**[Nicola Izatt]:** Welcome to our webinar today, focusing on curriculum and assessment for PDS. I really appreciate this is a really busy time of term, so thank you very much for coming along and attending today. I'll just leave this slide up for a minute while we're waiting for a few more people to join. Nelson Mandela always believed in the youth as a rock on which the future is built. He promoted education as a key instrument of liberation.

My name is Nicola and I'm a senior project officer here at VCAA. Here today we have Joanne Binns that will be doing a lot of the presenting with me today. Today we're here to take a closer look at PDS and hear from you about what are some of the great things you're doing with young people to take an active approach to personal development, self-realization, and citizenship by exploring interrelationships between individuals and communities.

I'd like to start today by acknowledging the traditional owners of the land on which we meet today and pay my respects to elders past and present for they hold the memories, traditions, and cultures of the Aboriginal and Torres Strait Islander people across the nation. The chat function has been disabled for this session, but you can ask questions through the Q and A function on WebEx. We will try and answer your questions throughout the webinar in the background, however, we may not be able to answer them all, but however we will endeavor get back to you in the next few days. If you would like closed captions, please press the CC button down at the left-hand corner of the screen. Now, Alex has already put a few Slido questions up there, so I'll leave them up for another minute or two. Look, we'd like to just really get a better idea of you guys and who's engaging with us today.

**[Joanne Binns]:** I can also just see that someone has their hand raised from our attendees. If you could pop your question in the Q and A, in the WebEx Q and A, we can help you out. Thank you.

**[Nicola Izatt]:** All right, moving on to the next slide, we've got a few more Slido questions. You can tell that we really do like using Slido as a way to gather some information. So if you wouldn't mind, and we've got two questions for you here, what is currently the biggest success you've had to date with implementing the PDS in the VCE VM or in the VPC in your setting? And what is currently the biggest challenge that you're finding with implementation implementing the VCE VM and the VPC in your curriculum or assessment for PDS?

All right, so let's have a look what are the... I'm trying to find... Oh, I missed the first question. So some of the challenges that people are facing here are being able to meet up with colleagues to plan and reflect practices, yet we know that there's finding hours in the day to do these things is really hard to get. Someone's not taught VCE VM or VCAL before and it's in a new school. Not having enough planning time. Yeah, I can see that being a major issue. Lots of absence from class and finding it impossible, a rerun discussions to support kids trying to catch up.

Again, I suppose this would be a problem that wouldn't be exclusive to VCE VM or VPC because it'd be similar, I would imagine, the scenario last year in VCAL. Unfortunately, I can't see the successes that we're seeing, the questions, so I'm sure there are some really good responses there. Oh, no, I'm seeing it now. Brilliant, brilliant. It's a program that is accessible to our students. That's so good to hear. We really like to hear that. Again, a fantastic community involvement. Well, creating a series of exercises that the students are involved in. Lovely seeing the students reflect on their attributes and skills. Yeah, and that is like unit one and then VCE VM and VPC. It is about self reflection, looking at your skillset, looking at things that they're doing well and things that they might reflect on and the things that they might do a little bit differently.

Thank you so much for all those responses. We really appreciate. This is a great way of us gathering data from you guys in the best possible way without knowing all your ins and out of details. All right, moving on to the next slide. All right, last time, we ran quite a few webinars about setting up the classroom with different suggestions, ideas for VPC and VCE VM students. Again, feedback that we got was about having more interactivity in the webinars. And again, we were initially hopeful do this to incorporate breakout rooms so participants could talk to each other directly. As we all know, that we learn best from one another.

Unfortunately, the way that WebEx is organized, we're unable to have breakout rooms when we're set up in a webinar session. So unfortunately we weren't able to do that, hence why we've got about 3 million Slido questions scattered throughout the webinars. But again, we've heard some really good feedback from teachers across Victoria and practitioners that it has been really good and really useful to see what other people are doing. We welcome suggestions for future professional learning in the future to make it as useful as possible, and we really will do look carefully at the feedback that we get, and we do make adjustments accordingly, things that we are hearing. And we'd also like to thank everyone who filled out our pre-webinar survey to give us some ideas about your questions and what you'd like to learn. We are recording this webinar for people to re-watch a later date. Now I'll hand over to Jo.

**[Joanne Binns]:** Thank you, Nicola. So we'll kick things off by thinking a little bit more about applied learning approaches, and if you've joined other webinars this year, this is something that we've mentioned quite a lot and dug into them quite a bit at various points in time. So our applied learning approaches are really thinking that should be kept at the forefront when developing and delivering applied learning curriculum in both the VCE VM and the VPC. These approaches have been developed to capture that educational philosophy of applied learning that underpins both of the curriculum. The pillars are also really there so that we can talk about our practice as teachers and let us explain and have those professional conversations with each other, but also to our leadership or to students or to parents about what good applied learning is. And it also helps us think about a consistency of approach.

We've extensively covered these in other places, so we're not going to spend a lot of time talking about them directly today, but we're going to use them as the basis for reflection and sharing. But if you would like to know more about the pillars of applied learning and if there's something that feel new to you or something that you look at and think, oh, I haven't really heard about this before, we do have lots of resources.

You can look at a webinar, you can watch a webinar that we conducted last term, and we also have several on demand online learning modules about applied learning that you can work through at your own pace. For the purposes of today though, we will do some reflection, and I just wanted to give you a chance to if these practices or approaches are not that familiar to you, this document is available at the beginning of each curriculum and study design in the VPC and the VCE VM, and it might be handy to have a copy for our short reflection activity if they are something not that familiar to you. So you could take a moment to take a screenshot here if you'd like, but obviously, hopefully no one needs to take screenshot because they already know all of these practices and approaches.

But we will set up another Slido here. We've been getting some really fantastic responses in our other subject specific areas when we've done the webinars for them, reflecting on how teachers are implementing the applied learning practices. So really we're asking you to think about and share how are you making the PDS curriculum applied. So select one of the pillars, and if you think, oh, but I'm covering more than one pillar, then please share with us how, and give us a bit of an idea of how you are perhaps motivating students to engage in learning, how you are using applied learning practices in your classroom, how you're fostering a student agency in your classroom, how you are making the teaching and learning students centered and flexible, and also how you are using assessment practices that promote success with your cohort of students. So we'll take a couple of minutes to give you the chance to reflect and share.

