**[Joanne Binns]:** Welcome, everyone, to our webinar on delivering the Victorian Pathways Certificate, or VPC, and the VCE Vocational Major, or the VCE VM, in the same classroom. My name is Jo Binns and I'm an education specialist here at the VCAA in the senior secondary certificate reform team. To get started and get in the mood for this webinar and also to give our friends and colleagues an extra minute or two if they're rushing from their classrooms to join us online, we have a couple of Slido questions. So, Anna is bringing that up right now and if you're here, please just jump in and respond.

So, the first one is, are you currently teaching or planning to teach VCE VM and VPC students in the same classroom? We'll give you a few moments to respond to that question. So, there's a few people who are in the maybe or not sure category, a couple of people who are not yet teaching them together, and yeah, about two thirds at the moment are saying that they will or are teaching them in the same classroom. So, that's great. Perhaps we will go onto the next question. So, if you are currently teaching them in the same classroom, could you share with us what the ratio of VPC to VM students are in your classroom? So, do you have three VPC students and 15 VM students? What's the ratio? All right. So, we can see that usually, it's a lower number of VPC students. Someone's got two classes there, four to 10 within three year levels, two to 22. All right.

**[Anna Fee]:** We've still got a couple more people typing. So, I'll let them finish and then we'll-

**[Joanne Binns]:**Yeah.

**[Anna Fee]:** ... go to the next one.

**[Joanne Binns]:** Five to 12. That's a much closer ratio there, and a couple of people who have two classes with some of the students spread through them. So, a little bit of a mix, but more looking at a couple of VPC students in a bigger cohort of VM students. All right. All right. This question is asking what subjects do you teach? I believe that you can put more than one in. So, you might be integrating or you might be like, "I'm PDS and WRS," so you can click on them twice. All right. So, we've got quite a few literacy teachers in the house and then a pretty decent mix of WRS, numeracy, and PDS, and it's a few who are integrating the studies. Ooh. Numeracy's getting up there. 45. Oh, 47. Someone's teaching the same, sorry, teaching all of the subjects by the looks of things.

All right. We might finish that up there, but it's always good for us to get a little bit of a sense of who is in the room with us today. Thank you, Anna, for running the Slido there. All right. So, to begin today, I would like to acknowledge the traditional custodians of the lands on which we all meet and pay my respects to elders past and present, for they hold the memories, traditions, and the cultures of the Aboriginal and Torres Strait Islander people across the nation. So, you can see that we are running the closed caption option. So, you can click that CC button down the bottom if you need closed captions for today.

You'll also notice that the chat function is disabled in WebEx, but we do have the Q&A section running. So, if you have a particular question, you can pop it in there. We have someone monitoring that throughout and we'll do our best to answer your questions directly today. But if the question is a little bit more specific to your setting or it's something that's not really covered in this webinar, we'll certainly take your information and make sure that someone from the team gets back to you in the next couple of days. Just so you know right from the outset, the slides from today will be also sent around to everyone who's registered. So, don't feel any pressure to frantically copy notes down or take screenshots of everything unless that is your process. I love a good screenshot and putting it straight into my notes. So, do what works for you, but just know that these slides will be available to you in the next couple of days.

All right. So, a little overview of what we'll be covering. Today, we'll look at the relationship between the two certificates, the VPC and the VCE VM. We'll dig in a little bit more into who the VPC is designed to serve so that you can start to feel confident that your students are placed in the right certificate. This also helps to set the scene for how to manage the two curricula together, keeping in mind that while there's crossover, they are two separate certificates. We'll look at a few key concepts to keep in mind and then the real heart of the webinar is looking at a series of potential approaches to planning. So, we'll explore four approaches today and use one of each of the studies to illustrate some thinking around each of those approaches.

As we go through each approach, the aim is to open up possibilities for you and ways into planning an assessment rather than giving you a prescription or set way of doing things because everyone's cohorts, ratios of VPC to VCE VM students will be different, timetables will be different, and so forth. So, we're really hoping that these will be tools and starting places for you to dig in further. Then from there, we'll talk briefly about some other supports that we have available to dig further into some of the ideas shared today and where you can find those. Lastly, I'd like to say that we have a pretty new VPC dedicated team here at the VCAA. You'll meet most of them throughout the session today as they're going to be presenting bits and pieces, and we're really excited to have this team on board to provide that more targeted support for VPC, and yes, as I said, you'll meet them throughout the session today.

