VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Planning for 2025 in the VCE Vocational Major and the Victorian Pathways Certificate

20 August, 2024

Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.

Purpose of this session

To support teachers to begin planning for 2025.

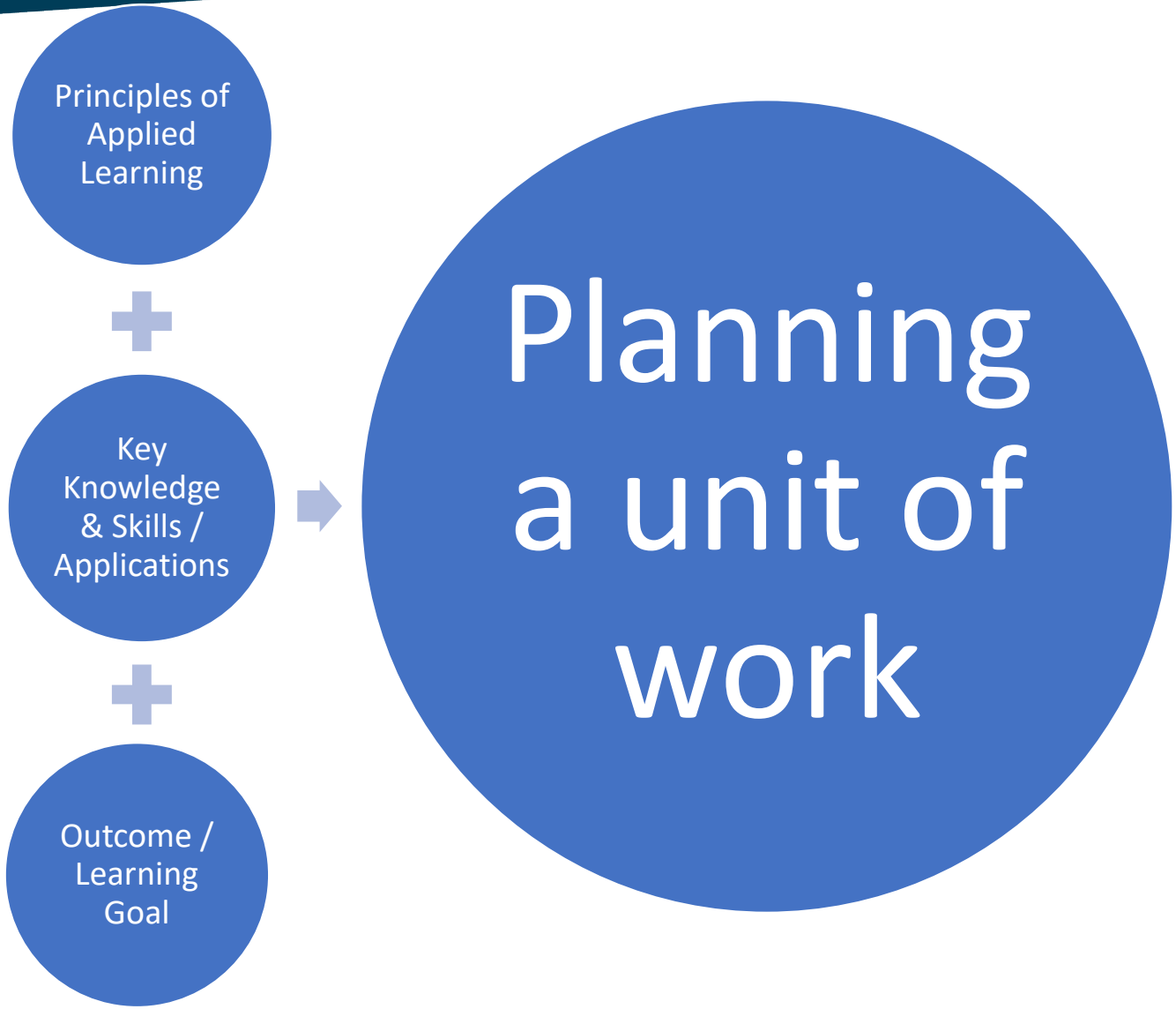
- VCAA policies and frameworks teachers need to consider as they plan
- Planning and implementation structures and advice.