All right, so we have some ideas coming through, asking students to observe and to analyze rather than just filling out worksheets. That is really great. We will definitely talk a little bit more about that later. Oh, active classroom brain breaks. I haven't heard of this. Is it ACHPER? ACHPER maybe. I don't know how to say that properly, but brain breaks, they sound really great, especially for some of that unit one. Using rubrics and simple language for the rubrics with clear steps outlined. Brilliant. Always making sure that there is a real life context, yes. Having students choose is coming up a few times. Student agency as much as we can. Having a practical project next door in the primary school. That's so nice. I mean, it's not always possible, but just having a community partner that's so nearby that you can spend more time and easily get to during the course of the day.

It doesn't have to be a whole big excursion, which they're also fantastic. But yeah, creating a public health campaign. Oh, so many great ideas here. Undertaking practical activities in the school, helping to organize Harmony Day. Oh my goodness, too many are coming through. Oh, the primary school loves having you. Oh, that's brilliant. Student agency. Industry and community visits and preparing interview questions. Yeah, getting students really confident to talk to people outside of their direct community is a really great use of time in PDS. Team planning meetings, dividing up responsibilities and fitting interests and career paths into the curriculum members as best we can. All right, we might leave that open for another moment while we move on to keep those great ideas coming through. All of these ideas will be downloaded and they'll be shared as part of our post webinar materials that we send out to you. So when we send out the slide pack, you'll get all of these ideas already written down for you as well. So yeah, some really great ideas coming through and hopefully they'll be useful to other people.

Okay. So before we move on from the pillars, I do just want to quickly talk about them as reflection tools. So if you joined our assessment overview webinar last term or if you've joined any of these other subject specific webinars, I've mentioned this each time, but yeah, you will have heard in that assessment overview webinar from a teacher Christina, and she shared how she's using the pillars for both student and teacher self-reflection in how the school that she works at is rolling out the VCE VM. So having the students look at the pillars and understand what is underpinning their learning and also giving them the chance to think about when and where they see those pillars and those applied learning practices in action can start to give them insight into their own sort of metacognitive processes of learning, how they learn, and the reasons behind the learning is being conducted in that way.

And for teachers, having teachers self-reflect on how they're using the pillars is really an opportunity to make sure you're meeting what we're essentially promising students who choose applied learning streams about the kinds of learning that they will be doing with you. So that time to reflect how in PDS you're making sure you understand and encourage students' personal education and pathway goals, for example, which a couple of people have already mentioned. It just really makes sure that that kind of learning is happening. So thank you for those great suggestions and reflections that we look forward to sharing with everyone.

Before we start digging further into PDS, we just want to point out a few key things about the new curricula. So as we've already mentioned, it's underpinned by the pillars of applied learning, a really sort of, well, a difference that we'll talk about in more detail later is the fact that assessment is standards based and it's no longer competency based as it was in VCAL. There's a real focus on the development of self through the promotion of health and wellbeing, and it runs through both the VCE VM and the VPC PDS curricula.

Employability skills are embedded through the key knowledge and skills. We might not directly label them as employability skills, but you've no doubt noticed that there's a lot of emphasis on things like collaboration and leadership and teamwork in the PDS curriculum. And then lastly, students can no longer access recognition of prior learning for personal development skills. So that is a bit of a change that it's just really important to be aware of. All right, so we wanted to spend a moment or two thinking about the rationale behind PDS as a subject. We've taken a few of the thoughts from the VCE VM study design, and these are echoed in the VPC curriculum design. It's not written exactly like this in that curriculum design, but the spirit across the two designs is the same. And I chose this picture for this slide because you can see that everyone is in their own little circle.

They're all separate from each other, but they're also connected through those lines. They're all interconnected with each other, and that's one of the things that the PDS curriculum really is attempting to grapple with. We live in quite a complex society and there's a big difference in the fact that on the one hand, we have this great ease of communication and technology that connects us all together. But on the other hand, there is that evidence that many individuals are feeling socially isolated or they're feeling alienated or unsafe.

So really the true spirit of PDS is around how we address this modern paradox and how we can build and sustain civil, connected and forward-thinking communities. So it's quite lofty in its ambition, but even having students pick apart this rationale and think about whether and how they see these things playing out in society could be an interesting exercise. So this is also from the VCE VM study design, but when we think about these issues, a number of questions arise. And these include things such as who am I and what do I stand for? What is community? How can we improve the health and wellbeing of individuals? Also, having students understand the difference between goals we might have as an individual and goals that are part of a community.

And then another question in this age of overabundance of information is finding and critiquing reliable information. Thinking about building those meaningful connections with others to really overcome those disconnected and isolating feelings that we mentioned in the previous slide. And lastly, what actions can be taken to respond to issues that affect us as a society? And you can see that a lot of this is asking us as educators to look at those applied learning pedagogies. So thinking about taking action, for example, is really asking students to apply their learning. So when we start to think more about action, a great way to push thinking a little further is to use these four definitions of types of action or types of engagement that we might take. It can be easy to sometimes get into a bit of a rut, even if you have a great community partner or even if you have actions that students do every year or that the students always engage in.

It can be worth reflecting on those potentially through this framework, particularly with fundraising. Fundraising is really great and can be such a wonderful opportunity for student learning and for doing good. But yeah, we can also challenge ourselves and ask students to think more broadly about the types of actions that they might take. So we can think about action as being direct as it shows here or direct engagement in the community. I'm going to use working with an animal shelter as an example of a community partner to illustrate these four kinds of action. So an example with direct action would be that students actually go to the shelter where they might help to take care of the animals. And this is a direct action because the students are there working directly with the beneficiaries that they are seeking to help. So they're working directly with the animals.

So another example would be if you are visiting an aged care home and working with the residents, that's direct action. The second way of thinking is around the idea of indirect action. And this is usually where I'd put say fundraising as an example with students or where they're working on helping particular beneficiaries, but they're not necessarily directly engaging with them. So that might also be something else like helping that animal shelter make its website. So students are using their skills to help in an indirect way or other skills that they might have that would benefit the shelter without actually going and engaging directly there.

