**[Alexandra Shepherd]:** Hi, everyone. Welcome to our webinar this afternoon on Work-Related Skills. If you have joined us before for one of our webinars, you'll be familiar with some of the questions that we ask at the beginning. We like to start with a couple of Slido questions just to get the ball rolling, get us thinking for this lovely afternoon. So, what we have this afternoon are a couple of questions just to see where people are at in their teaching of work-related skills. The first question is what is the biggest success that you've had to date with implementing WRS in your VCE VM or VPC curriculum? The second question that I'm going to pop up in a moment is what is the biggest challenge or barrier that you might have found with implementing the VM or VPC curriculum or assessment in WRS?

I'm going to leave those open-ended questions for you to get thinking about this afternoon if you'd like to pop in your answers before we make a full start to our webinar. I can see that a few people are still joining us. So if you've just jumped into the webinar, good afternoon. We've just got a couple of Slido questions that we're going to put out to everybody this afternoon just to see where everybody's at in their teaching of WRS. First question is what's the biggest success that you've had? It doesn't have to be a major glaring thing. Could have just been a great discussion that you've had with one of your classes around one of the areas that you've been teaching. I can see people are typing, so I'll give everybody maybe another minute to do that first question. Then I'll put out the second question for you.

All right, I've just launched the second question there. What's the biggest challenge or barrier that you have found with implementing the new VCE VM or VPC WRS curriculum or assessment maybe, all things that we're going to discuss in our webinar? I'll give everybody a chance to jot down their thoughts on that one before we move further forward.

All right, so I'll leave that second Slido question open for those a couple of people still typing that I can see, but we will move on. I'd like to start today by acknowledging the traditional owners on the land of which we are meeting today, and pay my respects to elders past and present for the memories, traditions, and the cultures of the aboriginal and Torres Strait Islander people across the nation. Welcome, everybody. My name is Alex Shepherd. I'm a senior project officer here at the VCA. Joining me here today is Mandy Holmes and Jo Binns who are education specialists, and we're going to talk to you about all things to do with WRS.

You might have joined us for some of our webinars that we ran in term one, which were really focused on setting up your classroom to teach the new curriculum, and or if you're a coordinator, how to actually put a few things in place for your cohort. What we're going to do this term is a little bit different. We're going to really focus in on the four different subject areas and have a look at in detail some of the really specific things that people have mentioned to us that they've got questions on, and try to address some of those. For our session today, the chat function has been disabled, but the Q&A section of Slido is still open. So if you'd like to ask us a specific question about something that we're discussing or something that's popped up at your school or your educational setting, please feel free.

We've got members of our team here today who will be able to answer questions. If it's a little bit chunky, or it takes a little bit to get through the answers, and we don't have time to do that today. We will let you know that we'll email you in the coming days so that you get an answer for your question. Of course, if you do have a really intricate complex type of question that you'd like support with, please do feel free to email us at vcaa.seniorsecondaryreform@education.vic.gov.au. While I'm talking today, if you'd like close captions, there is a CC button in WebEx that you can press just so that you can see those closed captions displayed.

All right, so what we're going to be talking about today, as I said, is all things work-related skills specific, and really digging into the curriculum, and looking at it from a couple of different perspectives, and also providing teachers with a range of resources that hopefully you can take away today, and use in your classes, and provide you with some ideas. But, we do recognize that teachers, they're experts in your own subjects and your own settings, and we do learn best from each other. So, we want to give a little bit of time to sharing your ideas that are really working for your students. We appreciate that there are probably some really seasoned previous VCAL teachers here with us today, as well as people who have been maybe thrown in this year to teach WRS for the first time with the new curriculum, which might be a little bit overwhelming, so want to make sure that we have a range of resources that are going to work for a range of different settings.

So, one of the things that I guess we wanted to address from last term is that the webinars whilst informative, people were asking us for them to be a little bit more interactive. We certainly do take on any and all feedback from our viewers, so we did want to make today's workshop really interactive. Unfortunately, we were hoping to do breakout rooms that this version of WebEx does not support. So, we're going to try and do things through our Slido, where people can talk to one another, but what we are hoping to send you away with in a few days is the slides from this session with links to the resources online as well as all of the ideas that people have generated today so that we are getting a really nice comprehensive overview of WRS and all things to do with activities and ideas for resources that you might need for teaching the content.

Of course, we can't cover absolutely everything in only an hour and a half, but we plan to do our best. Thank you to everyone who did fill out our pre-webinar survey. Just to give us some ideas, it's really great when people do this because it gives us ideas about what you can learn from, and what we can be delivering to you in terms of content in our webinar. So, thank you for that. This session will be recorded today, and in time, it will be put up on our website, so you can have a listen back to that. Hopefully that is of assistance for you or your colleagues. I'm now going to hand over to Jo who's going to talk to us about applied learning approaches.

**[Joanne Binns]:** Thank you, Alex. So if you've joined other webinars with us this year or some PL last year, you'll be familiar with the pillars of applied learning. There are a set of approaches that should be kept at the forefront of thinking about developing and delivering applied learning curriculum in the VCE VM and the VPC. The pillars are also here for us to be able to explain what good applied learning is, and enable a consistency of approach. We've covered these extensively before, so we are not going to spend a whole lot of time explaining what they are today, but we're going to use them instead to give you a chance to reflect and a chance to share. However, if you do want to learn more about the pillars of applied learning after today's session, we have heaps of resources available on our professional learning website.

We conducted a webinar last term that you can watch, but we also have several on-demand modules that you can work through at your own pace as well. So, this document hopefully is also familiar to you. It's available at the beginning of each curriculum and study design in the VPC and the VCE VM. It might be handy if you're not very familiar with the pillars to perhaps take a screenshot of this to have in front of you for our short reflection activity. So, I'll just pause for a moment. If you don't have this document at hand, you can take a quick photo or screenshot, but we will have the pillars listed on the Slido question as well. So, this is just if you want that extra detail.