Planning a unit

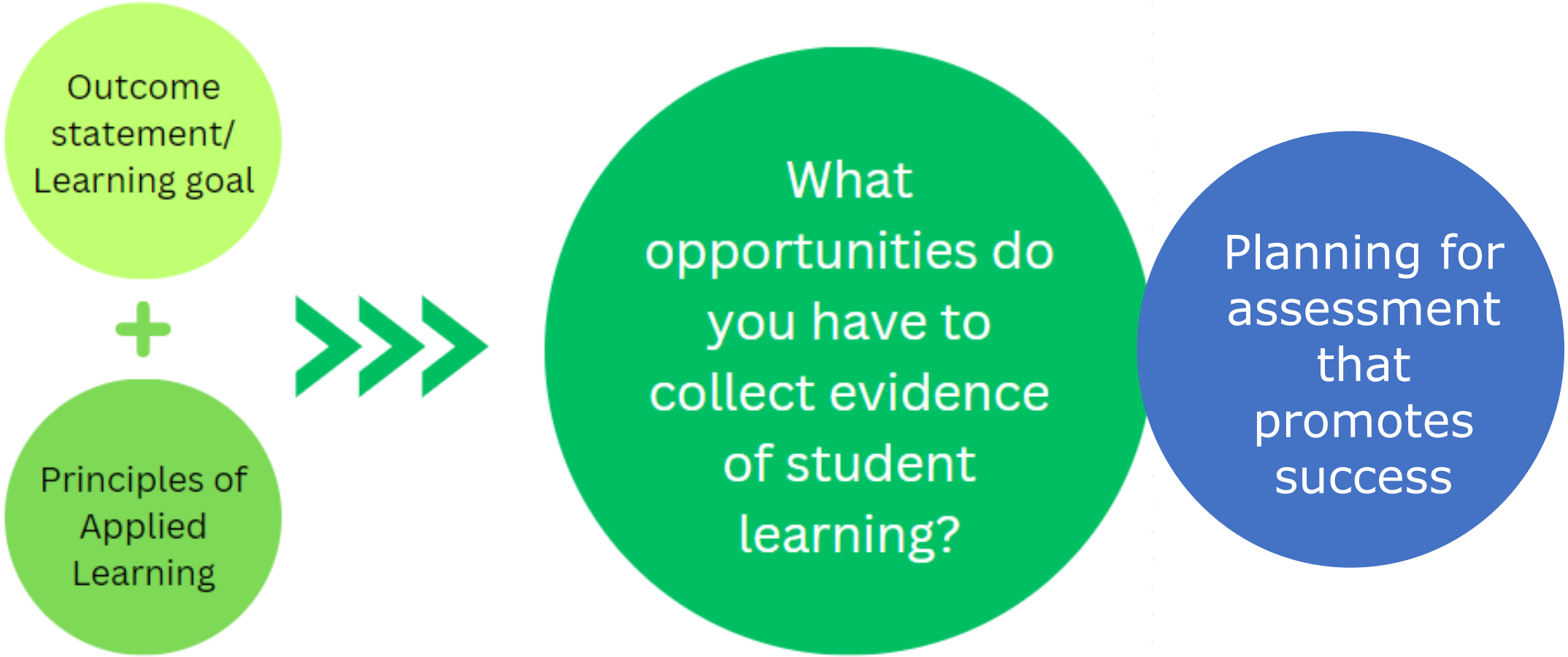
Planning

- Term 4
- Orientation program
- Term 1
- Other?

