**[Anna Fee]:** All right. Today, we are going to be talking about planning for 2025 in the VCE Vocational Major and the Victorian Pathways certificate. Obviously, it's only August, so it is a little bit of an early planning discussion. We've been talking about it as planning for planning to get your heads into the right space for when you are ready to really plan in earnest for your 2025 groups.

Before I go any further though, I do want to acknowledge that I'm certainly coming to you today from Wurundjeri, Woiwurrong and Boonwurrung lands and acknowledge the traditional owners of the unceded lands that I'm coming to you from and the traditional owners of all the various lands that you are beaming into, Victoria Parade at the VCAA from. And I want to acknowledge that sovereignty was never ceded.

Today, the aim is to really talk about what you need to know to begin planning for 2025. You're still delivering 2024's curriculum. You might be starting to think about your step-up or your orientation program. That will happen after the first few weeks of term four. You might be looking at your year 11 group and starting to think about what you might want to do with them in year 12. You might've found out you're going to be teaching the VM or the VPC next year if you've got a really organized timetabling situation at your school and you know already, or you might just be starting to turn your mind to next year. So we really want to go through the policies and frameworks you need to be aware of and consider when you are planning and also some advice around how to plan, what to think about, how to think about that implementation to hopefully make that planning process really easy, really supported and really smooth.

All right, so I'm going to jump straight in. The first thing I want to start talking about is the things you need to think about and consider when you are planning a unit of work in the VM or the VPC. Now once again, because we're very early in the year to be talking about planning, what I really want you to consider are all the different things that you are planning for. Is it actually that you've got a plan for what you're doing in term four to wrap the year up are? Are you, Like I said, starting to think about that orientation program? Are you thinking about term one of next year? Is it something completely else? Do you want to launch a little bit of a mini project to finish your student's year off? Do you need to think about planning that?

Before we go any further, I have a little bit of a Slido for you. If you grab your phone, you can just grab that little QR code there or if it doesn't work for you, you can visit Slido.com and use the code on the left of the screen there to enter our poll, I'd just really like to know just one word, chuck it in there or a description. What is it that you are thinking about planning or preparing for with this webinar or what's the thing on your mind that you have to really start thinking about? I can see four people typing. That's so reassuring that we get the who's typing button on the Slido so I know nobody's ignoring my activity. So we've got people who are planning for term one next year. Really commend you. You are organized. I was never that organized when I was in classrooms. Orientation activities, what Head Start's going to look like. Yes, that stuff is coming up. Really important.

Curriculum planning for year 11 and 12. So probably next year. Some staffing planning. Okay, that's a big one. Term three and four. So the rest of this year. Really good. I've got three more people typing and then I'll wait for those answers and then we'll move on. Orientation and Head Start, community projects for term four. Yeah, so you're looking at what you want to do in term four. Some staffing items there. What I will say, thank you so much everybody for sharing. Today is very much teacher focused. If you are coming from a school administration point of view and thinking about how you're going to staff the VM and VPC, there might very well be some important things to think about here. But I would really encourage you to look at our administrative preparing for the VM and VPC webinar that's coming up in a couple of weeks because that will probably have some more operational considerations as well. But that is also on our website.

I just saw another thing, VM and VPC being in the same group. Yeah, absolutely. Lots of things that people are planning for. Good to know. Thank you for that. All right, so back to the content. This is a really simple starting point to think about planning, but I have always found it really useful when talking about our curriculum and our certificates with the people that are delivering them. So what I'd really emphasize to you that when you're thinking about planning your unit of work, there are three main elements that the VCAA requires you to consider and outside of that, you have a lot of freedom. So I'm going to get a little bit more to the freedom part of it in a moment, but I want to talk about today the requirements that you need to make sure you consider in planning a unit of work.

The first is the Principles of Applied Learning. The Principles of Applied Learning or the Pillars of Applied Learning, whichever name you prefer, are documented in all of our study designs for the VM and the VPC. They are a central element of those study designs. So they're the real differentiator between VM and VPC studies and your more traditional VCE studies because they require the curriculum to be delivered in an applied way. So they live at the start of all of the study designs and their purpose is to underpin how you deliver those studies. I've put them there as the first thing to consider when planning a unit of work because when you're looking at the curriculum and how you're going to deliver it, that applied learning element is essential.