All right, so this is our first... well, our second I guess, sharing activity. We really want to get as many ideas as possible shared during the course of the webinar, so please write down any ideas that jump out at you, but also know that we'll be getting these ideas to you in due course, so you can see what other people have been writing, and you can of course jot down the particularly inspiring ideas that come up, but you will get access to all of these later. So, for this letter, we'd ask you to select one of the pillars, and share how you are using it to build your curriculum and assessment in WRS. If the pillars feel something that are not yet familiar to you, I'm sure if you have a look at that list that you'll be doing these things with your students anyway.

So, we've got motivation to engage in learning, applied learning practices, student agency, student-centered flexible approach and assessment practices that promote success. You might like to put down something that is an idea or activity that you have run that's connected to the pillars or something that you're thinking about running in the future. Oh, and one of the quirks of the way Slido works is that you need to put an answer in before you can see what other people have written, which feels a bit mean, but that is the way it seems to work, at least on our end. So if you're wondering where all the good information is, you need to also add something in.

We'll leave this open for a few minutes. We've got some ideas coming through agency and tailoring to individual interest. Ooh, someone has listed the Beanie project, and I don't know what that is, so that sounds really interesting. Some students got to go to the Formula 1 GP. Oh my goodness, brilliant. Yes, making sure that students can talk about their personal interests and desires to show competency is great, student agency where students are working together to brainstorm projects and then vote on what they're going to do, relating topics to the workplace, working in a low socioeconomic area. VCAL has been seen as a dumping ground in our setting, so now we're working to build opportunities for our students to take pride in ownership in their learning in VCE VM. That is great.

I love to hear that the students are getting on board and helping to build the curriculum to suit them. That sounds really fantastic. Everyone's writing great stuff here. Desired pathways, community fundraisers with buy-in. Someone has put a smiley face with stars for eyes, and that is how I feel too. Oh, running a guest speaker program, great, industries that the students are studying vet in. Brilliant. All right, we might just give people 30 seconds, well, 30 seconds, 15 seconds. If you haven't hit enter and added your response, there'll be a minute, or there'll just be a few seconds to share. There's more sharing later on. So if you have some great ideas that you are still thinking through, there's some time later to look at those.

All right, and while we're on the subject of... Thank you very much for sharing, everyone. That's great. While we're on the subject of reflecting on the pillars of applied learning, I wanted to share that thinking about the pillars are also a really great opportunity in terms of using them as reflection tools when you're planning curriculum and activities with your students. So if you joined our assessment overview webinar in term one, you'll have heard from Christina who's a teacher who shared how she's using the pillars for both student and teacher self-reflection in how her school is running out the VCE VM and VPC. I think that... Are they running VPC? I'm not sure. Anyway, definitely VCE VM.

So, having students understand what's underpinning their learning, and giving them the chance to think about when and where they can see the pillars in action can really start to grow their insight into the metacognitive processes of their learning and why they're learning, and why you are teaching them in the way that you are. But I also really just loved how Christina talked about using the pillars as teacher self-reflection, because it's also an opportunity to make sure that you as a teacher are meeting what is essentially a promise to students who choose applied learning streams about the kind of learning that they will be doing with you. So, how are you in WRS making sure you are understanding and encouraging students' personal education and pathway goals, for example, which is part of one of the pillars?

We've just had some really great suggestions and work that's already being done, being shared. So, it's really heartening to see the connections that are being made to the pillars. That's really, really fantastic. So when we're looking at planning a unit of work, we like to show this document, because what we expect is that schools will be ensuring that all learning outcomes are being met, and that this is supported with the pillars of applied learning. So, it's good practice in planning to start with the outcomes and with the skills and knowledge that you're trying to get across with the students, and understanding really deeply those outcomes or those learning goals for VPC is where we can create flexibility really in applied learning.

On top of creating a valuable and engaging learning program, your goal really is also for the students to achieve their VCE VM or their VPC. So, this outlines a little bit of that backwards by design process that teachers are really generally quite familiar with, but starting off with those outcomes and thinking about what they look like or, sorry, what they look like in the real world is the next step. So then from there, we think about the evidence that we need to collect to show that students have achieved the outcomes. Then lastly, we think about the teaching and assessment materials or activities that will help students to develop those skills and knowledge, and ultimately be assessed at the standard indicated in the outcome.

So you'll notice that this slide does not mention the word assessment specifically. Rather, it talks about evidence. This is because activities and classwork or really anything that you're doing with students can be used to show how they're meeting the outcome. So when you're planning, just keep that in mind, and just think about, and we'll talk about this a little bit later in the webinar, how you might track how students are meeting the outcomes or the learning goals. It doesn't have to be this whole big scary assessment piece of work. It can be gathered throughout the course of the class. The other thing that this tool can be useful in helping you to think through is as we are transitioning across from VCAL into VCE VM, you might have some ideas or really successful things that you've been doing in the past in WRS that you want to think about translating across.

So, you might have a really great activity, so instead of starting with the outcome, you might be starting with the activity, and then filling in the other connections around that. So yes, it's really important to keep those really great things that have been working in the past. This is very, very tiny on your screen probably, but we will send this document around to you. It's a planning tool we developed for the face-to-face workshops last year, but we know that schools will likely have their own planning in line with their other planning protocols, but we wanted to show you this as really a reminder that there are a few things that are really applied-learning specific that you should be keeping in mind when you are planning for your WRS.

In particular, thinking about links to community or industry, they're so vital for WRS in helping students to apply the concepts they're learning to their world and to the world outside of school. We've already seen that a lot of the people in this webinar today are considering that. There's a section to make sure you're thinking about the pillars of applied learning, and there's also a section for considering how you might link into other studies. This is worth contemplating, particularly for WRS. We've seen really great WRS teaching and learning when it's combined with other studies. So, sometimes even just finding out what is planned in the other subjects without needing to do a whole integrated project or unit can be really worthwhile.