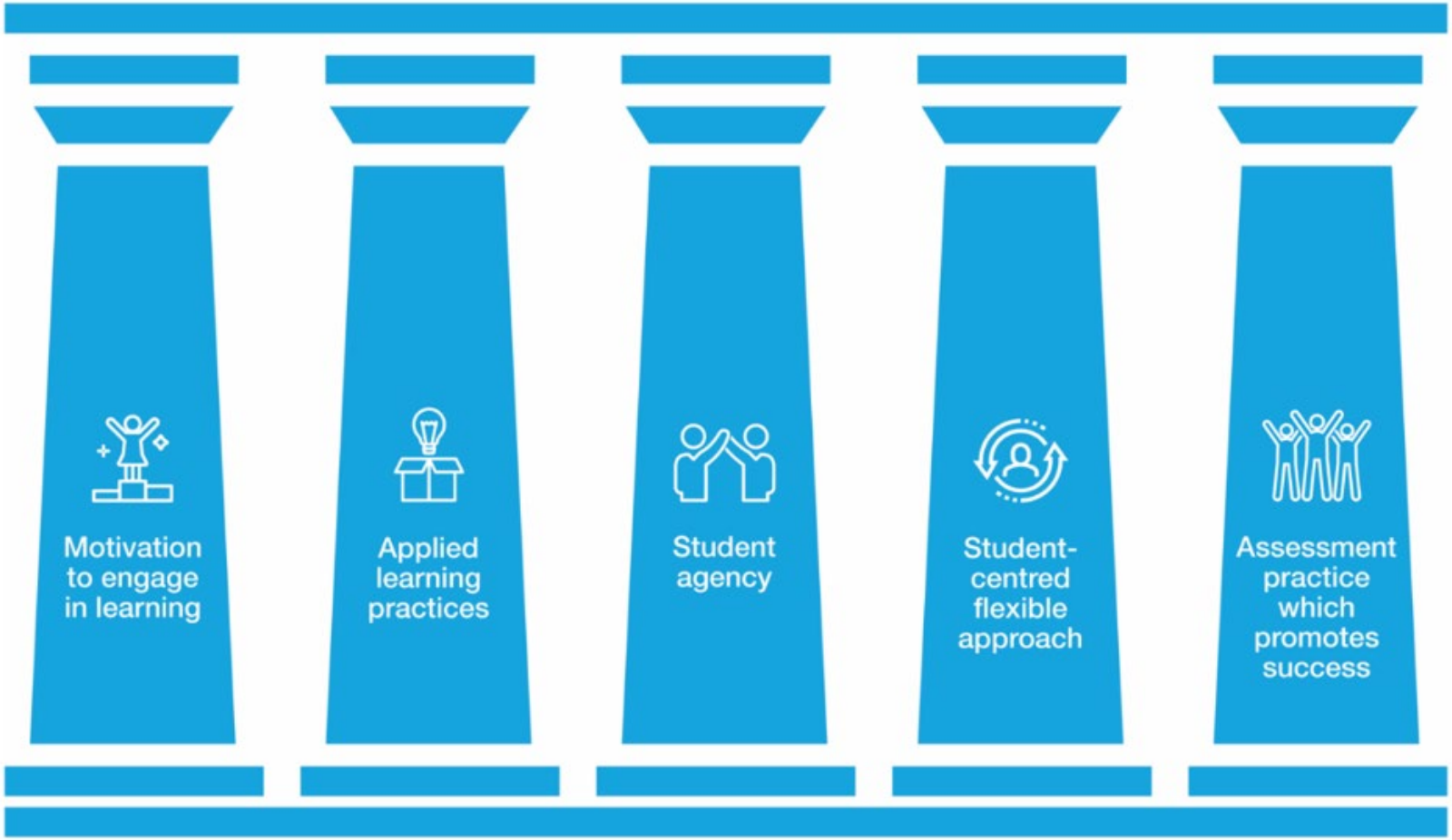
Planning a unit



Planning for assessment



Principles of Applied Learning



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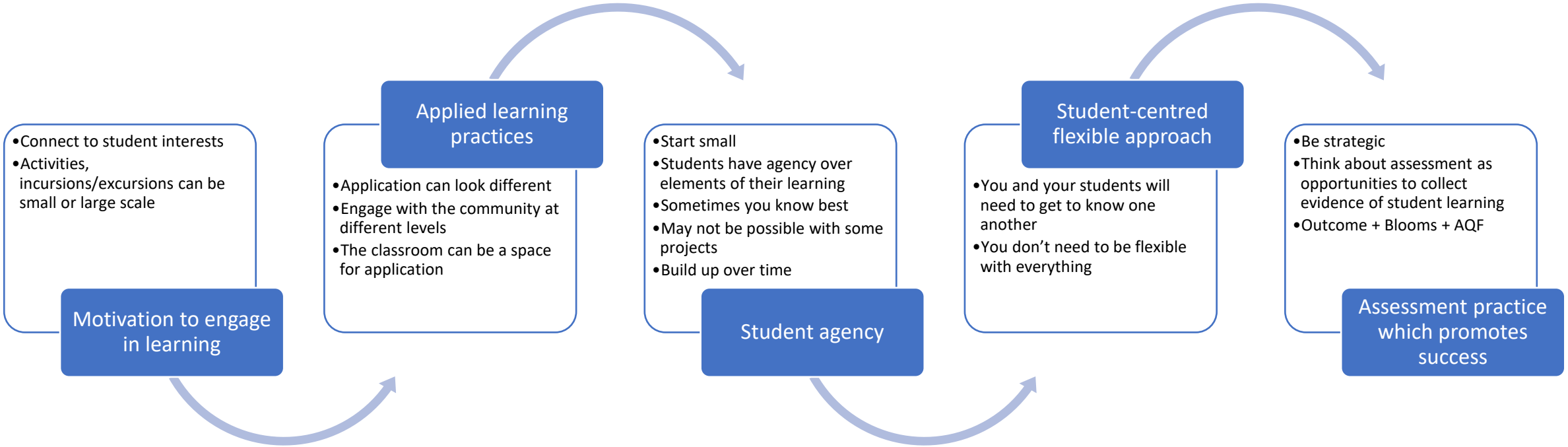