As always, we're really happy for you to send us an email if you have a specific question, if something comes up from today. If there's anything at all that we can help you with as you are implementing these curricula, we're happy to help. This is a shared inbox and so someone from our team, one of the people that you meet today will be the person that comes back to you with a response. All right. So, this may be a familiar diagram to a lot of people, but it's the diagram that we've been using to show the relationships between all of the certificates. So, the VCE VM is an appellation that students will undertake if they choose to undertake the mandatory requirements of the VCE VM within the VCE program of study.

But you can also see from this diagram that the VPC is a separate certificate and it's really designed for students who are not able to or just not ready to participate in the VCE or the VCE VM. We want to show you this to keep in mind that they are separate and whilst the curricula have been designed to speak to each other or to sit alongside each other, one of my colleagues likes to say that they are sisters. So, they're related to each other, but they're not the same person. We really need to be thinking not the VPC as not just a sort of watered down version of the VCE VM.

So, this really means that when you've got the students undertaking the two different certificates sitting side by side in the same class, there'll be times of convergence and times of divergence in your teaching and learning. Sometimes, it might work best to have students separately working on tasks to meet their different outcomes and learning goals, and sometimes you'll be explicitly teaching all the students the same set of knowledge and skills together, as you can see where that overlap comes in between the two certificates. So, we have some suitability guidelines for the VPC that are available on the VCAA website. But this slide really is a summary of those. You can see that there are a wide variety of reasons as to why a student might be choosing to enroll in the VPC and why it might be the best pathway for them.

So, it might be that you have students who are engaging in the VPC because they're re-engaging in school, perhaps they've had transient experiences with school attendance in the past, or maybe they've had a highly modified program during the F to 10 years. Some students might be suitable for the VPC because they've had a history of school refusal and it's a way into coming back into the school environment. Perhaps they have a disability inclusion profile. It might be for students who have additional wellbeing considerations, or it might be that the student's eligible for a program, oh, sorry, a PSD. So, from these guidelines, we can get the sense that the VPC has really been designed for students who have experienced education barriers.

This also means that for some students who are identified as suitable for the VPC, you might want to consider starting them in year 10 if they may need additional time to complete the certificate. But it's not recommended for this to be a program in which wholesale big groups of students are in the year 10 in VPC as a completely standalone program. All right. So, we can see that it's going to be especially important as it is in all classrooms to create that really strong and inclusive classroom culture. You'll have students in your classroom that are there for a variety of reasons. So, we really want to be making sure that all students can find success in that combined classroom.

So, this really starts from a place of considering the class as a whole and not just the VPC students or the VM students as tagging along with their counterparts. Students are enrolling in the certificates for different reasons, and so they themselves really need to know and understand their different goals and their outcomes within that setting. Helping students to understand that assessment will vary between individuals and making that part of the normal teaching and learning practice will help students feel comfortable when experimenting with how they learn.

An example of this might even be down to thinking about the type of language that is being used to describe the class to the students. So, what is it listed as on their timetable? Is it literacy? Is it VM literacy and the VPC students are in the VM literacy class? That might be, well, that's an example of what you might like to think about in terms of how you're using language with your students. All right. So, we'll have some key concepts coming up that are commonly discussed when we're thinking about having students at multiple levels within the same classroom. So, I would like to hand over to Laura, who is a member of our VPC team, and she'll speak to this set of slides. Thank you, Laura.

**[Laura Elliott]:** Thanks, Jo. Hi, everyone. Firstly, we're going to look at differentiation. So, when we're thinking about differentiation, I thought that Hattie was a really important person to reflect on. So, Hattie says that effective teachers use evidence of student learning readiness, learning profiles, and knowledge of individual students, sorry, learning progress and knowledge of individual student learning profiles to make adjustments for individuals so all students experience challenge, success, and improve learning.