For example, I heard about a small school recently where the students were preparing to go out on an excursion. I don't think it was for WRS. I think it was for another subject. But then when the other teachers found out about that, they realized all the different ways that they could use that excursion to feed into what they were doing in their other classes. We know, of course, though that it can be challenging to find time to speak to teachers of other subjects, I mean, let alone sometimes your own teaching partners in the same subject, but trying to figure out some of those communication channels can bring up rich rewards in terms of connecting student learning and deepening that learning.

So yes, even if you're using something different for planning, keeping those elements of applied learning at the forefront as you think through WRS is really important. I'm going to hand you over to Mandy who's going to talk about some key points of the curriculum, and a few other things as well. Thanks, Mandy.

**[Mandy Holmes]:** Thanks, Jo. There's a few key points about the new WRS curriculum that we wanted to highlight here for you. So as Jo's already discussed, all the VCE VM and VPC units are underpinned by the pillars of applied learning. Assessment is standards based and no longer competency based, so we'll go on and explain this a little bit more in later slides. There are no longer equivalent studies to meet work-related skills units. Structured workplace learning recognition cannot be delivered any more instead of work-related skills. However, satisfactory completion of work-related skills is no longer required before students can participate in structured work learning.

VCE VM students must do two units of WRS at VCE VM level to meet the certificate requirements. If you have VPC students, they must do two units of WRS at VPC level to meet the certificate requirements. A differing point of the new curriculum is the VCE VM portfolio, which is in unit four. I think actually really, really nicely, this segues into a question that we've had in our Q&A, so Alicia, I hope this is going to answer your question. The portfolio has been intentionally designed so that students can use this as a learning opportunity to prepare them for life after year 12. Perhaps something can be used as a conversation starter with their prospective employers or as an opportunity to engage in reflective conversations with their structured work learning employer.

The unit can be delivered concurrently across the year if that's more suitable for your cohort. But additionally, if you have VPC learners in your classroom, VPC unit four may be incorporated perhaps into a portfolio. There are also opportunities in VCE VM unit two to start explicitly teaching students the skills of collating important documents and reflection to support their portfolio. The reason for us raising this here, not just because we've had a question on it, but is also to get the you thinking that encouraging the use of a portfolio is a way of collating different bits of evidence throughout the studies can be a very useful learning tool. A lot of schools start discussing and collecting material for this from day one as this provides students with concrete evidence and examples to share, as we've said, with prospective employers.

As you're hopefully most likely aware, VCAA have produced a range of support materials that provide advice on how to approach the studies in VCE VM and VPC, and to assist teachers to develop the individual units in a program. We thought it might be worth spending a few minutes here just clarifying what sits where, because we're very well aware that sometimes the website, although has a wealth of information, and it can get a bit difficult to navigate. The support materials are broken down into four sections for each study. So if you went onto the WRS curriculum page, you'd find the support materials. Under the advice planning tab, advice includes advice on developing a program including integration of studies, authentication, discussion of employability skills and glossaries.

There's also a range of detailed sample activities, advice on assessment, and also sample approaches to assessment. Under the teaching and learning advice tab, there are detailed sample units of work or exemplars together with rubrics that have been developed by experienced practitioners, and these will be further added to over time. The assessment tab gives general assessment advice and links to relevant administrative handbooks and relevant documentation. The applied learning tab includes advice on, I'm sorry, approaching applied learning and integrating studies. So as I said, under the teaching and learning advice tile, we have detailed sample units of work. There's at least one exemplar unit for each unit in VCE VM and VPC studies.

Further exemplar units will be added, as I've said, over the coming months as they're developed. The exemplar units located under the teaching and learning tab of the WRS curriculum, and each exemplar unit includes a week by week planner, a unit plan description, an integrated unit suggestion, suggested resources or required equipment for teaching that unit, activity outlines and the all important assessment rubrics that are attached with that unit. To further support teachers, we've produced an inventory of the WRS exemplars and rubrics that have been produced to date for both the VPC and the VCE VM. So if you're needing support or ideas for a particular unit or outcome, you can look that up in the inventory, and figure out where you might want to start.

A copy of each of these inventories will be included in the slide pack that's sent out after this presentation. VPC units have been designed to align with the VCE VM units to enable providers to deliver the VCE VM and VPC within the same classroom where required. All the VPC units can be completed in any order and in any year. The units can be delivered in a flexible manner, and they don't have to be delivered sequentially. The VPC is pitched to AQF level one, and is designed to give students the foundational knowledge and skills they need to transition into the senior secondary certificate. It's this flexibility that allows the, sorry, allows the studies to be taught and the students side by side in many ways, as we can see on this slide, an example of activities that could be used by each cohort in the same classroom.

These come from our previously mentioned exemplars. So, the VPC activity one, introduction to interest, skills and capabilities in the workplace, and Activity two is a short research task and career quiz. The exemplar activity six is for VCE VM, and that's a far more detailed and intricate research task with a presentation. So again, you can see how those two studies align, but the difference is in the depth of knowledge that's required to complete the tasks. This slide merely summarizes the outcomes and modules within VPC and VCE VM, and it shows how the units are aligned. As we understand, there are a number of schools where, sorry, VPC and VCE VM, too many Vs, are being taught in the same classroom.

I'm now going to pass back to Jo who's going to discuss some examples from teachers around the state.

**[Joanne Binns]:** Thank you, Mandy. Before we get started with this, I've also had a tech request from our backup team here. If you have questions that are arising, if you could pop them into the WebEx Q&A, and not the Slido Q&A, that will allow our whole team to be able to respond. I think we are limited as to which members of the team can respond to the Slido Q&A, and we hadn't used that feature from Slido before. So if we can just go back to our old-fashioned WebEx Q&A, that would be really more beneficial for you, because then you can see... Then everyone can see the questions. Thank you. All right. So, some of the challenges with work-related skills can come when students don't already have a strong idea of what they'd like to do next.