Advocacy often can go really nicely with fundraising, and that's why it's really nice if you're doing fundraising or have a regular fundraising program to still have students reflect about these different kinds of action. Because if students are involved in fundraising, it's really great if they can understand and also be able to clearly explain to others the cause that they're fundraising for and understanding where and how the money they raise will be spent. So when someone is coming to buy a sausage at their sausage sizzle or whatever it is that they're doing as a fundraiser, they can really explain why they're engaging in that fundraising and what it's for. Advocacy may of course just be its own undertaking though. So if we think again about our animal shelter example, I've seen some great advocacy where, well, an example is students taking photos of the animals at the shelter that are waiting to be adopted and making up a little sort of social media campaign about each animal to encourage people to adopt them.

So advocating for those animals. So heaps of different ways of engaging in advocacy, but taking time to think through where the audience should be for that advocacy is also a great thing to think through with students. And then lastly, research. This is one that I think sometimes we forget about, but there is a lot of research that students can do that can benefit an organization in the community or other places, even research that can benefit the school. So if we're thinking about that animal shelter again, this might be something like students researching where the most cost-effective place to purchase pet food might be, or perhaps they might research balancing cost of food with nutrition value to keep the animals in the shelter healthy.

And often research can be really powerful for some of those small community organizations that maybe don't have heaps of staff or they have lots of other volunteers and they have these big long lists of things that they would like to do, but they don't get the time because they don't have the staff. So students can really make a difference with some of that research that they can do.

So having that sort of place to present the research is really important. So local council or even just the principal at the school. So that can be presented as a case for taking further action on an issue. So again, that research can also lead to some of those other advocacy indirect or direct action as well. So yeah, there might be overlap as I've mentioned, indirect action of fundraising and advocacy or it might be that there's different stages where students do research and then they take direct action. But thinking those through can push the boundaries a little bit around some of the action that students either have taken or are planning to take. And connected in with spending some time having students think through which approach they might take to an issue or a cause through those four types of action is also the idea that students can use reflection to think about what they have to offer in terms of the action that they can take and where they might be most effective.

So having students think through the skills and talents they bring to the table, their hobbies, their interests, what they're good at, what they've enjoyed during other parts of their studies. We've mentioned pathway aspirations and different things that they might be able to do and use in PDS to engage with the community, but also the issues that are personally important to students. There are some really fantastic examples of projects where teachers have listened to the students and thought, oh, that's not necessarily a topic that I would choose if I was choosing something for our class to do, but because the students have picked it for themselves, they've really engaged much more deeply.

So here we have a summary of the PDS modules for modules and areas of study for VPC and VCE VM. We're sharing this mainly to remind you that unit three and four for VPC PDS will be published in term three for use in the 2024 academic year. So they're not too far off being ready and we're excited to share those with you. The other thing that this does though is it shows that there's a lot of connection between the one and two units across the two certificates. They really cover similar ideas. So if you're teaching them in the same classroom, there are so many things that you can do with students and just potentially be pitching things at slightly different levels or having students work in groups across a similar issue at different levels as well if you are in the situation where you are teaching them in the same classroom. All right, I'm going to hand you back to Nicola now who is going to go into a bit of further detail about the curriculum. Thanks, Nicola.

**[Nicola Izatt]:** Thanks very much, Jo. Here we're looking at VCE VM Unit 1 Healthy Individuals. This specifically ask students to identify and develop personal identity and examine individual pathways to optimal health and wellbeing. Some of you may have already found that this may be quite challenging for some young people, specifically in outcome one, to explore concepts of self-awareness, self-regulation, motivation, empathy and social skills. But hopefully by the end of it, students were ready or are ready to investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals. In outcome three, students can start to use technologies around health, wellbeing, and develop tools for analyzing the reliability and the validity and the accuracy of information and the efficacy of health messaging. In VPC, again, module one mirrors the outcome one of VCE VM where students need to develop an understanding of self and be able to actively reflect. In module two, students focus on a range of teamwork, communication, time management and problem solving skills and use these skills for setting and achieving personal goals.

Personally, I see personal development skills as the diamond of applied learning. It builds the capacity for students to set personal goals and participate in their communities with confidence, respect, safety and resilience. So we have an example here where students might participate in a high ropes activity. For those of you that are visual learners, this visual might be a bit of a stretch of the imagination, hence why I've put a label in it. So this is my little people helping one another and then the trees and the surfboard. So it often gets called tree surfing as well.

So this type of activity, you often see students during either at the start of year 11 or at the end of year 10 as part of a transition into the new year 11 timetable. It really can help overcome fear, build confidence of the student, trust building and effective communication, which are valuable in applied learning. Students must analyze situation, evaluate the potential risks and make choices accordingly. These activities can help students develop critical thinking skills and problem solving ability, and it can also build resilience, determination, and a never give up attitude that can be applied to other areas of their lives. So this brings us back to the diagram on the right, which I affectionately call the tornado. Cloud learning can be visualized as a cycle. Student acts in some sort of concrete experience. In example, we have the high ropes, students can physically undertake the start of their ropes course and from that experience they can reflect on what they did and how they might do it in another way.

Anyone that has ever participated in these things, I'm sure a few of you out there have done it. These types of activities do gradually get more difficult, as does the heights of these places. So students can use the earlier experience of the easier parts of the course to think and plan how to tackle the further challenges they face. Aspects of these courses can involve teamwork and for others it can be like with the students supporting one another and helping one another on to progress to the next stage. In unit one, discuss activity like this are backwards by design. Activities like this can be a fantastic starting point. Instead of digging deep into the theory in the classroom, starting with activities like this.

All right, we're going to give you another Slido. So in this Slido, what we'd like you to do is share great PDS activities that you've used or thinking about using to deal with healthy individuals and exploring self. Vision board. See, this is what the bad thing is about not actually getting to speak to you because I need a little bit more information about what vision boards are. Escape rooms. Oh, that sounds brilliant. I bet the kids would love that. The students would really like that. Having students do problem solving activities and then debrief on how they went as a team in figuring things out.

