

## Overview

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 1- Ideas | Step 2- Plan | Step 3- Act | Step 4- Adapt | Step 5- Reflect |
| **Subject and learning module** | **Subject and learning module** | **Subject and learning module** | **Subject and learning module** | **Subject and learning module** |
| **PDS Module 2**  Developing self | **PDS Module 1**  Understanding self | **PDS Module 2**  Developing self | **PDS Module 2**  Developing self | **PDS Module 1**  Understanding self |
| **Literacy Module1**  Literacy for personal use | **PDS Module 2**  Developing self | **Numeracy**  Problem solving cycle- a) Identify mathematics & b) act on mathematics. | **Numeracy**  Problem Solving Cycle- c) Evaluate and reflect | **Numeracy**  Problem solving cycle-d) Communicate and report on mathematics. |
| **Literacy Module 2**  Understanding and creating digital text | **Literacy Module 1**  Literacy for personal use |  |  |  |
|  | **Numeracy**  Problem solving cycle- Identify mathematics. |  |  |  |

## Study specific

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Personal Development Skills (PDS) | | Literacy | | Work Related Skills (WRS) | | Numeracy | |
| **Subject and learning module** | | **Subject and learning module** | | **Subject and learning module** | | **Subject and learning module** | |
| **PDS**  Understanding self | Module 1 | **Literacy**  Literacy for personal use | Module 1 | **WRS** Future careers | Module 1 | **Module 1 Location**  (Personal numeracy)  Task 1- Maps  Task 2- Obstacle course directions | **Module 1 Systematics**  (Personal numeracy)  Task 3- Holiday planning  Task 4- Booking flights |
| **Tasks:**  Task 1-Who am I?  Task 2-Gratitude Journal  Task 3-Respectful relationships | | **Literacy** Understanding and creating digital text | Module 2 | **WRS** Presentation of career and education goals | Module 2 | **Module 2 Number**  (Financial numeracy)  Task 5- Memberships | **Module 2 Change**  (Financial numeracy)  Task 6- Moving out & discounts  Task 7- Patterns |
| **Cultural Capital Portfolio:**  Task 1-Letter to my teachers  Task 2- You can’t ask that!  Task 3- Podcast  Task 4- On the Sauce  Task 5- FYRE Festival  Task 6- Oasis Project  Task 7- Jordan Rides the Bus  Task 8- 2040  Task 9- Work Related Writing Tasks  Task 10-The Final Quarter | | Task 1- Career action plan  Task 2- Employment and career opportunities  Task 3- Resume and cover letter | | All numeracy tasks:  Task 1- Maps  Task 2- Obstacle course directions  Task 3- Holiday planning  Task 4- Booking flights  Task 5- Memberships  Task 6- Moving out & discounts  Task 7- Patterns & shapes | |

# **Assessment Tools Tracker**

## Literacy

|  |  |  |
| --- | --- | --- |
| Learning Goal | Assessment Tasks | Link to Program tasks |
| **Module 1 - Literacy for personal use** | | |
| **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 tasks should provide opportunities for practical application of the Module.**  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 | **Cultural Capital Portfolio:**  Task 1-Letter to my teachers  Task 2- You can’t ask that!  Task 3- Podcast  Task 4- On the Sauce  Task 5- FYRE Festival  Task 6- Oasis Project  Task 7- Jordan Rides the Bus  Task 8- 2040  Task 9- Work Related Writing Tasks  Task 10-The Final Quarter  Step.1 Ideas  Step.2 Plan  Step.5 Reflect |
| **Module 2 - Understanding and creating digital text** | | |
| **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., workplace or vocational context. | **Assessment tasks should provide opportunities for practical application of the Module.**  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 | Cultural capital Literacy Folio  Step.1 Ideas  Step.2 Plan  Step.3 Act  Step.5 Reflect |