The next part is the key knowledge and skills or the application. So in the VM, we have key knowledge and skills and in the VPC, we have applications. Now these are absolutely important from a curriculum standpoint, but I'm going to talk in a little bit more detail about how they work in relation to the outcome and learning goal, which is the final thing that you really need to consider as part of planning a unit of work. So those last two things, your outcome and learning goal. So outcome for VM or learning goal for VPC and the key knowledge and skills or applications are what gives you shape, what gives shape to the content that you have to deliver. And then the Principles of Applied Learning give you that structure of how the content should be delivered. And all three of those things go together into how to think about planning a unit of work.

The next part, and I promise I'm going to go into more detail on these things, the next thing to think about when you are planning is planning for assessment. So depending on what time, what exactly it is you're planning for at this point, assessment might be a really central part or it might be something that you're going to think about a little bit later, but it's going to be part of your planning and I'm going to talk to you a little bit today about how to think about assessment in a way so that it doesn't take over your planning and it doesn't create a lot of grief and stress in your planning and that you give yourself and your students appropriate opportunities for assessment.

The overarching structure that we are suggesting teachers and schools think about for thinking about assessment is to take that outcome statement or learning goal. Once again, the outcome statement from the VM or the learning goal from the VPC and again the Principles of Applied Learning. So those pillars that are the central underpinning pedagogy of our curriculum. And then instead of thinking about, "Okay, what am I going to assess? When am I going to assess? What am I going to collect? What am I going to get the kids to do?" You instead think about what opportunities you have to collect evidence of student learning. So you're really taking that unit forward approach. So rather than thinking, "Okay, what is the task I'm going to get them to do?" You are giving yourself the grace of thinking about what are my opportunities to collect student evidence? Those can look a whole lot of different ways, which I'll come back to again.

And then that takes us to that final, just to wrap up on the pillars, assessment practice that promotes success is one of the five pillars. So really thinking about assessment in that if you're thinking about it as opportunities to collect evidence of student learning, that really positions you to be in a place to use assessment practice that promotes success because you are able to provide a whole series of opportunities, you're able to provide high and low stakes opportunities, you're able to provide repeated opportunities for students to demonstrate their success so that you're able to reward that. Those two structures are sort of the overarching constructs that I'm going to be using to talk about the rest of the things we think about for planning today.

Let's go back to the Principles of Applied Learning. We have had a number of conversations with schools over the last sort of 18 months of implementation about exactly how and when to emphasize these Pillars of Applied Learning in planning and in teaching and in assessment. Like I said earlier, the Principles of Applied Learning are an essential element of all of our VM and VPC studies. They underpin the whole curriculum for both of those certificates. But having said that, we really want to reassure schools that they don't have to be an extra hurdle to jump over. They don't have to be unnecessarily arduous for you to include in your planning and they don't have to be something that makes it harder for you to plan and deliver an appropriate unit of work to your students. Let me explain what I mean a bit more by that.

This is just a quick graphic we put together to sort of demonstrate the way the different Principles of Applied Learning can work together. For example, I'm just going to go through them in order. If we start with the first one, we have the pillar of motivation to engage in learning. Now this pillar, as all the pillars do, has a whole series of examples of what that should look like or what that can include in a classroom. But the core of that pillar is about connecting to student interests and giving them a reason to want to be in the classroom. That's going to be different for every one of your classrooms and probably every one of your students. So rather than thinking about that first pillar as something that needs to be ticked off, it really is something that you can plan for and implement slowly and build in your students.

We all know that with particularly students coming in to applied learning into the vocational major or the VPC, they might have chosen these pathways because they haven't had a lot of success or gotten a lot of enjoyment out of their learning in their previous years. And so building that motivation to engage is really, really vital and it's not something you're going to do in your first lesson. We really want to emphasize that that motivation to engage in learning pillar, that's not going to be able to be ticked off and done right at the start of your plan and it's something to just continue to implement and think about as you go through your unit.

The next pillar is the applied learning practices. I really want to emphasize with this as well is that the application of learning or the applied nature of the learning you do with your students can look different for every student. It can look different in every lesson and it can look different in every classroom. Everybody on here that's been a VCAL teacher or any kind of teacher or is a VM and VPC teacher knows that you can't get a new cohort of students and get them to immediately be doing self-led activities in the first lesson. That takes training, right? And so the application part of our curriculum is going to look different from the start of the year to the end of the year. If you've got two classes of the same subject, it might look different between them. You might have students who are really ready to be self-directed early in the year and students that take a whole year to get there. So really thinking about what application looks like in your classroom and for the young people in your class is important and it doesn't have to be perfect.