We're always told that we need to give space to students to follow their passions and their interests, but that can be hard if the students don't know what their passions and interests are yet, or if they don't know how these might connect to the world of work or to some future pathway. I think that WRS is also potentially an opportunity for students to find out what they don't want to do in the future. I, for example, wanted to be a research scientist until I did work experience in a lab, and then I was like, "Oh no, I am not doing that job." So, sometimes that can be just as beneficial to help students think through, but it's also an opportunity... Sorry, it's also why opportunities for applied learning and using those real-world outside of school contexts are so important as this is where students discover the need for particular skills such as teamwork and communication.

When we were out on the road last year, and also in the course of chatting with teachers this year, we've gathered some ideas for topics and activities across the WRS units. These are suggestions. You can certainly plan entirely different topics and activities across the units, but we wanted to give you some concrete examples. We're hoping to gather more from you later in the webinar as well, so please note that these ideas are where the teachers who shared them were lining up the activity. So, you might see an idea that's down for you, unit one that you think, "Oh, that would work in my cohort of students somewhere else in the course". They're also lined up more from a VCE VM perspective just in terms of the order, but many of the activities could of course be modified for a VPC course depending on your VPC cohort.

I won't go through each of these ideas and read them out individually. I'll pull a couple of them out, but you'll have these slides with these ideas on them. I'll speak to a few in detail. So if we're looking at unit one, one of the ideas that came up was exploring industry 4.0, which is something that I needed to investigate further. When I was sharing these slides with the rest of the team, there were a few people on the team that were like, "Excuse me, what's Industry 4.0?" So, I thought I'd explain that one a little bit more. It's also known as the fourth industrial revolution. In the context of WRS, it would really be about helping students think through the current rapid changes to technology, to industries, to society in the 21st century, particularly due to increasing interconnectivity and automation of work.

There could be some pretty cool stuff in there about how interconnectivity and automation potentially affect the skills that we might need in the future to work in this technological landscape. We know, for example, the hot topic at the moment, ChatGPT and other AI tools, they present both opportunities and challenges for us all into the future. Another resource that is mentioned here that has come up several times is the foundation for Young Australians Report Series. I keep putting it on my to-do list to look at it further, but I still haven't looked at it too deeply, but it's one that has been recommended a number of times. So, I wanted to put it on this list. Other ideas about exploring careers and learning for the future on here are fairly commonly used in work-related skills, but I wanted to pull out thinking about the timeline of a career, or asking students, sorry, to find out someone else's timeline or major events that happened throughout their career can potentially be quite interesting.

Sometimes, students think that arriving at a career is quite a linear process, so having them interview or chat through someone whose pathway to an industry or to a job has been unusual or longer or roundabout is always good, because I've seen it remove some of that pressure from students to feel like they need to know right now exactly what they want to do. A year or two ago, I had the chance to observe a guest speaker talk about how they'd studied music to a high level, like really high university levels of music and performance, but that person was there to talk to students about how they ended up with a career in IT, in the oil and petroleum industry. It was really interesting. In the debrief that followed, many students really expressed a relief in knowing that there are many different pathways to a job or to a career, and it seemed to take some pressure off the students, that pressure that they feel when they're surrounded by peers who know what they're doing next.

So, that confidence that you can take a step forward with an idea in mind, but you can also change direction if you need to can be really comforting. We've got this quick diagram here just around that idea that job and career pathways might not always be linear. Having guest speakers or people from jobs or industries that visit, explain or even point out which of these best represents how they arrived at where they are now can help students think about that concept as well. As I mentioned, I wanted to be a research scientist, and my pathway to working here at the VCAA is that pretty squiggly line on the bottom there, but this kind of discussion and activity might line up with that timeline of a career or job that I mentioned on the previous slide, which I'm going to go back to the previous slide now to talk a little bit about unit two.

Unit two is asking students to explore workplace skills and capabilities. One thing that's worth noting is that we've heard of some schools who've decided to swap the order of unit one and unit two as they thought that the aims of unit two were important to have first to then lead into the ideas that are explored, like the exploration of careers and learning for the future in unit one. When the curriculum was being written, there was definitely a lot of conversation around which unit to put first, and there was quite a bit of back and forth. So, this order was arrived at after extensive consultation and discussion, but there is definitely an argument for either order. This might be something you'd like to consider in the future. If you've done it in the flipped order with unit two going first, it would be really great to hear about how that's going for you.

Again, that's an opportunity for sharing later on. A reminder that all VPC units can be completed in any order and in any year, so that might also help you when you are running a combined class. I wanted to pull out the activity here of creating a job advertisement or listing. It's a pretty common activity, but there's lots of different ways that it could be done potentially even to give students a bit of choice depending on your cohort. Again, you might have students who are really set on what they want to do, and students who are not sure or are exploring. So, the ideas that we've heard for this are around creating a job advertisement for your ideal job, like the job that you would like down the line further where you'd want to end up in your career, or creating a job advertisement for your current skillset or creating one for a skillset you would like to develop, or creating one for a particular industry.

You might even take it further and have students create a job ad for a job that they wouldn't want, that they wouldn't ever want, something they'd never want to do, which may be a place to spark a discussion about what the opposite of that might look like. That might be something to try with students who feel a little unsure of their pathway. On this slide, you can see in the middle the more ideas link. That will link to some of our sample activities right to our teaching and learning tabs. These are different to the exemplars, and it's a bunch of ideas to help inspire you in your teaching of WRS. Unit three represents a bit of a shift in terms of what's included as compared with VCAL, especially as it pertains to broadening the idea of safety at work to include that mental health and psychological safety in the workplace.