## Numeracy

|  |  |  |
| --- | --- | --- |
| Learning Goals | Assessment Tasks | Link to Program tasks |
| **Outcome 1 - On completion of this unit, the student should be able to identify, use and apply the mathematical key knowledge and skills from the four areas of study, across the specific numeracies** | | |
| **Learning requirement 1:**  Apply their numeracy capabilities developed from the 4 numeracy modules and focus areas, including the learning goals and applications across the four specified numeracy contexts.  **Module 1:**  Numeracy: Personal Numeracy  Focus Area: Location & Systems    **Module 2:**  Numeracy: Financial Numeracy  Focus Area: Number & Change | **Assessment could consist of, but is not limited to, a combination of the following activities where students could apply and demonstrate their learning:**   * Investigations and projects; for example, keeping a record or diary on a “day in the life of me”, recording what they did and when; using a recipe and baking using measuring instruments; or measuring quantities of groceries and compare these to the stated measurements. * Multimedia presentation, poster or report; for example, exploring games in common usage such as netball, AFL, 10 pin bowling considering number facts and operations; compare costs of items on sale; comparing class data on favourite activities, sports or TV shows. * Interview, blog or vlog. For example, describing an excursion or trip showing directions using a mapping app, giving oral directions and main time points; comparing the nutritional information on favourite foods. | **Module 1: Location**  (Personal numeracy)  Task 1-Maps  Task 2- Obstacle course directions  **Module 1: Systematics**  (Personal numeracy)  Task 3- Holiday planning  Task 4-Booking Flights  **Module 2: Number**  (Financial numeracy)  Task 5- Memberships  **Module 2: Change**  (Financial numeracy)  Task 6-Moving Out & discounts  Task 7-Patterns & shapes |
| **Learning requirement 2:**  Use the problem-solving cycle (identify the mathematics, act on and use mathematics, evaluate and reflect, and communicate and report) in an applied learning context, relevant to the key skills and knowledge reflected in the modules. | **Assessment could consist of, but is not limited to, a combination of the following activities where students could apply and demonstrate their learning:**   * Investigations and projects; for example, keeping a record or diary on a “day in the life of me”, recording what they did and when; using a recipe and baking using measuring instruments; or measuring quantities of groceries and compare these to the stated measurements. * Multimedia presentation, poster or report; for example, exploring games in common usage such as netball, AFL, 10 pin bowling considering number facts and operations; compare costs of items on sale; comparing class data on favourite activities, sports or TV shows. * Interview, blog or vlog. For example, describing an excursion or trip showing directions using a mapping app, giving oral directions and main time points; comparing the nutritional information on favourite foods. | Step 2. Plan - Identify the Mathematics  [Step 3. Act - Act on and use](https://docs.google.com/document/d/1VW8QBUFF0EiCYXegUnQyBTaPzp4f8kkd1g_s5be2dHs/edit?usp=sharing)  Step 4. Adapt - Evaluate & Reflect  Step 5. Communicate & Report  See above numeracy tasks |
| **Learning requirement 3:**  Apply the appropriate mathematical tool from the toolkit to undertake the numeracy tasks required in Learning requirements 1 and 2. The toolkit should be applied and should underpin all learning and teaching activities in both Learning requirements 1 and 2. | **Assessment could consist of, but is not limited to, a combination of the following activities where students could apply and demonstrate their learning:**   * Investigations and projects; for example, keeping a record or diary on a “day in the life of me”, recording what they did and when; using a recipe and baking using measuring instruments; or measuring quantities of groceries and compare these to the stated measurements. * Multimedia presentation, poster or report; for example, exploring games in common usage such as netball, AFL, 10 pin bowling considering number facts and operations; compare costs of items on sale; comparing class data on favourite activities, sports or TV shows. * Interview, blog or vlog. For example, describing an excursion or trip showing directions using a mapping app, giving oral directions and main time points; comparing the nutritional information on favourite foods. | Step 4. Adapt - Evaluate & Reflect  See above numeracy tasks |