Be **aspirational** and **realistic**

VCAA 5 Pillars of Applied Learning

Applied Learning Pillar 1: Motivation to engage in learning	**Applied learning Pillar 2:** Applied learning Practices	**Applied Learning Pillar 3:** Student Agency	**Applied Learning Pillar 4:** Student Centred and flexible approach	**Applied Learning Pillar 5:** Assessment practice which promotes success
☐ Ensure what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible. ☐ Engage students in demonstrations, activities, investigations and problem-solving in the classroom, community, workplace and other educational settings. ☐ Undertake activities that challenge the student's level of competence and support them to succeed and build self-efficacy.	☐ Ensure students apply what they have learnt by utilising the learning cycle of doing, experiencing, reflecting and relating new knowledge and skills to the real world. ☐ To cater for individual student needs, use authentic materials and resources drawn from everyday life rather than mass-produced textbooks or materials. ☐ Utilise the experience and knowledge of community members including employers, cultural and community leaders and former students. ☐ Ensure learning reflects the integration that occurs in real-life tasks, incorporating skills and knowledge relevant to the whole task and the whole person such as collaboration, communication, problem solving and interpersonal skills. ☐ Present learning activities in different modalities: visual, auditory and kinaesthetic, to allow the greatest uptake of knowledge.	☐ Engage in a dialogue with students about the curriculum and how they can make connections. ☐ Ensure students are moving to equal partners in determining the learning process as they develop greater independence and responsibility for their own learning. ☐ Encourage students to collaborate with peers and identify and utilise individual and group strengths and reflect on each stage of their learning journey. ☐ Share knowledge and recognise the intellectual, cultural and practical knowledge students bring to the learning environment. ☐ Value students' own approaches to the study including effective use of supporting technologies. ☐ Support students to learn through interaction and cooperation via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups.	☐ Understand the students' knowledge and skills prior to commencing the study and use this as the starting point for their learning. ☐ Understand and encourage students' personal, education and pathway goals. ☐ Consider the whole person and celebrate successes and connections to build resilience, confidence, and self-worth. ☐ Build on the positive strengths of each student, including learning strengths and character strengths. ☐ Teach concepts in contexts relevant to the students' backgrounds, interests and experiences. ☐ Facilitate mutually beneficial relationships with a range of local communities while raising awareness about social and community issues and practices that influence and impact on students' lives and futures.	☐ Use the assessment method that best fits the content and context and allows for incremental indications of success. ☐ Afford students multiple opportunities for success and assessment.

Curriculum

VCE VM Literacy Unit 2 Outcome 1

On completion of this unit the student should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range annotations, written, oral and multimedia responses reflecting that reflect learning.

Students at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters.

WHEN will the standard be achieved

WHAT skills and knowledge the student should demonstrate to meet the standard

HOW the student should demonstrate their achievement of the standard

The LEVEL to which the student must demonstrate the standard

Curriculum

WHEN will the standard be achieved

VCE VM WRS Unit 3 Outcome 2

On completion of this unit the student should be able to outline the National Employment Standards and 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 analyse the personal ramifications that may follow.

WHAT skills and knowledge the student should demonstrate to meet the standard

HOW the student should demonstrate their achievement of the standard

&

The LEVEL to which the student must demonstrate the standard

Students at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters.