The Meyer-Briggs personality test. Working with [inaudible 00:35:46] book youth programs. Again, I'd love to hear more about that. Interviewing a friend and a parent about the student's personal identity and comparing the two responses. Yeah, that's interesting. It's a bit like that program, Mr and Mrs. I don't know if you ever got it in Australia, where the partners have to answer questions about each other and completely different activities like painting, mindfulness activities and brain breaks. Yeah, so valuable. Growth mindset activity. Yeah, fabulous. I'll see if the students can learn the alphabet backwards. Oh, that's a challenge. That can be our next webinar. Now we looked at the underlying causes of suicide and then ran a pushup challenge that had kids explaining the needs for better knowledge, social supports and exercise. So valuable persistence and resilience.

I got them to run different activities in a school community to support people's health and wellbeing and connection. Just like what Jo said earlier, basically we have all these means to be better connected, but yet we find there's so many people that are so isolated. We've run a program in our local area about youth homelessness, gambling, community farms, donations, families escaping family violence. Amazing. I want to just keep that open for a minute, but what I'll do is I'll move on to the next slide. So feel free to keep contributing there. All right, so moving on unit two, connecting with community. Again, a lot of those ideas are connection with community. But again, community is not just exclusively in one unit, it's goes all the way through. Anyway. So unit two begins with definitions of community. Different types of communities are local, national, and a global level.

Students will look at relationships between active citizenship, empathy and connection to culture and individual health and wellbeing. So a lot of the things that we've just talked about there. They will investigate the barriers and the enablers to problem solving within the community. Students will seek to understand different perspectives on issues affecting the community and they will reflect on relationships between community issues, social cohesion and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive communities changes. Again, recently we've seen things in the news where communities have come together after tragic events.

Moving on to VPC. In module one, the emphasis is on personal and emotional growth through active group participation and membership or belongingness and introduction to the significance of community engagement. Students will explore community related concepts including rights and responsibilities with a focus on how young people can participate and engage this. And then in module two, students explore how communities provide support to members. Students identify and explore options and opportunities for connecting with their local community.

Again, these units are ideal units to be using with your existing community connections that maybe were built up during your VCAL time. These things that you have done in the past, they don't have to be chucked out the window because we've got a new VCE VM or VPC. Some of these partnerships are ideal places for these units. So moving on to another Slido, what are your great PDS activities that deal with exploring community school, local, national, and global level? And again, we saw some of you in some of your previous answers where you've applied that.

Apologies for background noise. We work in the city and I think a lot of people now see Thursday like a Friday night. So they've all got that Friday night feeling, so they're a bit excited. We started a food drive for the food bank. Excellent. Oh, we took students to St Kilda Mums. Color Run, brilliant. Visit local youth services. Get students to recognize their own communities, then identify a group that they want to support and visit the community group. Asking students to look around their community and see what they like in their community and what are great resources around nearby. Yeah, raising awareness of what's available. We had our CASEL come in and talk to us. We also had a person from a refugee background come into our class and talk to us.

Run a program that connects to a local farm. Sorry, the ideas are coming in thick and fast and I know I speak fast, but I can't speak that fast. Tutored in the junior primary, running activities with them help develop the stronger social skills. Again, like Jo said, you don't have to walk miles or go jump on a bus or a train to get somewhere. If you can get somewhere fairly local and it can fit with your program, wonderful. We cooked and provided meals for a local food program. Marvelous. We question year seven students on things that they find difficult with transition and then organize an Amazing Race around a school that let them meet staff and find out about their jobs and the names of places. That is such a good thing. Be able to make your year sevens feel welcome and comfortable in their new surroundings.

Thank you so much for all that. I'll move on to the next slide where we're starting to look at unit three and this is where we don't have the VPC to stand beside it or come after it, whatever. But again, as Jo said, that should be available in term three and available for you guys to roll out next year. All right. So in unit three we're looking at leadership and teamwork. So again, what I love about this course is that it all links into each other. I do see it sort of, and again, I used to be a math teacher and this is how I used to explain to students about math, about building a brick wall, you need to get that first layer perfect and whatever else like that, or everything above it is going to be pretty dodgy and it's going to fall over.

So I see this in PDS as well as it's really important to harness those things in the earlier units. And then basically as we get further on, we can flourish in this amazing leadership and teamwork in this amazing community partnerships and projects. So looking at leadership and teamwork, much of the learning from unit one will be utilized and revised here whereby students will consider the role of interpersonal skills and social awareness in different settings and context. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community context. They'll explore key components of effective teamwork and reflect on how a lead and contribute within a team context through a collaborative and a problem solving activity. We've talked about problem solving coming out from some of your examples that you've given us. Students will value individual contribution as well as overall effectiveness of the team. So now we're going to look at a little video about running an effective team.

**[Speaker 3]:** So we're now going to move into our team meeting and our meetings are going to be led by the communications team. So we've got Harry to chair our meetings, and Mitch is going to note take for our meetings. So I'll hand over to you.

**[Speaker 4]:** All right. As the communications teams, we're going to be running a meeting at the end of every lesson to just get a rough idea of where the teams are up to, any team updates, and get any need to know. So if one team needs to know something and they need to coordinate with another team, we'll help you out. And this is what the meeting was sorted out. So first of all, can we just get a team update from the fundraising team and what you guys got done today.

**[Speaker 5]:** What we got done today is just get a list of sponsors, catch up the people who weren't here and we just have a bunch of people's numbers from blood community so we can call them in, ask them if they're willing to sponsor us.

**[Speaker 4]:** Good.

**[Speaker 3]:** Well done.

**[Speaker 4]:** That's very good from the fundraising team. Can we get an update from the awareness team?

**[Speaker 3]:** The idea is to really put your student at the center of that learning and if you get to know your student, it's actually the easiest way to assess them as it's the way that they're most likely to achieve success. So whilst it does take a little bit of juggling, it certainly pays off in the end.

**[Speaker 6]:** We wrote a list of dot points and how we could spread awareness around the school about the Walker funds. So posters, handouts, even speakers during oratory time.

**[Speaker 4]:** Perfect. Sounds good, guys. The event planning team, this is probably the biggest role. So where have you guys-

**[Speaker 7]:** Yeah. We wrote down the day we're going to do it, this is what we need to know about the day, the date, who's going to be involved and how many case per person if someone's going to walk. And we're going to track the case with the app on your phone so it's easier.