I'd also make the note that application doesn't have to be a broad excursion and activity based process in your class. While we all know that really engaging excursions or community connections are fantastic, they're not always possible. When I say that applied learning practices is an essential element of the VM and VPC curriculum, it doesn't mean that expensive excursions are. That applied learning practice can be done in the community at different levels. The school is a community, the classroom is a community. So applied learning doesn't have to be whiz-bang. It can be something that's much smaller scale and just as valuable.

Going to the next one, we have student agency. This is an interesting one again because we know as educators that student agency does need to be something that you build with your students. It's very rare to go into a class of students who immediately know what they want to do, how they want to do it and are able to manage that. So we really want to emphasize that student agency can start small. Students can have some agency over elements of their learning. Just because this is a pillar of applied learning, doesn't mean that you as teacher don't always know what's best for your students to do.

There are going to be times where explicit delivery is essential. There are going to be times when you are going to need to tell your students exactly what you want them to do. They do not have to be exerting full agency over every aspect of their learning at all times in order for you to be demonstrating the use of student agency in your curriculum and planning. Some projects, for example, it simply might not be possible at all. And again, it's something that you can build up over time. A student-centered and flexible approach is another really good example of something that builds over time in order to be student-centered and flexible, you as an educator need to know your students and that's not necessarily going to be true from day one.

This is something that can build up over time. And just like with student agency, you don't need to be flexible over every single thing in your curriculum and learning and delivery plan. There may be some things that need to be concrete in order to make the tasks and activities that you want to do work in order to make your classroom function and in order for you to manage your students' learning.

Finally, assessment practices that promote success. This is coming back to the graphic we were looking at before about being strategic and thinking about opportunities to collect student learning rather than just thinking about single opportunities for assessment. The other thing to think about, which I'm going to talk about a little bit later, is how you are assessing and how you are determining the level to which you are assessing students. I've got something to show you on this a little bit later in the pack, but the really important thing to remember is that the assessment in the vocational major and the VPC is standards based. And so the outcome statement or learning goal gives you the standard the student must reach in order to be assessed at a satisfactory. But those are also written using Bloom's Taxonomy, which I'll talk about more in a moment.

So it tells you exactly what the level is and how complex the demonstration should be and are written with this curriculum to be aligned with either AQF 2 and 3 for the VM or AQF 1 for the VPC, which also gives us more information about the level to which students need to be demonstrating. I'll talk about that more in a second. But really what I want to emphasize is in that planning, you don't have to be doing absolutely the best demonstration of the Pillars of Applied Learning in every lesson. It's something that is dynamic and it will change between classes, between students and between subjects even. Our message really here is be aspirational about your use of the pillars, but also be realistic about what is going to work for you in your classrooms.

I have another Slido here. So really my question here is, and I'd love to if there are really questions from the audience about this that you'd like me to talk about, very happy to do here, but the poll here is barriers and enablers for centering the Pillars of Applied Learning or the Principles of Applied Learning in your teaching. What are the things that are really making it harder to make sure that the pillars or the Principles of Applied Learning are the center of your teaching and your planning and what are the things that make it easier? I can see people typing.

**[Alexandra Shepherd]:** And please ignore my test.

**[Anna Fee]:** Hello is just... We wanted to make sure that worked. Integrated learning and I am going to assume, well that could go either in terms of VM and VPC, being integrated or the studies being integrated. So I'll talk a little bit about both as we go on. Student disengagement. Yeah, I hope that we think VIG is an enabler, definitely and giving choice to students, certainly an enabler. I think a lot of people, a lot of educators in the applied learning space know that that choice is really what hooks a lot of our students in to reengage them.

I think there's one person typing that I'm going to give a chance to and then move on. No, they've stopped typing. Okay. No. All of a sudden people are typing, sorry, here we go. A push for rubrics being I assume a barrier or an enabler. I'll talk about that when we get to the assessment section. That's really good. Attendance can obviously be a challenge. It's hard to have really great exciting programs of learning if you have challenges with attendance with your students and the workload of excursions. That's a really resonant one, absolutely in our teacher workforce situation at the moment. That's why I really want to emphasize motivation to engage in learning and applied learning practices don't need to mean that you are going out to exciting places all the time. Applied learning is possible without leaving the classroom.