A teacher who is effectively catering for the needs of the cohort is demonstrating differentiation when they are setting high expectations, supporting students to reach their full potential, relying on formative assessment to monitor student learning, and implementing a variety of teaching strategies to cater for the needs of all students within the class, and negotiating the learning to support all students within the classroom, whereas we've got adjustments. So, adjustments are actions or modifications taken that enable students to access educational content and outcomes on the same basis as their peers.

Adjustments to teaching, learning, and assessment may include curriculum adjustments, instructional adjustments, and environmental adjustments. A teacher who is effectively catering for the needs of the cohort is demonstrating the adjustments when they're making modifications to the classwork. The VPC caters for learners from diverse backgrounds and the curriculum is designed to support engagement for all students, taking their context into consideration. Students in your class may present with learning or social emotional barriers. The classroom teacher has the flexibility to be able to adapt their teaching strategies and assessment practices to support engagement and improve outcomes for all learners.

So, we've just included a link here to the VCAA special provision. So, this is for your VCE VM students within the classroom. The VPC has more special provisions enabled into it because the VPC is a special provisions program. But for students, they may be eligible for special provision for classroom learning and school-based assessment if their ability to engage in or demonstrate achievement is adversely affected by an acute or chronic illness, an impairment or disability, or factors relating to personal circumstances. Decision on whether [inaudible 00:15:06] assessment is a school decision. Thanks, Jo. It must be evidence-based and made using a range of appropriate sources including teacher observation, professional testing, reports, and educational assessments. Next slide.

We're going to go some strategies now and on our website, it outlines really clearly some strategies that you can implement, and they'll be context specific. But there are a number of ways in which schools can make alternative arrangements to assist students with their learning and to enable them to be assessed against the unit outcomes. Decisions made by the school need to reflect the best interests of the student and should be based on available evidence.

So, we've got examples such as rescheduling classroom activities or assessment tasks, allowing students extra time to complete the work or an assessment task, setting a substitute task of the same type, replacing a task with a different type of task, using a planned assessment to access more than one outcome for some different learning outcomes than originally intended, using assistive technology such as the immersive reader or voice to tech software to assist students where necessary. If you're looking at a scored assessment, we've got here too, so when you're using a derived score for VCE subjects, what you can do for the VCE VM is you can look at the completed work for a student and make those judgements, and we'll just reiterate that provided these guidelines are followed, it is a school-based decision to implement these strategies for the students. I'll now hand over to Anna for the approaches on assessment and planning.

**[Anna Fee]:** Thanks, Laura. So, I'm going to talk a little bit about how assessment works in the VM and VPC just briefly ++and then talk about how they can be related to one another or how to think about them together. Then I'm going to hand over to other members of the team to talk about the pillars of applied learning and then to jump into some planning advice. So, assessment in the VCE VM and the VPC is standards-based assessment. You may have heard conversation from the VCAA and around your networks of the assessment model changing from a competency to a standards-based assessment. Now, while this is true, I really just want to point out that standards assessment, a standards-based assessment, sorry, and competencies-based assessment, to use an analogy from earlier, are really sisters, the two prongs of the same overall form of assessment.

The key difference here is that in the study and curriculum designs for the VM and VPC, we have standards, which are more general standard statements that the students have to meet to be considered satisfactory, whereas competencies in the previous system under VCAL were more of a specific list of things that students could achieve. So, the spirit is the same, the structure is a little bit different, and I'm going to talk a bit about that. So, the VCE VM has outcome statements, which are the standard, and the VPC has learning goal statements, which are the standard. To meet those standards, the students have to develop capacity in or demonstrate the relevant key knowledge and skills and the learning goals and applications, and I'll talk about that in a moment.

So, I'm going to talk about VM first and then VPC and then bring that together. So, in the VCE VM, the outcome statements that look similar to this for all the studies, this is a work related skills one, really lay out how to reach the standard. So, on completion of this unit is when the standard needs to be achieved for a VM student. That decision about when the unit is completed is up to you as a teacher and up to your scheduling. So, when the unit is complete according to you, that is when the student has to have met the standard. How they'll meet the standard is that they need to be able to demonstrate the skill of identifying and discussing likely employment growth areas using incredible data.