**[Speaker 4]:** Perfect. Well done, guys. Good [inaudible 00:46:51] team. So we'll just go through some of the needs to know so we can bring them back into the next meeting we have and see if everyone's sorted out and keep everyone up to date.

Being in the communication group, I'd say I've already developed a lot of skills in communication because I wouldn't usually get up and run a meeting like I did. And yeah, it's just helped me out and it's just good to learn how to do stuff like that because I'll definitely be taking it into the workplace.

So can we get anything the fundraising team needs to know?

**[Speaker 5]:** We just need to know how many case and how much money we want to get from the people from the records.

**[Speaker 4]:** With that, you are going to coordinate with the event planning team to work out how many case we're going to need, et cetera.

**[Speaker 3]:** So what we really want to know is that when we should schedule the event. And that's great. We definitely want coordinating with the events team. Well done.

**[Speaker 4]:** So you guys will definitely be coordinating throughout the next couple of lessons and yeah, good job guys. I really like where everyone's at right now and in our next meeting we catch up and make sure everyone's on schedule still.

**[Speaker 3]:** So we want students to reflect at the end of every lesson on their teamwork, on the communication so that they're having that opportunity to really say, "Did I do that well today? Is there something I can do better?" And be honest with themselves because we want students that really engage in that reflection so we see a progression in their learning as the term goes on.

Fantastic. Well done, Harry and Mitch. That was a great leadership of the meeting. So do we see that by having a meeting we've got a bit more of an idea, it's a group round, it's a wider team as to what direction we need to take. We see our individual roles and we understand our individual roles, but we now understand how they connect with each other. So one of the points that was really highlighted well by our teams and by Harry was that we need to understand the structure of the event. So we've got lots of teams organizing different aspects, but we're really reliant on the event planning team scheduling the event, making those details really clear. And once we have that, we'll have a greater idea of what the group are doing. So that's why we're going to take the format of having our team meetings because we'll be able to work with each other and make sure we're driving the event forward.

**[Nicola Izatt]:** And if you want to watch more of that video, it's available on our on-demand learning. There's a link there so when you get the slide pack, there's the link. So again, if you've been to any of our other webinars, you'll know that we've got heaps of what we call VidVersity videos up there and that is just one of them. And there's a whole other heap of schools that have contributed towards that particular video inspiring projects. So unit four of VCE VM. All right, so as mentioned in our earlier slides, many schools will have well-developed partnerships in the community that have built up over the years running VCAL PDS. And again, it may be appropriate to continue to work together on projects that will build on previous work. But in this unit it may be time for new connections driven by student motivation to engage in learning.

Here's all the people coming over that look like they've got the pub. Sorry, I'll just wait a minute. All right. Yeah. So student motivation to engage in learning. This unit is ideal for students to be given opportunities to identify environmental, cultural, economic, and social issues affecting the community. And select one for an extended community project which may move away from these partnerships. Unit one and two students could still be working with a community partner for aspects of the outcomes as well as students having choice to do something different in unit four. The work that has been completed in earlier units really prepares students for the work they undertake in this unit.

All right, moving on to another Slido. All right, so again, what you'll get at PDS projects and how did you work with students to choose them, include partnerships and collaborations with local organizations. So we're aware that some of you actually may be starting to do unit four next term with your students. So there might be things that are already on the back burners that are students that are starting to think about through some of the previous work that they've done.

Or it just might be some of the other work that you've done throughout units one, move on to unit two, or for some of you already that have done a bit of unit three. Market day. Each class will have two or three stills. They run and create a market for the whole school. So good, really good. And again, it brings in so many other skills that they can do throughout the curriculum. I think we've exhausted some of our fabulous ideas because we've got some people cheating here. I gave it away the other week there when I was doing my numeracy webinar and a lots of people have caught on with their full stop, at least give me a smiley face. We ran a whole school of dodgeball tournament. A chirographic project. Bunnings Warehouse funded this activity. Again, I really want you to tell me what it is, Sophia.

Oh, there's my smiles. Thank you. We've visited the Melbourne Zoo and they helped us to set up a project around marine animals and repurposing rubbish for awareness to our primary school students. So good. Again, there are so many organizations out there that really want to work with you to be able to give students opportunities outside of school or bring to classroom and whatever that is together. Yeah, charity Morning Tea. We had different teams with different rules to plan and host event. Money was donated to the local animal shelter or animal shelter getting a wee bit of money. Brilliant. In the past we looked at financial stress and food supply. We then contacted a FareShare and went to their factory to work out to produce, cook, and freeze food packs for people in need. Yeah, so good. Again, in the current economic climate that we're living in, these are issues that are really not far from home.

Running events on specific days such as are you okay? Yep. Thank you very much for that. All right, moving on. Okay, again, if you've come at any of our other webinars, this will start to look a little bit familiar, but again, I feel that I need to do it because the VCAA website. Yeah, I'll just leave it at that, but you know what I'm trying to say there. So basically for each of the curriculum areas, so university PDS literacy, this is how it is set up. And again, I've got links at the top of the screen so when you get this page, you can be able to get to the links. So again, it's split up into four bits. Planning, teaching, and learning, assessment, and applied learning. So again, the planning advice includes advice in developing a program including the integration studies, authentication, discussion of employability skills and glossaries, and a range of detailed sample activities, advice on assessment and sample approaches to assessment.

The teaching and learning advice includes detailed sample of works, units of work, which we call the exemplars, together with rubrics that have been developed by experienced practitioners. [inaudible 00:54:40] gives general assessment advice and links to relevant administrative handbooks and related documentation. And again, we'll talk a little bit more about assessment later. And again, if you've been at any of our other webinars, you'll have heard us talk about that in depth. And we did do on webinar in term one to do with assessments. Again, if we missed that, you can go onto our page and it's in very small right in, but it does say term one webinars. And if you click that, then you can see some of our old catalog of work, our back catalog of work.