And I've got an agreement on the excursion workload. Student apathy, absolutely a challenge and teacher changing. Yep, we get changing practice. Paperwork for planning, that'll go with the excursion workload and the funding for that. Students being out for VET, absolutely. Thank you so much for being so active everybody. It's really good to see this many responses. Sorry, I'm just trying to see where that one appeared. There's the latest one. There, I think they're pretty... Yeah, project workload. Yeah. Absolutely. And I really have to say we absolutely recognize there's that huge workforce challenge at the moment.

So really the point I want to emphasize about the Pillars of Applied Learning is while they are central to this curriculum, there is not one way that they have to look. They don't have to look hyper exciting and sorry I keep saying whiz-bang because it's the afternoon, but you don't have to be spending hours planning these expensive excursions in order for learning to be applied.

The Five Pillars of Applied Learning sort of broken into a checklist of more concrete examples of what teachers can actually be doing in order to make learning applied. Let me just pick an example. I'm going to pick an example from the first one. We've got motivation to engage in learning and the first example here is the idea of ensuring what is learnt in the classroom is connected to scenarios and experiences outside the classroom and that that connection is transparent and immediate. What I really want to emphasize is that this doesn't have to be something that you've done outside the classroom with your class. Your students all have a life outside the classroom. Most of them will have part-time jobs. Many or most of them will be doing vet studies that they're interested in. They also do other subjects outside your class unless you are one of those fabulous teachers that teaches all four of the studies together. These students have things that they do outside of class that you can engage with in your planning and in your delivery of curriculum to make it applied.

Engaging students in demonstrations and activities and investigations and problem solving can happen in the classroom. We don't have to be going out to the local aged care facility or the local cattle farm. You can tell I'm not from the regions in order to have authentic learning experiences. The classroom is a community and it is also a workplace for you and your students. Absolutely those connections can be made on that micro level. This tool is available on our website and the link will be in the pack that comes out after this webinar. But my point here is really that we're trying to... I really encourage you to think about the Pillars of Applied Learning in a way that is realistic for your planning so that that workload of planning excursions and doing all the insurance paperwork and the funding paperwork, et cetera doesn't become an unnecessary burden on your planning and on your delivery.

Okay. Moving on from the pillars to that second part, which is curriculum. So we had the sort of three elements of planning the pillars, curriculum and then assessment. The message I really want to give you today about the curriculum is what you need to know about what's inflexible and what you need to know about what you can be flexible with in order to plan the best program for you and for your students.I've got two examples of outcomes from the VM here. One I wanted to show you that's quite straightforward and one that's a bit more complex to really to get into it. This is a Literacy Unit 2 Outcome 1 example. The outcome is that on the completion of the unit, the student will be able to or should be able to explain the purpose audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses reflecting that learning.

I've put a typo in there. Sorry, I have typed reflect twice, but we'll ignore that for today. So to break down the outcome, I've just got a couple of sort of when, what, how questions on the side. To think about the mechanics of your planning, when the standard will be achieved is really straightforward. It's the completion of the unit. That is up to you, your fellow teaching team if you're teaching a team, just you if you are the only teacher of this study and your school. The VCAA only require S and N results for the vocational major and the VPC to be reported in November. So from our perspective, you have until November for students to meet this outcome. Obviously as a school, you want students to be meeting the outcomes along the year, but the message is that you decide when the unit is completed. So you decide when that standard needs to be achieved.

The next part is the, what the student needs to achieve. So the skills and knowledge they need to demonstrate to meet that standard. So they need to be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types. That's just highlighted in blue. How is the next part. So they create a range of annotations and written oral and multimedia responses to demonstrate their learning. Finally, the level. So the level to which students must demonstrate the standard is based on Bloom's Taxonomy. All the outcomes and learning goals are written with Bloom's in mind. In this example, the students are required to explain. We've got explain there. So they need to be able to talk about and give examples of and give an explanation for why they have identified that purpose, audience and main idea.

The final piece we've got here is that AQF level. So this is unit 2. So this is pitched at AQF 2, Australian Qualifications Framework Level 2, unit 3 and 4 are pitched at level 3. At this level, students will apply knowledge and skills to demonstrate autonomy and limited judgment in structured and stable contexts with narrow parameters. So this is the level to which you need a student to be able to explain and do this work. They need to be able to demonstrate autonomy in doing the work, but they don't need to be able to do that in totally unfamiliar circumstances. So structured stable contexts and narrow parameters. You don't need to be able to give your students a brand new piece of argumentative writing that they've never seen the likes of before in your classroom and ask them to explain the purpose, audience and main ideas of it because the level we are aiming for is in structured and stable contexts. So this really gives you a little bit more structure around how you are deciding when a student has met the standard of that curriculum.