Even though they're different in scope, VCE VM and VPC both have a strong focus in unit three on workplace rights and responsibilities. There are some great suggestions for potential guest speakers here, and having those speakers frame their talks in terms of those rights and responsibilities, or having students prepare questions around that topic in advance could be a good way of drawing out some of those key concepts and the key learning that the students need to do to meet the outcomes of unit three. Rights and responsibilities discussions might be started or framed initially through discussions about rights and responsibilities that students have in your classroom, but also your rights and responsibilities in the classroom as a teacher. This is your workplace. Being in a school is your workplace.

What are your rights and responsibilities as a teacher in the workplace? It could also be a chance to, again, those initiating conversations to think about this through the lens of student reflection on the pillars of applied learning. So, what might be the rights and responsibilities of learners in the VCE VM and VPC as they pertain to and connect to the pillars? There could be... That suggestion from a teacher could be something that isn't introductory activity. Case studies and problem solving or advice scenarios are, again, commonly used, but you could use a similar scenario ,and line it up with student choice of a particular workplace or industry. These scenarios could also start out being school-based, and move out to encompass, say, a student's vet program.

Unit four is really about those final preparations before stepping out of the world of school into the next step on a student's pathway. Although they differ, this is essentially what both VCE VM and VPC are having the students get ready for. So, thinking about the people that the students can practice with and present to is a way of really enhancing this experience for students, and getting them some potential genuine feedback from employers or potential employers, or other community members as well. There's also the opportunity of inviting parents and other important people in the young person's life into hear about, or have them present their portfolios to. It's like a celebration of the students' schooling and the skills and achievements that they have.

One school told us about how they were planning. They were going to plan to have a pizza night for families to come in, and have the students present their portfolios there. I believe that the next slides are Alex's, and so I'm going to hand over to her now. Thanks, Alex.

**[Alexandra Shepherd]:** Thanks, Jo. We're just going to have a look at where the place where I like to start, which is the study design for VCE VM unit two. I've picked out unit two because we are pretty much almost, well, 60% of the way through unit one. Most people, if you've done it in that order, you may be halfway through or 60% of the way through unit two. I apologize if this is recapping some information, but I just wanted to go over some of the expectations, and look at some of the language that's been used in the study design. So, if we have a look at unit two, we're talking about workplace skills and capabilities. I've highlighted a few of the key terms as you can see on your screen, but one of the, I guess, main points of this unit is to look at what the skills are that the students are bringing to your class, and how to get them to use that language when they're talking about themselves in the form of a resume or a cover letter, or potentially doing mock interviews, and getting them ready for that real world job hunt that they'll probably have to do when they finish school.

It also looks at how we are training. I apologize for the barking in the background. That's my dog. If you can hear that, sorry about that. The training that you may or may not have to do in the future as the job market does change. So if we have a look at some of the resources that are available online, most people will be familiar or potentially have a career's teacher within their school who can actually direct them towards some of the areas as a starting point that you can start with for this particular unit. Some other resources that are available on the just government websites, the VCAA's career education website has a few ideas, getting students thinking about different careers and different industry specific skills.

We've got the Australian Center for Education Industry Resources. The one I particularly like is the Careers and Transition Resource kit, which I've got a link to it there. They've actually got some lesson plans and some ideas for how to get your students thinking about their own personal skills, and how they can talk and discuss those. Additionally, if we're thinking about what could we be doing and looking at in our local community, because we do want to capitalize on the people around us, have a think about talking to parents in your area, and maybe they can come in for a quick chat with the students. But also, we do have the lens in most of all of the regions, so don't be afraid to get in contact with them, your local learning and employment network leader who can actually set you up or your school up with that partnership.

So, looking at really industry specific people who can come in and speak to your students, because what works in one region may not work exactly the same in another region of Victoria, so want to make sure that it is really specialized to your area. Moving on to VPC, if we have a look at VPC unit two, I'm not going to go through all the modules in unit two, but I just wanted to touch on this, because it does ask you to put together and identify and plan for a work-related activity. Now, many people will be doing this anyway within their schools, but one of the things that's really important, and I think it's important to note, is we are appreciative of the fact that there are maybe one or two VPC students within your VM class, or it might just be a small cohort of VPC students.

So, how does this activity actually work, or how could it work when you have those differing types of cohorts? So if you've only got one student within your VM class, one of the things that you could be doing is getting them to work with different VCE VM students around putting together the activity or what they'd particularly like to do. This might need a little bit more guidance from the teacher in terms of jotting down maybe a bit of a planning guide or something like that to get your students started, just depending on how confident they are and how autonomously they work, how well they work autonomously. If you've got a small cohort or even a whole full size class of VPC students, again, the challenges are slightly different, because you want to work out who is going to do what.

As a teacher, you probably need to be across who is doing the setup, the planning, and the execution of the actual activity. So, this activity works really well to get students thinking about all things related to running a workplace as well as from the setup to the actual whether it's selling something at a little market stool, whether it's running a bake sale at a lunchtime, and there's actual money involved and changing hands. It could be whatever you want it to be, but it is important to work with your cohort, and to think about what is going to, I guess, give them the best example of a workplace that is on just a small scale. All right, so our next Slido question is what are your great resources for WRS, your links that you might have to websites, how-to guides for interview techniques or something like that?

What articles have you maybe been using about the new ChatGPT or AI stuff, or workplace safety or students' wellbeing? I'm going to just open up our Slido question for you to jump in and put your answers in. So, that should be launched for everybody. I'll give everybody a couple of minutes to have a think about what resources have worked really well for your students. If you'd like to tell us a little bit about their context as well, by all means, because I think it is important when we're thinking about what resources are working for you, what the context of the students are actually in that will help other people to understand there. I can see a few people typing. Oh, Dirty Jobs, I saw that TV show. That's fantastic. That is quite good. Fair work, it's been good. Great.