The employment growth areas are what the knowledge they have to demonstrate is, so and what skills and knowledge. Then finally, they need to apply those findings to develop strategies and improve future career prospects. So, that's how they should be demonstrating their achievement of the standard. So, those elements all come together into the standard. A note on the key knowledge and skills. So, I'm going to talk about that more in one sec. So, the key knowledge and skills within the VM study designs aren't necessarily a checklist that you have to individually assess and teach. They're encapsulated by the outcome statement and they inform the shape of it, which I'll explain a little bit more in a sec. So, they're something that you would use to build your teaching program to deliver an outcome, which I'll demonstrate in this next slide.

So, this is a literacy outcome. I think it's Unit 1, Outcome 1. On completion of this unit, the student should be able to demonstrate understanding of how text types are constructed for different purposes, audiences, and context through a range of written, digital, oral and visual responses. So, in terms of the key knowledge and how that relates to the standard that a student is assessed against, when you're looking at that key knowledge, you can see that each of those dot points are really encapsulated by that outcome statement. So, for example, that first one, structures and features of a range of different text types, such as, and all these different kinds of text types, if a student is demonstrating that they have understanding of how text types are constructed for different purposes, they're going to show that key knowledge of structures and features of different text types. You don't need to necessarily explicitly and separately assess that dot point. Jo, if you just click through a few more of these arrows.

So, as you can see here, the next one here, the ways in which purpose, context, and audience influence structure, this will be demonstrated through the students' development of and construction, sorry, development of understanding of and construction of texts for different audiences and purposes. So, the key knowledge and the key skills as well are really encapsulated within that standard and don't have to be assessed as a checklist. If we go to the next slide, one more about VM and then we'll go into VPC. The other important thing to note is that there are some tasks that students need to complete as part of your assessment. So, you'll see here there's a table like this in each of the study designs, which just notes that assessment tasks, there should be at least one assessment task selected from this first set of dot points, a record of analysis or a research task. Now, this doesn't have to be the cumulative or final or most important piece of assessment. The students just need to do one of these at some point, and the rest are suggestions.

So, moving into the VPC, and I'm going to zoom along so that I'm not taking up time for the other parts. Similarly to the VM, the standard that students need to meet is the learning goal, which is just broken into dot points for the VPC. So, by the end of the module, students need to be able to develop and demonstrate an understanding of self, use a range of teamwork, communication, and time management and problem solving skills, and understand and apply the skills required for setting and achieving goals. So, that's what they need to achieve, and the applications demonstrate how they can do that, the tasks or the skills that they can demonstrate to show that standard. If we go to the next slide, just like with the VM, the applications are really connected to the learning goal.

So, if you're delivering and measuring a student's completion of that learning goal, those applications really guide you to do it. Once again, not every one of these has to have its own assessment task or its own lesson. They're things that students can do to demonstrate that learning goal. Just a note to say that there are no required tasks for VPC assessment. There is a list of suggested tasks, but that is not a limiting list and your tasks can be well outside that list if that's more preferable or works better for your setting.

Finally, really just wanting to emphasize that for both the VPC and the VM, the learning goal outcome is the standard that you're aiming for. The key knowledge and skills and the applications respectively feed into that standard and inform how it needs to look and how it can look for students. But you only need to assess students against that standard. I really want to point this out because obviously, if you have VM and VPC students in the same classroom, you're working with a different set of key skills and knowledge and applications, and that can get quite overwhelming and it's a lot of pieces of information. But if you are coming back to the standard that the students have to meet the learning goal or the outcome, that is the center of your goal. So, I am going to pass on to, I think, Chris, to talk about the pillars of applied learning.

**[Christine Wotherspoon]:** Great. Thank you, Anna. So, you will have noticed on the previous slides one of the pillars of applied learning. When we are talking with practitioners about the new certificates, we always want to include a discussion about the pillars, and we include them because they underpin the curriculum. If you've joined us for previous PL, you may have already heard the pillars being discussed and described, but they're definitely something that you should continue to refer back to. When you're delivering a combined VCE VM and VPC class, the pillars should be at the heart of the teaching and learning that is happening in your classroom.