I'm not sure we've got a greatest hit yet. All right, moving on. Again, for those of you that have already looked at the PDS exemplars, it is a little bit of a tangle in my opinion. You'll notice that for units one and two, they're part of integrated units, but for unit three and four of the exemplars, they are just a PDS standalone focus. Each exemplar unit includes like a week by week planner, like a plan description, suggestions if you want to integrate the units, suggested resources or any equipment that you might require, activity outlines and assessment rubrics.

And again, looking at the VPC, you may have already noticed in PDS are exemplar units for VPC and VCE VM together. However, there is an exemplar for VPC shown on the right-hand side of this page. So again, I've put a little link to it and on the screen. So that has, again, that standalone PDS focus. Now I'll hand you over to Jo who will talk a little bit about planning and share some example ideas.

**[Joanne Binns]:**

Thank you, Nicola. And thanks to everyone who's been sharing on the Slido, it's really cool to see the ideas coming through. We're going to talk briefly about planning a unit of work. When we are thinking about planning a unit of work, really what we're expecting from our side at the VCAA is that schools will be ensuring that all the learning outcomes are being met and that these are being supported with the pillars of applied learning. So on top of creating those valuable, great applied learning experiences for students, we really want to make sure that they're achieving the standards and the outcomes and the learning goals so that they can pass your subject and get their certificates. So it's good practice in planning to start with the outcomes and the skills and knowledge. So looking at the diagram here, this is mimicking that backwards by design planning process that many teachers are familiar with.

And so laying out a way of doing that planning. Once we've identified the end point as applied learning practitioners, we need to understand what this looks like in the real world and then consider what kind of evidence do we need to collect that will demonstrate student achievement of the outcomes. Lastly, we need to develop teaching and assessment materials or activities that will allow students to develop the skills and knowledge that they, and then ultimately be assessed in the standard indicated in the outcomes in VCE VM and the learning goals in VPC.

So one of the things you'll notice about this slide is it doesn't mention assessment specifically, rather it talks about evidence. And this is because activities, classwork, really anything you're doing with students can be used to show how students are meeting the outcome. So that's just something to keep in mind as you're doing your planning. Just making sure that you have ways of keeping track of a student's ability to meet the outcomes or the learning goals.

This is a planning tool that we developed for the face-to-face workshops last year, and I'm sorry that it's really tiny, but we will share it in a PDF along with the post webinar materials. So your school may be requiring you to do your planning in a different way. Everyone has their own methods. But one of the reasons why we wanted to show this is because there are a few applied learning specific sections that we really want or encourage people to keep in mind when they're planning for PDS. So in particular, we've got a section that asks you to think about the pillars of applied learning. And so they should really be at the forefront of your thinking as we've already talked about. There's also a section for considering how you might link to another study or studies. We've heard some of the challenges that people have around having time with their fellow teachers.

So we know that that can be quite challenging. So yeah, time with your teaching partners is one thing, but finding time with the teachers of other subjects even more challenging. But figuring out if there's a way of figuring out some communication channels to find out what the other subjects are up to. There can be a really great echoes or collaborations between what students are learning in different courses and links to community or industry. I mean so important for bringing those PDS topics to life. So yeah, those are the three main elements of this planning tool that we really encourage people to keep in mind as you're thinking through how to deliver PDS to your students.

So last year when we were doing our face-to-face workshops out on the road and chatting with teachers, we gathered a whole lot of ideas about topics and activities for teaching PDS. And we've also been gathering some great ideas from you today. One of the things that you will notice in the next few slides is that, excuse me. Rather than organizing ideas by unit, which we've done in some of our other webinars, we're actually going to be organizing them by ideas. So by themes or topics, structural, a structural change that some people may feel. There's a big difference from VCAL is that in the past there might have been a project that was running across the whole year and now things feel a little bit more semester based as they're organized into units. But we also encourage you to think about how some of those yearlong projects might still have a place in the curriculum and matching up those sorts of knowledge and skills that come in a unit to something that perhaps takes a longer community engagement.

So I've organized these by themes and topics that might be relevant to various parts of the course rather than just being confined to a particular unit. And also thinking about what teachers know and what teachers can be enthused by as well. Because if you are really into gardening, then doing some of that work can be really, really great. But you need to get a lot of enthusiasm from students if they want to put some garden beds in at school, for example. So on this page we have ideas about exploring culture, exploring community, and then thinking about getting out into the local community. And some of these ideas, we've also had similar ones being shared, a cultural awareness training throughout the school and talking through and sharing what is the difference between a acknowledgement of country and welcome to country and why we do acknowledgement of country is one that came up a number of times around the state and building play equipment with the carpentry teacher for a public housing playground was a way of getting out into the local community.

Writing letters and building memory boxes with and for aged care residents also sounds like a really lovely idea. And actually I didn't write this down here, but a few people have shared, having students go and teach aged care residents how to use their phones properly so that they can stay connected to their loved ones is just a really great use of time. And then exploring community, the one there that only came up once but I thought was quite interesting was this idea of resource mapping in your community. So what's around in the community, what are the strengths, what are the things that are really great that are on hand?

This slide is organized around issues, I guess. Homelessness and the environment really were the main two that came up a lot when teachers have been sharing with us. So we've got a number of ideas there for each of those. And then awareness and fundraising. There's obviously just so many nationwide organizations, but also those real local organizations. You can also involve students with them and a resource that I'll mention again later. But for the homelessness one, there's an episode on You Can't Ask That from season two about homelessness, which sounds like it would be a really potentially engaging for students.

This slide is organized by excursions or on campus ideas. Again, there are probably things that people have thought a lot about here, but some of those on campus ones, especially if you struggle to be able to get off campus because of timetable issues or staffing issues, there's some really great things that can be done. Leading elements of the resilience project for the transition program for year sevens, it was really cool. Or depending on what your students' interests are, maybe landscaping the school community, building something, making the space more functional or enjoyable. And then excursions, the local Men's Shed came up a number of times, but I also liked this visit local heroes and speak to people who are volunteering as well.

And then this last slide here has some ideas of around team building and problem solving, which we've talked through a little bit. I quite like that egg drop competition activity. I don't know if any of you have done that before, but yeah, it can be fun and hopefully not too messy. Escape room, someone has already mentioned that. And even can students make their own escape room. Project planning came up a couple of times, so having tools for students to be able to think through something like what's the feasibility of a project versus the impact of a project to make decisions about what's the best choice, the best use of their time.