Curriculum

Outcome / Learning Goal	• Students must demonstrate
Key Knowledge & Skills / Applications	• Shape the Outcome/Learning Goal
LENS/FOCUS	• The teacher and students select
CONTENT	• The teacher and students select

Flexible Delivery

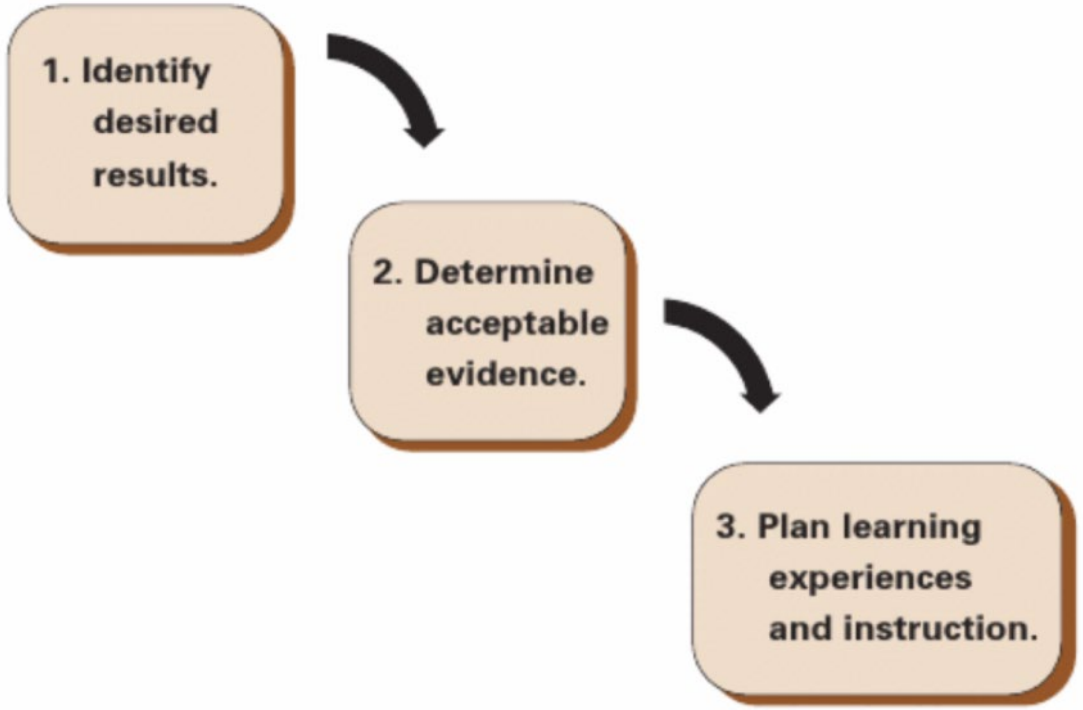
VCE VM studies can be delivered flexibly to meet the needs of students who may learn at different paces or transition into the VCE VM during the academic year.