Yes, the 60-minutes episode and all of the articles that have been coming out around silicosis, especially with the changes that they're thinking of making, I think that's a really important one, especially for students that might be thinking of getting into that industry, stone masonry. Cool. I'll leave that open for people to just finish jotting down their ideas, but I will move on to the next slide. With WRS, it is one of the subjects that does lend itself to working nicely with the other subjects for different areas and for different reasons. I'm just going to show you a few projects coming up that are purely just examples, but some of you may be thinking about taking an integrated approach to teaching two, three, or four of the subjects for VPC and or VCE VM together.

It is not compulsory to have integrated units, but if you are thinking about it, it is doable, and it is a great idea, and work related skills, many of the units do work really nicely with the other subjects. So, if we have a look at the next slide, I've taken an example of one of the topics that I know a couple of schools have done in the past, which is designing a walking tour or an excursion of Melbourne CBD. I appreciate not everybody could physically go there just based on your location, but you might think about doing this in your town center if you're in a regional town, but putting together an excursion doesn't have to actually mean that the students physically go there. When we think about the cost and the staffing involved, it just might not be doable in some educational settings.

So, this activity works really nicely if you are just getting the students to research and put down an itinerary, a brochure or a poster that represents what an excursion or a walking tour of Melbourne might actually look like for a day, for a couple of days, or even a whole camp as I know some schools have done in the past. We truly do support the out-of-class experience, and with work-related skills, a lot of the things that people are doing will be out of the classroom, or getting people in to talk about their experience as it might be really different and, I guess, really exciting for your young people. With developing an activity like this, I'm not going to go through all of the different subjects.

But if we're starting with work-related skills, if we have a look at the purple box, which says... Hopefully everyone can read it. It says, "We've got a discussion or a report of employability skills and workers rights and responsibility, which links nicely to VCEE VM unit three area of study two. Now, what you could essentially do is have the large scale project such as this that students are working on, and have them all working on the different areas for the other subjects. So for example, with literacy, they might be actually creating the itinerary, or writing a review of the places they've visited. So, what you can see is that I've got listed down the ideas for the activities as well as the links to the units that work really nicely with those activities, but this is not by any means an exhaustive list.

There are so many options that you could do here. Moving on to the next activity, it's a little bit more small scale, but thinking about, especially if... This works really nicely for VPC students. But if you've got your students working on a particular project, and are there a way to keep consistent or to keep them on track, or could be used as one area's final assessment piece, especially for literacy or work-related skills is a reflective journal where students reflect on a particular project from the four different perspectives. The teacher might put together sentence starters to get the students thinking about how to think about the differences between the different subjects on that particular activity that they've done. That's another idea that you could do if you've got an integrated approach.

Finally, one of the, I guess, more common ones that we have all been familiar with here at the VCAA is running a cafe. Some of you are listening maybe familiar with doing this. Maybe you've done it every year with your VCAL cohort, but putting together a project like this, again, it really works for work-related skills, because the students are literally seeing how workplace is running in real time. So, you could have the whole project around that, or just questions for the assessment component if you're doing that for VCE VM unit three around the hospitality industry, but this also works really nicely for VPC unit two, as I mentioned earlier. You can see again how if you were going to go with that as the large scale project, how all of the studies relate to that one particular project.

So, it is really important if you're thinking about or planning to do an integrated approach, you need to be collecting separate evidence for the assessment in each subject. So as a teacher, the students do need to be clear on which outcomes are being assessed, and what evidence they need to provide of learning and what you're going to be collecting. You need to be able to explicitly show where each study is being assessed. So, I just want to be really clear about that. It's a great idea to integrate the studies. But if you are planning for the assessment component, they do need to be separate. Now, I'm going to hand over to Mandy who's going to talk about approaches to the assessment.

**[Mandy Holmes]:** Thanks, Alex. For those of you who've taught VCAL, you'll be familiar with the competency-based assessment that this was designed around. Students in VCAL were deemed either competent or not yet competent in a particular area. The VCE VM and VPC have been designed around standards-based assessment, and the standards describe what students should know and be able to do in relation to established criteria. They're distinct statements. They provide the building blocks for competencies, and whilst the competencies describe how the students apply and transfer their learning to new context and situations, standards speak to a predefined level of quality or attainment of those competencies. So, each outcome in VCE VM or learning goal in V PC is the standard against which students are assessed. So, they're satisfactory or not satisfactory.

In order to meet this standard, the student must develop capacity in, or demonstrate the relevant key knowledge and key skills in VCE VM, or the learning goal and applications in VPC. Although the study design states that to achieve each outcome, the student will need to develop capacity in the key knowledge and key skills outlined, each of them do not need to be explicitly taught or assessed individually. So, they are encapsulated by the outcome, but they do don't need to be ticked off like a checklist, rather use them to build your teaching program or to deliver an outcome to guide you as you're going. As Jo's already discussed, all of our studies are underpinned by the pillars of applied learning, and the assessment pillar stipulates that assessment practices should be designed to promote success.

In WRS, this may mean, for example, when you're asking students to discuss the rights and responsibilities in the workplace, you allow them the flexibility to focus on a workplace that they have particular interest in. So, don't make a student who's doing a WRS task and working in a cafe if they will want to be farmers, for example. So, allow students to be creative in the ways also that they present the information. It doesn't have to be a Word document. They could verbally present it. They could create a video, a role play, a podcast, however they feel most comfortable presenting the information that they have and the knowledge that they have. If students don't quite meet all of the requirements of an outcome in one task, they can be given further opportunities to develop their understanding.

The purpose of assessment is to collect evidence of their understanding, and that can look a whole lot of different ways. So, each of the outcomes in VCE VM states that one assessment task must be selected from a stipulated list and then a further list of activities that the assessment should also include. This list is by no mean conclusive. Other tasks can also be used. Usually, the must tasks are still pretty broad, and can be adapted to suit your cohort. There's also no requirement that this task is the major assessment component of the outcome. It just needs to form part of the evidence of students meeting the outcome. The VPC, by its nature, is designed to be delivered flexibly to suit the needs and circumstances of the individual student.