I've got another example here. This is Unit 3 Outcome 2 of WRS. I wanted to give this example because it's both quite a complex outcome and also at a higher AQF. Once again, we've got when, which is on completion of this unit. And in this case, the student should be able to outline the National Employment Standards and the methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination, and sexual harassment, and outline the processes and legal consequences for breaches and analyze the personal ramifications that may follow. So this is the big outcome. What I really want to emphasize though is that the level to which students have to demonstrate this is lower on Bloom's. So we've got a lot of information, a lot of what, but the level is only outlined and explained and there's one analyze rather than a lot of analysis.

So students only need to be able to outline a lot of that content. They need to explain something that's sort of less content heavy, which is the characteristics of workplace bullying, discrimination, and sexual harassment. The thing that they have to analyze is the personal ramifications that might follow from this kind of workplace situation. So they don't have to analyze the law, they have to analyze what might happen to somebody if the law was broken or if these national employment standards were brought to bear on a situation.

Finally, the other thing to think about when we're thinking about that Bloom's level is the AQF level. So this is AQF level 3. Students at this level will apply knowledge and skills to demonstrate autonomy and judgment and take limited responsibility in known stable contexts with established parameters. So again, you are not giving students a situation or a text type or an example of work where they have never seen it before. They are working in stable contexts, known contexts and established parameters, but they're having to be a little bit more autonomous than they would be at unit 1 and 2.

So again, when you're thinking about how to plan for the curriculum and how to plan for assessment, these levels are really giving you the guide to what extent students need to demonstrate and giving you that structure around your teaching and your planning.

Just to wrap that piece up, just to remind us all of that step through. When we are thinking about planning a unit of work based on our curriculum, we have the outcome or the learning goal. That's the thing the student must demonstrate. So that's the important thing. The most important thing rather. We have the key knowledge and skills or the applications for the VM and the VPC. These give more shape to the learning goal. So these tell you more about what is in the outcome or the learning goal, but they're not the thing the student has to demonstrate. They're all encapsulated in the outcome or the learning goal so that is what the student demonstrates, not the key knowledge and skills and applications. The next part is the lens or the focus. This is where you bring the Pillars of Applied Learning back in. You and the students or you with import from the students or the students select what's the focus through which you are going to teach that content.

For example, with the WRS unit we were just looking at, are you going to teach that through the lens of their existing workplace and get them to reflect on their workplace or are you going to give an example workplace to think about it through or are you going to use the school as an example workplace that they've all experienced and teach it through that lens?

And then finally, the content. Bringing the actual content in. That's again what you and the students select. So when you are teaching your WRS unit 3 outcome through the lens of the classroom as a workplace, are you going to give a case study of something that's happened at the school to be an example through which you deliver it? Are you going to get the students to write up a case study? Are you going to use something from a textbook? There's a lot of different ways you can select that content to deliver, but that's the elements that go into that planning.

All right. Last Slido. The last one for today is really asking you about when we're thinking about the curriculum then. So we've talked about what's in the curriculum, that outcome, the key skills and knowledge or the applications and then the level, if you're thinking about your past practice or your thinking about your planning for the next step, what are the barriers or the enablers? What are the pluses and the minuses you've had for developing the program you want to deliver while meeting the curriculum? So developing something that's right for you and your students while also meeting those curriculum requirements.

I've got cost on there. Yeah, I mean, we all want to go to amazing excursions, but it can be a challenge. And that's sort of where again, I'd really, really urge you to think about the pillars as something that can happen within the classroom rather than externally. Ensuring student voice, I think is definitely a challenge because we've all had those students that just don't want to tell you what they're interested in and that's again why I'd revisit that idea of building student voice and agency. It's not going to happen immediately. You don't know your students straight away and they don't know you. And so building enough trust to have student voice is a process.