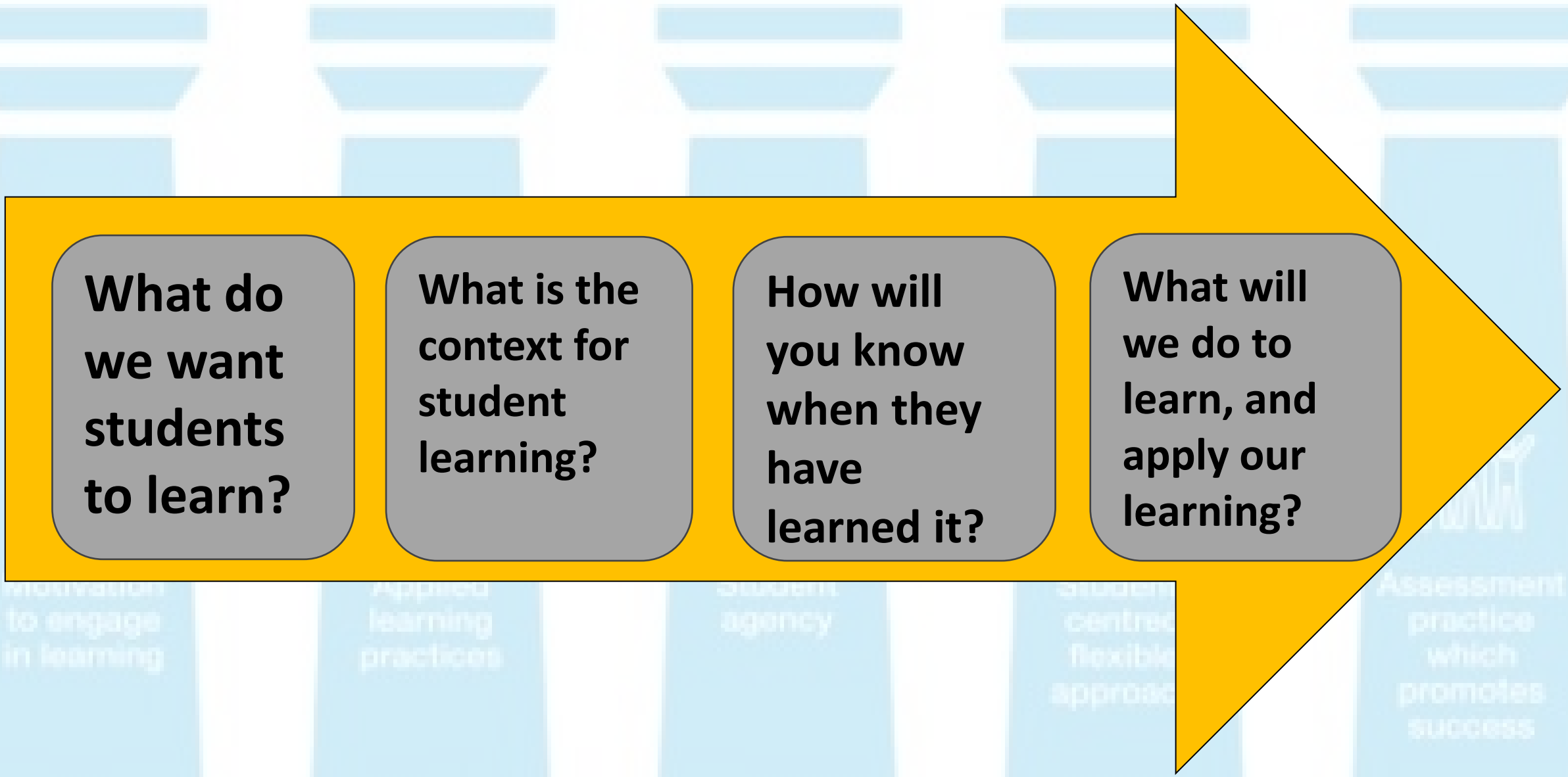
Category	Option	Application required
Mid-year commencement	Deliver Unit 1 in Semester 2 and Unit 2 in Semester 1 in the following year	No
	Deliver Unit 3 in Semester 2 and Unit 4 in Semester 1 the following year in the standard time frame	Yes
Extended delivery	Deliver a single VCE VM unit across more than a semester	Yes
	Commence delivery of a VCE VM unit during a semester and continue in the next semester, including over multiple calendar years	Yes
Concurrent delivery	Deliver Units 1 and 2 or Units 3 or 4 concurrently across 2 semesters	No
Out of order delivery	Deliver Units out of order across a year	No