The five pillars have been developed to capture the pedagogical approach and the educational philosophy of applied learning that underpins the VPC, VCE VM curricula. The pillars capture best practice approaches to applied learning and ensure a minimum standard. Pillars are embedded into each study and curriculum design, not to be used as a checklist, rather as a guide to approaching the curriculum implementation. As teachers of applied learning, you'll be familiar with these ideas already and were probably already doing these things in your VCAL programs. You may have even used these approaches to engage your F to 10 classes.

However, if you're new to applied learning or you feel like you could use a refresher, please have a look through our website where we have lots of resources. So, the VCAA website has information on all the pillars, including links to videos, books, and further reading. A great place to start is our VidVersity video, Pillars of Applied Learning in Action, which is found on our professional learning page. Even if you have seen this before, there might be something new that you'll find or something that will reinforce what you're doing. This is a great video to share with staff to start a discussion about applied learning. Next, we will move on and start looking at assessment and planning approaches, starting with work-related skills and personal development skills. We'll go through three potential approaches to assessment and planning.

So, PDS and WRS are both studies that can potentially be tackled using a thematic or a project approach. Looking at the VPC and VM curriculums for these studies, you will see that they have some learning goals and outcomes that are similar and some that are unique to each certificate. This means that some classroom activities and assessments will be shared and others will be worked on separately. When you have both VPC and VM students in the same classroom, one approach to planning and assessment, say, for a semester is to select a theme or a project that all students will be involved in. But PDS, you may have a project the students are working towards, such as organizing a Biggest Morning Tea to raise funds for the Cancer Council. In WRS, a project could be a carwash. An example of themes could be for WRS, your students may be looking at workplace practices, and for PDS, your theme could be health and wellbeing.

When planning for WRS, one approach can be to start by looking at how the two curricula connect thematically. This is where you can look for common themes across VPC and VM units and deliver both in the same classroom. As an educator, it is important to have clearly defined roles and responsibilities in the classroom for each of the learners linking into the expectations of the students at each level. This includes their ability to work independently, take on leadership roles within the classroom, and facilitate the planning and organizing of class activities. In your classroom, you'll have students who are enrolled in VM and VPC for different reasons, meaning they'll have a range of abilities that you will need to plan for. You may have some VPC students who are capable of being extended to do the same activities as the VM students and at the same time, you might have VM students who will need assistance to meet their outcomes.

Here, we can see that PDS can be mapped in a similar way where themes are identified across both curriculas. This can take a little digging, but once you have mapped out the similarities, it becomes easier to plan classroom activities and assessments. If you haven't stumbled across them already, our website has amazing exemplar units available for you to read through, borrow from, get ideas from, or steal completely. They are also great to read through to get some reassurance that you're on the right track. Here, we have a WRS example that looks at the activity of writing a resume and cover letter. So, the webpage breaks down the activity into tasks that the different students will complete. You can see that they will all be completing a similar activity, but the process and the complexity will be different for the VM students. So, this example here is very task-based, but you can see that it falls under a theme of work preparation.

Another example on our website is one for PDS that looks at a project the students will complete that sits within a theme of health and wellbeing. The two students will have separate tasks that they will complete in order to achieve their learning goals and outcomes, but will come together for aspects of the project. In this example, the VM students are leading the designing of a project and the VPC students are participating through group activities. The link on this page will be provided when we send out the PowerPoint. So, we'll be able to link to that one, and I will now pass on to Laura who's going to talk about literacy.

**[Laura Elliott]:** Thanks, Chris. All right. Now, we're going to look at some literacy examples. So, next slide, please, Jo. Thank you. So, we've got here the VPC and the VCE VM alignment. So, we've just taken one example here. So, for the VPC curriculum, it's Unit 2, Module 1: Exploring and understanding issues and voices, and the VCE VM Unit 2, Outcome 1: Understanding issues and voices. So, on completion of this unit, the students should be able to explain the purpose, audience, main ideas, and diverse arguments presented in the different text types by creating a range of annotations and written oral and multimedia responses.