And also that idea of looking at strengths, not just deficiencies and a few resources came up. Humans of New York is a really interesting, I think they're on Facebook and also on Instagram. If you are going to use that resource, I would suggest curating some of the postings for yourself. Some of the topics covered at times can either be quite confronting or maybe not suitable for students. And then this Silver Bullets book, it's one that I'm not familiar with, but I've definitely seen those books that have a lot of team building activities, adventure games, trust exercises, and they can be, like Nicola was talking about earlier, those great places rather than running through talking about team building, having the students do something first and then pull the learning out of that.

All right. So when we're thinking about those PDS projects, it's really important to be doing activities and having students engage with their communities and getting them out there to speak with people throughout the course so that you can gradually release the responsibility for the learning. And we saw in that video of students running a meeting earlier that they were hopefully being set up to take on more of that responsibility for communicating and running things through those reflection activities. It's the reflection part that's just so important. And sometimes it's easy to forget to reflect because we're like, "Oh, we've done that, let's move on." But the reflection is really important.

And the other thing that can be really challenging is that we want to step in at times and make sure that students are doing things correctly, but giving over that responsibility, especially by unit four, is a really big part. A few other things to think about is just, well, I guess I want to say it can be intimidating when you see others share some of their projects, especially if you are new to PDS, if you haven't taught it before. Because like we all do, we put our best foot forward. We always share their best and brightest projects. And when that's being shared or when students are speaking about those projects, we don't always see all of the things that have happened that have gone into that project potentially years of working with the same partner or in that same community or having the school involved in that course that what it takes to get the things to that point.

The other thing to remember is that flashy doesn't necessarily always equal impactful. Having students undertake their work and thinking about the impact they have had or that they haven't had is such an important part of that process. Thinking about risk factors, risk and risk assessments, which we all don't enjoy, but that building in that time to be able to meet those conditions or those processes that your school has is really important. It's also a bit tricky at times because PDS can be a subject that brings up some challenging topics.

We had someone share earlier about how they have worked on a project around suicide factors, for example. So it's really important to avoid sensationalization of topics, but also potentially disenfranchising people and beneficiaries. And that's why it's also important to think about things from those strengths spaced. What are the strengths of people in aged care that they can bring to a partnership of working with students rather than coming at it with pity is really important as well. And just remembering that community, it can be within the school, it can be a local community, it can be national, it can be a global community as well.

PDS is a really great place for integration. And having students think about what they have been learning in other subjects can also be really helpful, especially if you can't run an integrated program. Having students bring their skills from all of their other learning and their whole schooling even is really important for getting them to see how everything is interconnected, how what they've learned in numeracy can really be a strength that they're bringing to be able to run a fundraiser in PDS and talking those things through can be really, really helpful. And speaking of integration, I'm going to hand you over to Nicola now who is going to talk you through an example.

**[Nicola Izatt]:**

Thanks very much, Jo. Oops. Yep. There we are. This is an example of a project that I did many moons ago as like PDS activity. So again, basically what it was is the students at the school, they ran a weekly soup kitchen and they sold the soup to both staff and to students. And then as part of this project, students were involved in collecting the money from the staff and then going down the shops, going down to the local aisle day or shops even, and buying the ingredients for the soup each week. And the soup recipes changed each week, so it wasn't boring. It wasn't like they knew that they had to get six tomatoes and two onions. It was different each week, so everything was changed up. So as a result, there was a profit made from the soup kitchen and the money was used to buy items for the Samaritans Purse Shoebox Appeal or it's also called the Christmas Child Appeal. And if you've not heard of that, it's basically putting a number of gifts inside a shoebox, which then gets sent to children overseas as presents at Christmastime.

So part of this was that the students would actually have to go down to the local shopping center and choose gifts to put in this shoebox. So they would have to decide the age range of the gifts the children they were buying for, and think about what kinds of gifts that they would get using the categories. So again, the categories that they were was like a [inaudible 01:13:27] item, a personal care item, so a bar soap or a washcloth, something like that. School supplies. So it might be a little pencil case with some equipment in it. Clothing, accessories, craft activities and toys. So again, looking at our curriculum areas here, we can see for PDS, that's community. Again, I know this is VPC project, so again, because we've got unit three and four coming and they will align a lot with the VCE VM.

So again, a lot of that community partnership there. So you could use that unit two and use it in unit three, four. WRS again, the work that the students were doing in the kitchen. So safe food handling, health and safety within the kitchen. Again, numeracy context. Again, we know that VPC is constrained to the numeracy context with your actual topic. So again, unit two, quantity and measure you could use to definitely use within your soup making program or unit one, again, looking at the financial aspects of that. So that might be both your shopping for your ingredients for your soup recipe or working out when we go down to Chadstone, are we going to go and do all our shopping in David Myer? Are we better to go and do our shopping in Kmart? And finally, literacy. Again, this can come into a number of units and one of the things that I didn't say is one of the things that students have to do is they have to write a letter to the child that this shoebox is going to go to.

So again, that's part of your unit one writing for personal use. So again, a really good idea for an integrated activity. In the next slide, all I've done is I've just taken principles from our applied learning pillars, and I've only chosen one from each area, each of the five pillars. But I mean you'll know in some of the projects that we have seen you guys tell us about today, there's a number of the principles that could quite easily be used under each of the pillars for each of these ideas, projects, activities, whatever it is.

So it's like again, student agency and learning. So encouraging students to collaborate with peers and identify and utilize individual and group strengths and reflect on the stage of their learning journey for a student-centered and a flexible approach. Build on the positive strengths of each student, including learning strengths and character strengths. So again, you can see that this program, it's not just in the kitchen, there's so many aspects of it. So you can definitely build on student strengths there. Now we're going to hand over to Jo again to talk about approaches to assessment and curriculum in PDS.

**[Joanne Binns]:**

Thank you, Nicola. And I can just see one of the questions in our Q and A that I think is relevant to quickly mention here about using evidence if you're doing an integrated project, you need to make sure that you are really clear which part of the project is covering which outcome. So for example, if students are making a brochure, you need to be really clear. Perhaps if they've got something connected to numeracy, perhaps it's their recipe. That same brochure might be able to be used to talk about numeracy on that second page. But if you're talking about, say, the charity that students are donating to and you're doing a writeup for that as a advocacy, on that same brochure, that page would be potentially meeting PDS outcome. So you do something integrated like that, but you wouldn't be able to use the student's work on the recipe to also cover a PDS outcome.