## Personal Development Skills (PDS)

|  |  |  |
| --- | --- | --- |
| Learning Goal | Assessment Tasks | Link to Program tasks |
| **Module 1- Understanding self** | | |
| **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. | **Assessment tasks should provide opportunities for practical application of the outcome.**  Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:   * a skills audit * a reflective journal * a case study * reflection/ analysis of guest speaker presentation * a video, podcast or oral presentation | Task 1-Who am I?  Task 2- Gratitude journal |
| **Module 2 – Developing Self** | | |
| **Goal 1.2**  On completion of this module the student should be able to:   * describe the principles of health and wellbeing and the key indicators of self-care * explain how personal attributes can be enhanced through experience in teamwork, communication, time management and problem-solving * create tools and/or strategies for practicing self-care * discuss the concepts of equity and access for young adults, describing the features of respectful, positive relationships and the concept of sexual coercion and consent * practise the strategies for building skills in online safety, personal assertiveness and effective self-expression. | * a response to structured questions * develop structured questions to interview community group/ members * a visual, oral, pictorial, digital presentation * an evaluation of a team activity * reflection/ analysis of visit/s community project/ organisation * a reflective journal of participation in practical tasks * chair meeting/ take minutes | Task 3- Respectful relationships  Step.1 Ideas  Step.2 Plan  Step.3 Act  Step.4 Adapt  Step.5 Reflect |

## Work Related Skills (WRS)

|  |  |  |
| --- | --- | --- |
| Learning Goal | Assessment Tasks | Link to Program tasks |
| **Module 1- Interests, skills and capabilities in the workplace** | | |
| **Module 1 Goal 1.1**  On completion of this module, the student should be able to:   * differentiate between interests, attributes and capabilities * discuss the application of a range of employability skills * describe how different technical skills, capabilities and attributes are applied in different industry groups. | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:  ● development of cover letter/resume  ● development of career action plan  ● interview and reflection of relevant industry representative, employer, education provider,  career practitioner  ● a reflection and collection of annotated resources during career expos visits  ● a skills audit  ● creation of SMART goals  ● completion of career discovery quiz  ● creation of a personal profile  ● annotated position description or advertisements  ● participation in a mock job interview  ● a digital, oral or visual presentation | Task 1- Career action plan |
| **Module 2- Employment opportunities and workplace conditions** | | |
| **Module 2 Goal 1.2**  On completion of this module the student should be able to:   * research employment opportunities * recognise and consider different types of roles in a workplace * identify the role of qualifications and further study relating to employment opportunities * describe the rights and responsibilities of employees and employers relating to pay and conditions within a selected workplace | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:  ● development of cover letter/resume  ● development of career action plan  ● interview and reflection of relevant industry representative, employer, education provider, career practitioner  ● a reflection and collection of annotated resources during career expos visits  ● **a skills audit**  ● creation of SMART goals  ● completion of career discovery quiz  ● creation of a personal profile  ● **annotated position description or advertisements**  ● participation in a mock job interview  ● a digital, oral or visual presentation | Task 2- Employment and career opportunities |
| **Module 3- Applying for an employment opportunity** | | |
| **Module 3 Goal 1.3**  On completion of this module the student should be able to:   * identify the elements of a successful resume and cover letter that is relevant to an employment opportunity and provide a draft * use reflection and feedback to improve the resume and cover letter. | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:  ● **development of cover letter/resume**  ● development of career action plan  ● interview and reflection of relevant industry representative, employer, education provider, career practitioner  ● a reflection and collection of annotated resources during career expos visits  ● a skills audit  ● creation of SMART goals  ● completion of career discovery quiz  ● creation of a personal profile  ● annotated position description or advertisements  ● participation in a mock job interview  ● a digital, oral or visual presentation | [Task](https://docs.google.com/document/d/1HFwEgz9fH_nCiPtgdikTJzBsMpP2zuyDO5Ss-q4bGAE/edit?usp=sharing) 3- Resume and cover letter |