The VPC is not limited to any one assessment task, but rather suggests a combination of activities where students could apply and demonstrate their learning. Again, these are not conclusive, and any other tasks may be used that you feel demonstrate their competencies. In the VCAA study design, an assessment tool is described as a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist. This slide just gives some examples of different ways of gathering evidence to cater for individual learning styles within your classroom, so for example, an observation checklist of an industry visit. Mock interviews are obviously a favorite for WRS, and these can be also be linked with peer assessment perhaps.

An online portfolio is another assessment tool. Again, as we stated before, it doesn't have to be. Although in unit four, it does have to be online. But for other students in other units, it could be a hard copy, and not necessarily an online portfolio. We have a number of sample rubrics attached to the exemplars on our website. Teachers are encouraged, but, sorry, by no means mandated to use rubrics as a great way to clarify the requirements for students and how they meet the expectations for the task that they're working on. If you haven't used rubrics before, please feel free to utilize our exemplar rubrics, and modify them to your own purpose.

Rubrics can really be motivating for students. They can outline exactly what it is that they need to do to improve, and this connects well to the pillar that allows for incremental indications for success. The all important question, what happens if a student is not meeting the standard? In line with the VCAA's special provision for school-based assessment, the classroom teacher may wish to check that students are provided with multiple opportunities to demonstrate their learning. The outcome has been assessed holistically against the key skills and knowledge. There are a variety of assessment modes available for each outcome, and where possible the assessment mode is negotiated with the cohort, and caters for their different learning styles.

If each of these opportunities are being met, and it still felt that the student requires further support, it may be appropriate to investigate the VCAA process for special provisions for school-based assessment. Information about this process can be found in our VCE and VCAL administrative handbook. Again, if you have any questions about it, you can contact us or your community of practice. So, communities of practice have been established as part of the senior secondary reform, and they provide fantastic support to teachers in the form of a robust network in your area that focuses on collaboration and development of high quality curriculum and pedagogical practice. They're each led by expert applied learning practitioners, and they support, as I say, collaborative work of teachers across schools and their development of teaching and learning plans for each of the new certificates.

The learning... Sorry, the leader of each community of practice will directly support their members in planning and implementation of the VCE VM and VPC. They disseminate relevant resources, information, training opportunities. They facilitate guest speakers. Most importantly, they facilitate that collaboration between other teachers, particularly WRS teachers for you in your area. The COPs generally meet once a term, and that can either be face-to-face or online, depending on suitability. The COP leaders communicate electronically with members on a regular basis to ensure that each of their members receive the up-to-date information from VCAA in particular, but also from other areas. All our COP leaders will be meeting in a couple of weeks time, and will be discussing ways to support their COPS in moderation of student work.

As we know, this is something of great interest to many teachers. If you are not yet a member of your local community of practice, and you would like to become a member or seek additional information, please contact us on our email Senior Secondary Reform, and we'll be happy to put you in contact with your local COP leader. I'm going to hand back to Alex now to talk a little bit more about rubrics.

**[Alexandra Shepherd]:** All right, thanks, Mandy. I do realize that this slide isn't totally readable, probably from your perspective, but I'm going to show you a zoomed-in version in a moment. These are rubrics from the VCAA website that exists already for unit one in VPC, and for unit one, outcome one, in VCE VM. What we've just done is given a side by side comparison of the two rubrics so that you can see visually how, I guess, complex the VCE VM rubric is compared to the VPC one and how stripped back the VPC one is as it is pitched towards the AQF level one as opposed to VCE VM. We do have a look at the VCE VM rubric in a little bit more detail. Hopefully you can read it from your perspective. We do have the areas, so not yet satisfactory, satisfactory, achieving and excelling.

Now, you don't need to do this within your school. If your school likes to do something different, then by all means you can change it, and just keep the wording that's similar or the same, but we do have really clear reference to the key skills and the language that we saw in the study designed by referring to the domain verbs such as describe, compare, explain, et cetera, which is a little bit different to how the VPC rubric has worked out, because the focus is actually more on the actual assessment dialogue that they've been using for that particular assessment. However, the other wording around not yet satisfactory, satisfactory, achieving, excelling is similar there. So, there's a fairly uniform way that the rubrics have been written for the VCAA website.

It is not compulsory for you to use these rubrics, or for you to use this style of rubric at all in VPC. These are just suggested ideas. Especially if you're teaching it for the first time and just want to go with something that has been approved by us, then please feel free to download those ones to go along with the units.

**[Joanne Binns]:** Before we start sharing, we just wanted to take a moment to help you feel confident to share today. We've said some things in previous webinars, but the WRS curriculum is really going to come to life and be useful in different cohorts in different ways. So, even if you are new to applied learning, you are the expert in your students and also in your school setting and context. So, we definitely, when we were on the road, had different parts of the state really talking about what jobs and skills were needed in that area, or what the interests of students were. It could vary quite widely. So, please be sure to share any of your ideas. I remember one teacher. I think it was when we were up in Horsham talking about how just any subject for anything she had to relate it to farming to really get her students excited and involved.

So if you have got a particular cohort like that, please feel free to share what is working with them. We've got time now. We can see the Slido is open, but this was really so appreciated, that ability to share. We'd like you to think about what has worked well for you. It can be really to any timescale. So, it might be a lesson or even just an activity within a lesson. It might be a task that has spanned weeks, or it might even be your whole approach to something which is maybe reflection throughout the unit. It could even just be some conversations that you've had on an excursion, and how you drew certain thoughts out from your students in that setting. The other thing that you might like to consider is ideas that have potential ,because this is our first year with these new studies, and sometimes we ourselves need to be applied learners.