So hopefully that has answered the question, but if not, we're happy to continue that conversation a little later. All right, I'm going to whiz through these next few slides because we're getting close to the end. And these are ones that we've covered a lot before, but they are important to look at again, and that's to make sure that we understand that VCE VM and VPC are standards based assessment. It's different to VCAL, which was competency based. So the outcomes in VCE VM or the learning goal in VPC is the standard against which the students are assessed. If you are designing your curriculum, you need to think about the student meeting the standard. They must develop capacity in and demonstrate the relevant key knowledge and key skills in VCE VM or the learning goals and applications in VPC.

This means that the key knowledge and key skills and the applications don't need to be explicitly taught or assessed individually, but they're encapsulated in the outcome or the learning goals. So you don't need to tick each one off and do an assessment for each key skill and tick them off like a checklist, but instead you're using them to build your teaching program in order to deliver and make sure that students are able to have the ability to meet an outcome or a learning goal. And just a reminder that back to the pillars of applied learning, we are really thinking about assessment practices that promote success. So thinking about how you can use assessment methods that best fit the content and the context and showing that incremental indications of success and giving students multiple opportunities for success. So if they don't meet the outcome or fully meet the outcome or the learning goal first time around, are they having another opportunity where they might be able to do that?

And wherever possible negotiate the learning activities and assessment tasks with students. And again, we can see a lot of practitioners here today doing just that. So as we talked about before, we're really looking at ways of collecting evidence to make a judgment about whether outcomes are being met or how they're being met. So there's so many different potential assessment tools that you can use to collect that evidence. So it could be a rubric, but it might also be an observation checklist or an oral presentation or such a big variety of different tools that you might use for that assessment. I just want to quickly mention rubrics because all of our exemplars have a rubric attached to them. There's nothing to say that you must use a rubric though if you're not using them, that's perfectly fine. And especially in this transition year, people might be thinking, oh, I want to use rubrics, but they take time to make.

So please don't put pressure on yourself to be using rubrics this year or at any stage really. But we think that rubrics are great because they really can promote success for students. It can help them to understand where they're at in their learning and see what it would take to reach that next level. We all have students we've seen just get over the line to get an S versus a student that has done something like really quite creative and amazing and wonderful and they still just both get an S.

So that's one of the things that rubrics can be really great for. But whatever your method of collection, you only need to report on student achievement of outcomes as an S or as an N. One thing to quickly point out though is that for VCE VM, there is a list of tasks attached to each outcome, and there are a couple of tasks listed and one task for the outcome must be done as listed. So for this example, it could be a recorded reflection, a reflective journal, or a case study. So you must use one of those tasks as part of your evidence collection.

It doesn't have to be the culminating task, the biggest task, the heaviest weighted task. And you can also see that these tasks are quite broad. So just making sure that you have one of those in your repertoire is important. And then the other tasks can really be anything. VPC doesn't have any of those sorts of constraints. They are listed potential assessment tasks, but they are to inspire you rather than to say this is what you must do. If a student is not meeting the standard, it's really important to think about those pillars, especially that assessment pillar and making sure that they've had multiple opportunities to demonstrate their learning.

The teacher should be thinking through if they're looking at meeting the outcome holistically against the key skills and knowledge and that a different kinds of assessment modes have been made available. So if you are doing a presentation to the class, but a student doesn't want to or isn't able to do a presentation in front of other students, what other options are being given to that student to be able to allow them to share their knowledge and thinking about catering for those different learning styles.

All right, we have a few minutes left now and I will hand over to Nicola because we have one last Slido for your comments on. Thanks, everyone.

**[Nicola Izatt]:**

All right. I just wanted to bring back to why are we all here today? We're here because of the findings from the first review. I've just taken a quote out of the first review except they've quoted from the OECD, so it's actually the OECD from a report, which was called Trends Shaping Education. So this was published in 2019. If students are to be prepared and resilient and be unprecedented in this world, [inaudible 01:24:25] must evolve to continue to deliver on its mission of supporting individuals to develop as persons, citizens and professionals. It must remain relevant to continue to shape our children's identity and integration into society. Look, I think today we have discussed how you as practitioners have been equipping students for some of these things that are so highly brought up within the first review to be prepared and resilient and be innovative and active citizens. So if you could just give us a wee bit more of your time, if you squeeze in late on a Thursday afternoon, answer these questions, that would be absolutely brilliant.

All right. Again, communities of practice, this is another valuable resource for you there. If you're not part of a community practice, then get onto the website or email our address and we can link you up with your community practice leader. Again, I'm not going to go into it because it's late, but you can look on our website and see what it's all about. I was at a course the other day and one of the people there spends a lot of time on networks and all the research that shows how valuable networks and communities of practice like this are so valuable.

We've had a few questions and answer, but if you go away today and you think, oh, I wish I asked that or they never talked about this, feel free again, just send us a line. But if you want to ask a question now, we are sticking around. There is no one else left in the office so we can chat and not be interrupted by these people already have a very long weekend. And finally, we will get the slides out to you from this webinar within the next five working days. Again, as I've shown you or I mentioned before we do put our webinars, our recorded webinars up, but that takes a little bit of time. They have to get checked and the captions needs to get done. And as you can imagine, it probably takes probably 300% longer to try and translate what I'm saying into the captions.

So yeah, so please bear with us. But again, the address is down there and I know some people were asking about other slides from other webinars. Again, send us a line and we can send them to you. And finally, this is a really good little jigsaw puzzle slide that just shows you all the great links within our website so that you don't have to spend half an hour trying to find something that seems like it should be quite simple. Look, I've been here almost six months now. I'm still discovering great things on the website, but to find them is a different story. Anyway, I won't keep you any longer. I really appreciate your time today. Thanks very much. And also, I just want to say thanks to Alex and Jo. Jo's struggled through this with our cold, and Alex has been working on the background with Slido and answering questions. So thanks very much, ladies.

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