As you can see here, we've highlighted in yellow the main ideas and arguments that are linking across between the VCE VM and the VPC. When you go down to the key knowledge within the VCE VM, I've then put some opportunities in green, which is where you could do some quality differentiated teaching practice. The explicit teaching of skills for all students, whether that's identifying the main arguments, identifying bias, you could then get them to annotate ideas, identifying the author's main contention. Then that explicit teaching can happen across for both the students within the VPC and the VM and then the VM students can then be extended to meet the key skills and knowledge at a further level. Next slide, please, Jo.

When we're looking at assessment alignment, obviously as Anna's pointed out before, the VPC students don't have to do the AS assessments in the way that the VM students do. But we just thought it was important to, if you did wish to map that across as well for consistency in the classroom, there are ways in which you can do this. So, once again, you've got for yellow, highlighted a case study and a digital presentation and in green, we've got a response to staff structured questions, which could also be a research case study. So, when mapping the learning programs for your class, it is important to note the VCE VM has mandated assessments for each outcome. For this outcome, the VCE VM students need to demonstrate completion of one of the three assessment tasks listed, whereas the VPC students can be supported to complete a scaffolded research task, a digital presentation, or a case study.

In order to accommodate all learners, one assessment task could be developed, which incorporates the mandatory requirements from the VCE VM and is designed to provide different access points for the VPC students. An example could include a case study that is divided into two sections. The first section includes two articles that could be read as a group and designed for students to annotate, identifying fact, opinion, and authors contention and possible bias. In part B, the VPC students could respond [inaudible 00:33:15] their higher order thinking [inaudible 00:33:22] to apply their learning from [inaudible 00:33:25] contrasting opinions, draw on persuasive devices, and formulate their own articles based on contrasting opinions. I will now hand over to Nicola who will talk about the numeracy mapping. Thank you.

**[Nicola Izatt]:** Thanks. Well, I'm going to talk about the approaches we can take when we're teaching numeracy VPC and numeracy VCE VM in the same classroom. VCE VM and VPC numeracy are based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices in the next stage of their lives through experiential learning and authentic learning experiences. We're going to spend more time talking about numeracy more in depth as there's additional considerations that we need to be mindful of. First of all, both VCE VM and VPC are made up of the same three-phase structure, numeracy in context, the problem solving cycle, and the mathematical toolkit. Phase one of the structure are the numeracy contexts. In this phase, the numeracies vary slightly for VCE VM and VPC.

VCE VM has six numeracies in context. Personal numeracy, civic numeracy, financial numeracy, health numeracy, vocational numeracy, and recreational numeracy, where VPC has four numeracies, personal numeracy, financial numeracy, health and recreational numeracy, and civic numeracy. We can see that health and recreation are classed as one numeracy for VPC. Although vocational numeracy is not a numeracy in context for VPC, it is possible to customize or adapt the teaching and learning to have a vocational focus in VPC. The numeracies can focus on students' interests in relation to their future employment or training ambitions with the program content focusing on a work-life balance and coping with the demands of work and/or vocational training. The second phase of the VCE VM and VPC is the problem solving cycle made up of identifying the mathematics and use mathematics, evaluate and reflect, and finally, communicate and report.

Then finally, the third phase is the mathematical toolkit where students need to select and effectively use a wide range of mathematical tools that are both analog and digital. Now, the numeracy curriculum as the study design is designed around above the complimentary and essential components, emphasizing that they are not standalone phases. They work hand in hand with the principles of applied learning in all focus areas and areas of study. In the table, I have mapped out the areas of study and focus areas for VCE VM and VPC for Unit 1. When I started to look at the study design and curriculum design in more detail, my first feeling was frustration. From the table, you can see the areas of study and focus areas do not match up as neatly as they do in other studies in both certificates. VCE VM has four areas of focus in Unit 1, number, shape, quantity and measure, and relationships. VPC has four focus areas in Unit 1, location, systematics, number, and change.

Although a few of the areas of studies or focus areas have different names, like relationships in VCE VM and change in VPC, they're covering similar themes and content. Areas of study and focus areas in Unit 1 that converge are relationships and change and number. As discussed in the previous slide, the numeracy contexts are the starting point. Therefore, it is important that we teach the focus area with the specified numeracy context for VPC. For Unit 1, personal numeracy is a numeracy context for location and systematics and financial numeracy is a numeracy context that goes alongside the focus areas of number and change. For VCE VM, the order of the six numeracy contexts is a lot more flexible.