We need to act and then reflect as well. So if you've got an idea that you've tried that didn't quite work out as you planned, but you know, you've reflected and you know how you're going to do it again next time, that can also be really useful for other people to hear about too. One other thing that a number of teachers have been telling us through communities of practice meetings in particular is that a really big issue in this post-COVID schooling landscape is student engagement. So if you've had something that worked really well to engage your students, letting us know what that is and how that worked would no doubt be appreciated by others. We asked you to bring along your teaching and learning materials, so feel free to take a bit of time to look through those.

We'll have a good few minutes to keep this Slido open, because we do want to get as many ideas as we possibly can. So please share your idea with enough detail that someone could get a decent idea of that activity. You are very welcome as well to add which unit you did it in. As you saw though, different ideas can come at different parts of... Sorry, people might assign different ideas or different activities to different units than other teachers as well. We've got a few ideas coming through. Young Workers Center, guest speakers on youth rights. Young Workers Center could be worth looking up. That sounds really interesting. Lots of classroom discussions. I love that. If you've got any further suggestions about what goes into setting up those discussions and on what topics, I would love to hear a little bit more from that person about their classroom discussions.

Because as we all know, sometimes organizing class discussions, depending on your cohort, you need to do a lot of work to set up those questions. Having lots of different voices, not just me, I think that's so important, especially I mean for all the subjects, but for work related skills, and hearing from all sorts of different people. Really great. Local len, connecting into the local len has been successful. That's great. Students running small pop-up eating activities, I like this one. Using them as fundraisers to cover the costs, and it looks like there are some VCE VM and VPC integration with that as well. Promoting social justice needs, it sounds like a good connection potentially with PDS as well.

For unit one, the first outcome, two guest speakers, a maintenance person at school, that's such a great example of utilizing the people that are around you that are on campus, a really, really cool example there. Second person was a personal trainer who was an accountant and changed her career. Oh, a squiggly lined pathway, great. Excursions to Vic market, and doing further accreditations. Excellent. Hearing from ex-students from the past couple of years is always a good one so that they can hear from someone, again, not just you, but seeing where people have ended up, that is a really great idea. The big issue online or face to face, WRS issues are quite different for the big issue, and having class discussions run in a circle where all students are facing each other has worked well.

I guess that's... Is that similar to a... I've set them up Socratic seminars or fishbowl discussions as well. That sounds great. Students with VPC learning challenges do structured workplace learning with the college staff and with the garden staff. Great. Such good suggestions here. I'll give everyone... How are we going for time? Maybe I'll give one more minute to pop in those last ideas. Community partnerships, helping primary schools with sports, nice. Pamphlets for a certain career that they researched, nice. Doing a hands-on activity. Very good. All right. Thank you all so much for sharing those ideas. As we mentioned, we'll collate those, and send them out to you with the slides.

We have a bit of time now for question and answer. Alex, do you want to have another go with your sound?

**[Alexandra Shepherd]:** I don't know if it's any better than it was before, but actually just having a look at the list, it seems like all of the questions have been answered. So in the chat, just having a look. A question there, what is the difference between what the students will produce and what the students will submit for assessment? A lot of folks responded too. I think that'll be responded to [inaudible 01:13:39]. That's it.

**[Joanne Binns]:** Last chance to ask questions from anyone in the crowd. If you do come up with a question afterwards, then let us know.

**[Alexandra Shepherd]:** Friends asked the question when we get eligibility option on [inaudible 01:14:07]. That might be a question best directed to the support team, which hopefully somebody who is online can maybe put in a link to the best support team for Friday.

**[Speaker 4]:** I can do that, Alex.

**[Alexandra Shepherd]:** Thanks.

**[Joanne Binns]:** I can finish this out if you like, Alex. We'll aim to send the slides and other materials generated within five working days. I've just noticed that we haven't changed this slide. We had another webinar on this topic last Thursday, so we'll be combining all of those ideas. We are going to also give you a chance to give us some feedback in a few moments. One of the things that we'd really love to hear from you, if you have a moment, is about the timing of this webinar. For the past year and a half, we've mostly been running webinars after school, usually starting at 3:30, usually for around an hour, but sometimes shorter. So, this is our first time responding to some feedback, not extensive feedback, but we thought enough feedback for us to give it a try to run it during the school day.

We appreciate the difficulties that people have with getting substitutes at the moment, our CRT, sorry, and other things like that, but we also really know that getting through a full school day, and then jumping on a webinar for an hour and a half, especially when we are attempting to make it more interactive is it's just another thing that teachers get asked to do on top of all the other things that you are already doing. So if you have any feedback on how this time worked for you, we'd really, really, really appreciate you taking a moment to just fill out our quick survey, which is about other things, but there is a section for you to tell us more, because that will help us know whether we offer this time again for other subjects.

This next slide is just a link to all of the different resources that we have, and a lot of them have been mentioned today. We have a range of materials. All of our webinars from last term are up. I'd also really like to draw your attention to the professional learning platform where we have online on-demand courses that you can take your time to go through at your own pace. So, thank you so, so much for joining us. I hope that you have learned a lot, or been reassured by what we've covered today. Sometimes, I've, in the past, found that professional learning helps you feel solid on what you're doing and thinking that you are being confident that you're heading in the right direction. So, hopefully all of those feelings are how you're feeling at the end of this webinar today.

Here is a link though to our survey. As I mentioned, we'd really appreciate hearing from you. If you have any further questions about this material, about your particular situation, or about any other aspect of implementing the curriculum, please get in touch with us at this website. It's our team that are here today that are connected to this inbox, and we respond in as timely manner as is possible. Sometimes we get a bit inundated, and it takes a little longer, but we do our best to get back to you as soon as we can. So yes, I'll just give everyone a minute to hopefully connect to our post webinar survey, and give us that feedback.

We really appreciate your time, and good luck to you and your students in exploring and applying all of the great skills and knowledge from WRS this year. Thank you, everyone.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2020