We've got a lot of stuff about jumping through school planning, continual interruptions, attendance, and those are all huge challenges to programs, especially when you have excursions or outside activities that you want to do. It kind of feels against instinct as an applied learning teacher to say this, but sometimes the reality is that our applied learning has to just be scaled back and done in the classroom in order to manage a lot of those challenges, like if cost and staffing availability and continual interruptions to your programs is a huge challenge for you. Planning in a way that supports you through that. So taking that realistic lens and thinking, if I'm not going to be able to do this project because of the number of interruptions I'm going to have to my class, how can I deliver this content in a way that engages my students, but where I don't have to put myself at risk of that constant interruption?

And that somebody who's just said it way better than me. Sometimes we need to scale back what we interpret applied learning to be. The teacher in me, it's sad to say that, but I do think applied learning can be just as authentic and important to students if it is done within the classroom as it can be when you're going out to the Yakult factory or to the Refugee Resources Centre all the time. That's so exciting, but sometimes in our current situation particularly it's not possible and it doesn't mean your program isn't giving the students what they need in applied learning because again, we are in a high teacher turnover period, which I can see on the board as well.

An enabler, I've got somebody here saying that better resources would be an enabler. What I would say as well is that the VCAA, we do hear you on that. We are working on developing and publishing more teacher facing resources for your planning and for your delivery. For example, and this won't be everybody's answer to everything, but we have just published a unit, the first part of, and it will be a unit 1 to 4 for both VM and VPC, integrated program that shows how you can do a sort of project approach to the learning and it includes lesson plans and unit plans and I believe it is predominantly in class based, so it wouldn't require a lot of cost and external. So that is something that we really hear you on and we are working on.

Let me just see if I've jumped, covered all of these things. Yeah, thank you again for being so open with these comments. It's been really great. We are nearly at the end. The last couple of things I want to emphasize to you are just things to keep in mind when you're planning that can help that plan come to life or help you plan in a way that's going to work for you and your students.

The VCE VM particularly has a flexible delivery policy. The reason it's focused on the VM is that all of these options are already built into the VPC and you don't need to worry about a policy to do these with the VPC, but because the VCE VM is part of the VCE, we do have to have a little bit of a policy around it. But just a couple of things to note is that you can absolutely deliver units out of order. For example, with units 1 and 2, if it works better in your planning to deliver unit 2 of PDS in semester 1 and then unit 1 in semester 2, you can absolutely do that and you do not need any flexible delivery permission from the VCAA. However, if you want to deliver units 3 and 4 over more than one calendar year, again, while you can do that, you do need to apply to the VCAA for permission.

We are not stingy about that permission. Basically your school just needs to be flagged in VAS so that you are able to do those enrollments appropriately. So permission will be granted, but it's just a process we need. The same is true for extended delivery. So if you want to deliver a unit across more than one semester, so maybe three terms or a full year, for example, unit 3, you can do that. You do just need to apply to us for that permission. And if you want to deliver a unit sort of starting mid-semester and going into the next semester, again, just needs an application.

You are absolutely free to deliver the units concurrently. So 1 and 2 together, or 3 and 4 together. You don't need to apply to us, you can just do that and to deliver them all of the units out of order that's possible. Within a calendar year, you can deliver the units in whatever order works for you without an application to us. So just something to consider if you are planning and you think, wow, that outcome would really fit with the school athletics carnival, but it doesn't fit at the right time of year according to the unit structure, think about flexible delivery and how that can work for you.

The last thing I'm going to just whizz us through here in the final 15, well probably not all the 15 minutes because I want to give us some time for questions, is thinking about an approach to planning. So at the VCAA, we've really been emphasizing to schools the value of doing understanding by design as the basis for your planning. This can be used for both your long-term goals, the person that was planning for units 1 and 2 for next year, or the short-term goals, like the person who's thinking about what to do for Head Start or Step Up later in this term.

This approach asks us to think about what we want to get out of a program of learning, then how are we're going to know when we've got that, and then finally do the planning once we already know where we're going. What we've done at the VCAA is turn that into a series of questions that are a little bit more structured for the vocational major and the VPC. So they consider the pillars and it's really asking, okay, first what is it we want our students to learn? Second, what's the context we're going to do that learning in? Third, how will I know when they've learnt it? So what am I going to assess? And then finally, okay, so now that I know those first three things, what am I actually going to do?

Just a few pointers on how to think about that. When you're thinking about what it is you want students to learn, as we've been talking about in this webinar, you start with the curriculum and the study designs and think about, okay, what is the learning goal or outcome that I need my students to meet? From that, okay, how are we going to do that? Are we going to do unit 3 WRS about the National Employment Standards with the classroom as the workplace? And we're going to plan for it that way.