The order in which this is done and how this is combined with the underpinning mathematical knowledge and skills as described in the areas of study is decided by the school or the teacher. This flexibility is an essential part of an applied learning approach. Three numeracy contexts are chosen for Unit 1 and the three remaining contexts are used in Unit 2. With the adaptability of VCE VM, the six numeracy contexts, planning for a combined classroom may start with the VPC curriculum, taking into account the student cohort, the school community, and the work environment. We just want to mention here, I haven't incorporated the running order or focus areas or areas of studies for Units 3 and 4, as Units 3 and 4 for VPC has not been released yet. This will be ready for the 2024 rollout.

Now, here in Unit 2, the four areas of study of VCE VM are dimension and direction, data, uncertainty, and systematics. For VPC, the four focus areas in Unit 2 are shape, quantity and measure. These must be taught with the health and recreation numeracy contexts. The last two focus areas are data and likelihood, which must be taught with civic numeracy context. For this unit, the area study and the focus areas that converge are uncertainty and likelihood and data. When comparing numeracy VCE VM and VPC, VPC stands out as being a lot less flexible. There is more wiggle room with numeracy VCE VM as long as three numeracies are taught across Unit 1 and the other three units are taught across Unit 2, or the other three numeracies, I should say, are taught across Unit 2. They are not constrained to a particular area of study.

It is however important to remind ourselves that VPC units have been designed as standalone and can be completed in any order, and VCE VM numeracy has been designed so that Units 1 and 2 can be undertaken as standalone units or concurrently. So, the order in which the areas of study are taught and how they are combined with the other areas of study is decided by the school and the teachers. This flexibility is an essential aspect of an applied learning approach. This approach is instrumental in a combined VPC and VCE VM classroom. So, returning to today's focus of VCE VM and VPC numeracy in the same class, one approach that may suit your context and learners is to structure the VCE VM areas of study and numeracies around the VPC since VPC focus areas must be taught within a particular numeracy context.

Another starting point could begin with a numeracy context. While restricted for VPC, this may be an appropriate approach to assist VCE VM students to cover extra areas of studies concurrently. You are the expert who can use professional judgment to decide what is the best target approach that will support the learners to work towards achieving success for these certificates. In this slide here, looking at the focus area of uncertainty and area study of likelihood or vice versa, what we can see is the key knowledge and skills for VCE VM and the learning goal and applications for VPC. We can see from the highlighted text that there is some convergence of the key knowledge and goals. However, VCE VM has a further level of difficulty and extended area of scope.

In this slide, we can see the description of civic numeracy for the two certificates. Similar to the key knowledge and learning goals, the depth of detail for civic numeracy in VCE VM is more extensive. However, similar themes are present in both. The highlighted section shows the similarities. As mentioned earlier, for VPC, the focus areas are constrained to specified numeracy contexts. Likelihood in VPC needs to accompany a civic numeracy context. Therefore, a combined VPC and VCE VM class teaching uncertainty for VCE VM with civic numeracy context may be a more simplified planning pathway. Other suggested starting point was to start with the numeracy context.

I know that I have labored this point, but this must be taught alongside likelihood and data in VPC. But good old VCE VM is a flexible one and you can teach uncertainty to fit nicely with VPC. However, there might be another study area that could complement this, such as systematics. In systematics, students need to develop an understanding of inputs and outputs of technology, including emerging technologies, and can be used for the purpose of planning, collecting, sorting, or categorizing a range of quantitative or mathematical data and information. So, to summarize, my initial feelings of frustration evaporated when I could see that there are multiple options on how to deliver VPC and VCE VM numeracy in the same classroom. This affiliates with the flexibility of the pathways of VPC and VCE VM. Teachers have choice and control about how they run numeracy and what pathways are most suited to the students needs. I'm now going to hand back over to Jo.

**[Joanne Binns]:** Thank you, Nicola. So, just wanted to spend a moment to think about your own record keeping. As you've seen from going through our slides and particularly the assessment slides, the main things that you need to keep track of are the student achievement of the learning goals or outcomes. So, it's important for you to establish early on your documentation processes for this so that you can really track that. This will help you keep it clear in your own mind, but also to be able to be really, really clear with your students about what they've met or what they still have to do. As a teacher, I was always not the best in this area. So, I really would have needed to make sure very early on that I set myself up with a system and then figured out how to make it work for me going forward.

So, yes. This might be something to play around with in terms of how you also communicate that with your students as well to create that inclusive classroom environment. Speaking about documentation inevitably leads everyone to think about this question, which is the quality assurance process. So, if you have been a VCAL teacher in the past, you would have undertaken the quality assurance process. The planning for the new VCE VM and VPC quality assurance process is in progress. It is in the planning stages right now. But I think it's worth saying that this process will be different from the process that was previously completed for VCAL. Consultation on it is underway and the information will be released in Term 2. But if you're interested in providing any feedback, you can see the that Belinda Pearson from our applied learning team is the person to get in touch with. So, you can email her directly using that contact if you would like to provide some feedback into the process.

So, before we finish up, I want to really stress this point. You are the expert. You're the expert in your students and in your setting. Even if you're new to applied learning, those two factors of knowing your school and knowing your students means that you're the best person to make decisions at the classroom level and to have input into whatever is happening at your school level. So, don't be afraid to make things pretty straightforward this year as you get to understand the two new curricula. But at the same time, don't be afraid to try different things to find the right approach. Find that balance as you're working forward that works for you and your students.

I just wanted to quickly note that some schools also integrate the studies, and we could see at the start from the Slido questions that there are a couple of people here today where that's the approach that their school has taken. We have resources on our website as well about integrating the studies. This may be something that could work for your setting. It also may not work for your setting. It can be a really good option, but takes a lot of planning. So, it might be something that you want to consider in the future if you're not currently doing it, but there's really no pressure.

So, lastly, you know your students or are in the process of getting to know them, and as you can see from this webinar, there are many potential approaches to having these two curricula in the same classroom. You don't have to do a one size fits all approach, and hopefully, one of the things that we've communicated to you is the flexibility that is at the heart of the design of these curricula. Just make sure that in whatever you're planning and delivering and working on with your students, you're keeping those learning goals and outcomes at the forefront of that work.

One of the supports that people who are finding themselves in this situation of teaching VPC and VCE VM in the same classroom may find really handy is joining one of our communities of practice. So, we have set up communities of practice around the state. Every area across the state has a community of practice and leaders of those communities of practice are there to directly support members in planning and implementing the new curricula. Further information about joining a community of practice is available on our webpage, on our professional learning webpage, and those meetings are already underway. So, we've had in the past week or two a lot of those communities of practice meetings taking place. But it's not too late to join. So, if that's something that you're interested in, you can go to the webpage or you can just email us to our shared inbox.

Other supports that we have, we touched on some things to do with particular subjects today, but we're planning on some real subject-specific webinars coming soon. If you need some further thinking around your particular subject, we also have some resources on our professional learning platform, which are some online on demand learning modules. Essentially, those are recordings of some of our PL from last year on each of the subjects. So, that might be another starting place for you if you're coming in feeling pretty new and would like some more information. We're continuing to plan face-to-face workshops for later in the year and you've met a lot of our new VPC team today. So, we're all here to help you as much as possible.

The website is a little bit difficult to navigate at times because there's so much stuff that's on there. So, if there's any resource that you think that you've heard about and you can't find it or if you think it should be there and you just don't know where it is, please get in touch with us and we're really happy to send you the link to what you are looking for. So, thank you so much for coming today. We are here. Please get in touch with us, as I've mentioned. We've also got a QR code for some feedback.

We really appreciate hearing from you at the end of these webinars, particularly because there's space in there for you to tell us what else you need, what further webinar topics, what further resources, what further professional learning would be helpful for you. So, please fill in that survey if you have a moment and we will take all of that into consideration. So, I'll just sit here awkwardly for a minute and give everyone a chance to grab that QR code. But we really hope that this has provoked some thinking for you and good luck with your students and undertaking this new curricula and we will send the slides around in a couple of days. So, take care, please, and enjoy your evening. Thank you so much for being with us today.

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