The next step is our context. Here, you start to think about what are the community connections I can leverage? What can I bring to the classroom to prevent that extra workload of planning and jumping through administrative hoops and doing paperwork? Can I bring case studies to the classroom? Can I get my students to bring scenarios from their workplaces or their VET in? Can I bring some really authentic texts that the kids actually engage with in? Or if you have the freedom and the capacity, can we go on a great excursion? Can we do this activity down at the local primary school where I don't need to do quite as much paperwork? So what is the context I'm going to bring?

Finally, how does this connect to the students and their lives? So just because you haven't left the classroom to do an activity doesn't mean your activity hasn't connected to the students' lives. Once again, we can really think about those levels of connection. And the classroom is a really legitimate applied space just as much as a really great excursion is.

How will we know when they have learnt it? So it comes back to that question of assessment. What opportunities do I have to collect evidence of student learning? This is where I'm focusing both on the outcome statement or the learning goal, using the Pillars of Applied Learning and then thinking, okay, when am I going to give myself a chance to collect evidence? The evidence can be... Oh, I thought I had it on a slide. Apologies, everybody.

The evidence can be as wide-ranging as you need it to be or as specific as you need it to be. You might have students working on one particular portfolio of pieces for a whole unit and that is your evidence, or you might have students having opportunities to do scripted conversations that you observe, present things to you, work in groups and you observe them with an observation checklist as your evidence. The types of assessment you do can be really broad. You know that there's the very small number of required assessment tasks in each of the vocational major study designs. But outside of that, your assessment can look like what is right for you and your students and the plan you have.

Finally, what are we actually going to do? This is where we come back again to what we were talking about with the pillars and the curriculum, but this question of what are we actually going to do? This is where we can bring in student agency and choice. We can think about specific short or long-term activities. You can think about long-term projects, but if it is too much, project-based learning is a great way to bring in applied learning, but it is not the only way and if it is not working in your school environment at the moment, an activity based or lesson by lesson based approach to learning is just as valid and authentic and can include the pillars just as well as a big project.

You're thinking about what evidence all of this is giving you. It can be excursions, it can be incursions. You can get other teachers to come and talk about their journey to being a teacher, for example. You don't need to be going out in the world all the time and doing all of that paperwork, but you're really just thinking about what are the student actions? What are they actually going to do and how can I make wherever we do it connected to them and their learning.

I'm going to just sort of skip past this quickly. It's going to be in the slides. Let me just go straight to a picture of it. What we also really want to emphasize is that schools are all at different places and teachers and classrooms are all at different places. We've published a continuum of practice that captures what really good practice in the VM and VPC looks like at a school and a teacher and classroom level. I'd really encourage you, if you're looking at your planning and thinking that you're just not meeting those requirements and you're not getting where you want to be, use this as a reflection tool because I really think particularly looking at the teacher aspect of it, which I think I have. Oh no, I thought I put more slides in here, but that's okay.

Which I think looking at the teacher part of it will be really reassuring because even if you find that you're only at the emerging space of your practice, there are a lot of really great positives there to reflect on and build on. And again, I want to come to that point about being aspirational about your program, but also being realistic about the situation you're in in your school, the resources you have, the time you have and what your students need, and really just focusing on meeting both your students and your self at that point of need for your planning.

I'm going to come back to that point somebody made about the barriers and enablers for making learning applied. The definition of applied learning doesn't mean it's always outside of the classroom. The classroom is a real and authentic place where students can apply their learning to both their outside life and their life in the classroom. The work you do in the classroom can be just as authentic and real and applied as the amazing things and projects and excursions that are possible when we have a little bit more time and a little bit more capacity.

I'm going to just end on a reminder that there is really extensive support, resources and advice available to you as well when you are planning. This slide will be sent out to you and it's a clickable graphic there, but there are a lot of support materials already published by the VCAA. We have a whole series of webinars on a bunch of different topics that you can access, but even more than that, this team who you can see on the screen and the other members are at the end of that Senior Secondary Reform email address. It's not just a bot that forwards your emails somewhere else. We are the ones answering them. So please, if you have questions, if you want to talk to somebody about your program and your planning, get in touch with that with us. There are other supports at VCAA as well. There's the VET unit and the Student Records Unit. But if you are wanting to talk to somebody about planning for your program, hit us up at the Senior Secondary Reform inbox and we will have that conversation with you.

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