Understanding by Design

- Long-term goals
- Short-term goals

Figure 1.1
UbD: Stages of Backward Design



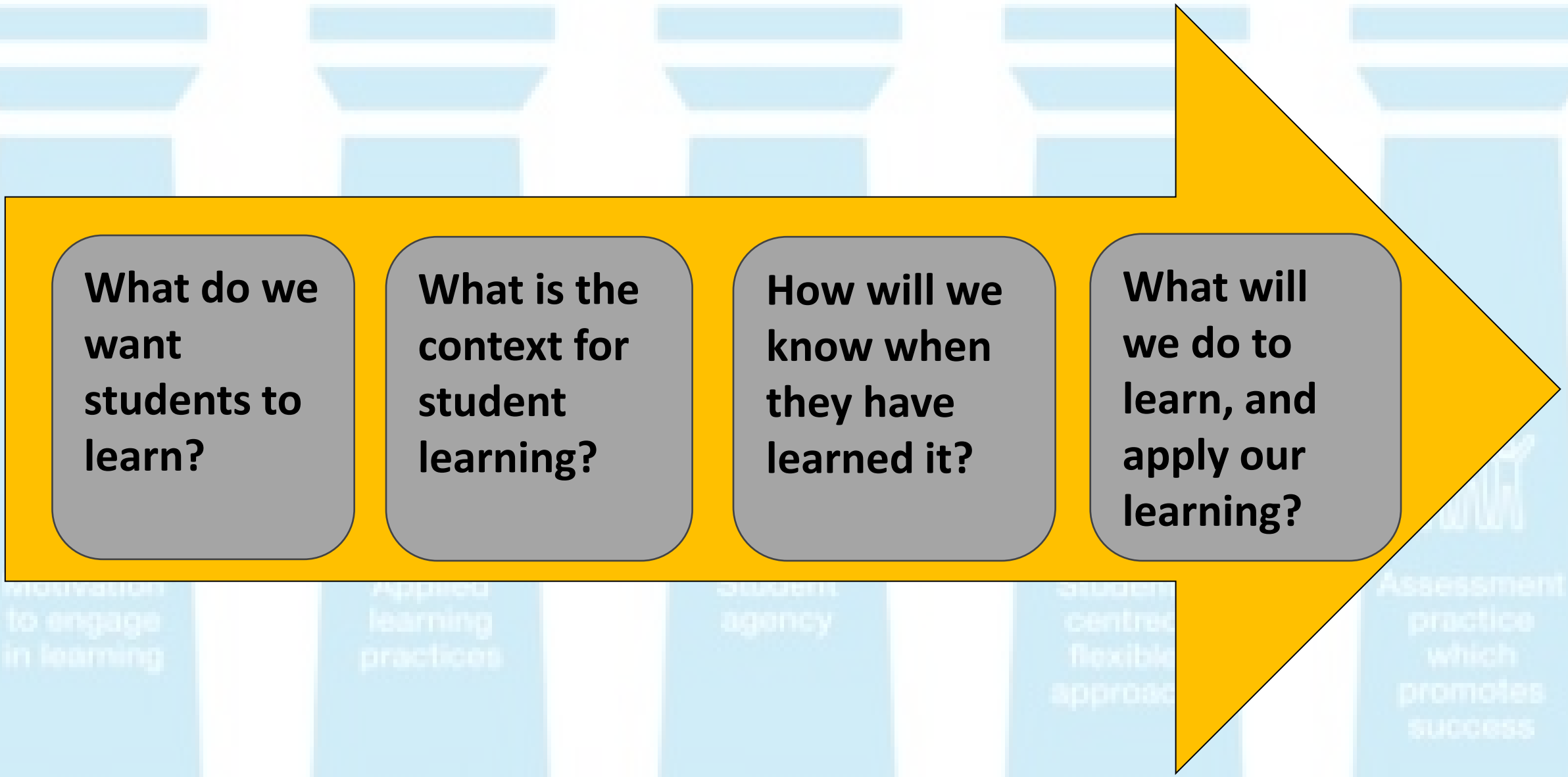

What do we want students to learn?
What is the context for student learning?
How will you know when they have learned it?
What will we do to learn, and apply our learning?

What do we want students to learn?

Start with the study/curriculum designs

Review the relevant Outcomes / Learning Goals

Break down what you want students to learn and do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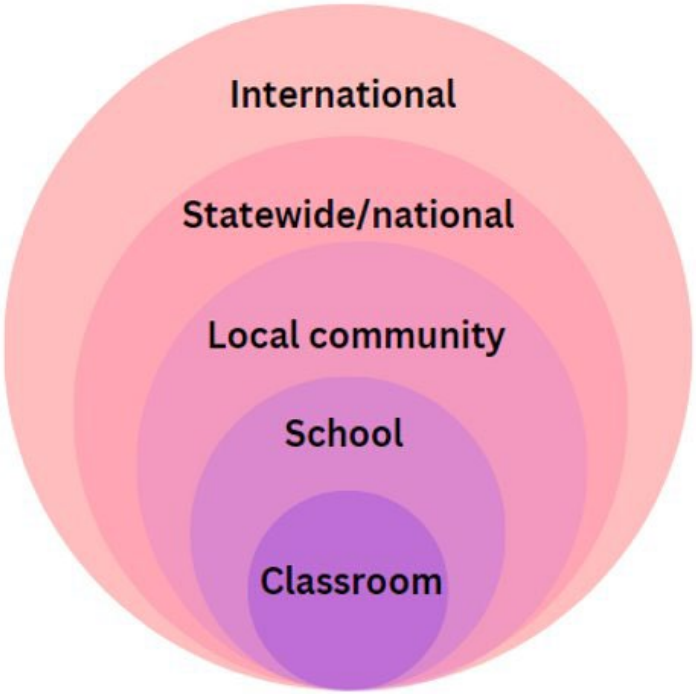
What is the context for student learning?

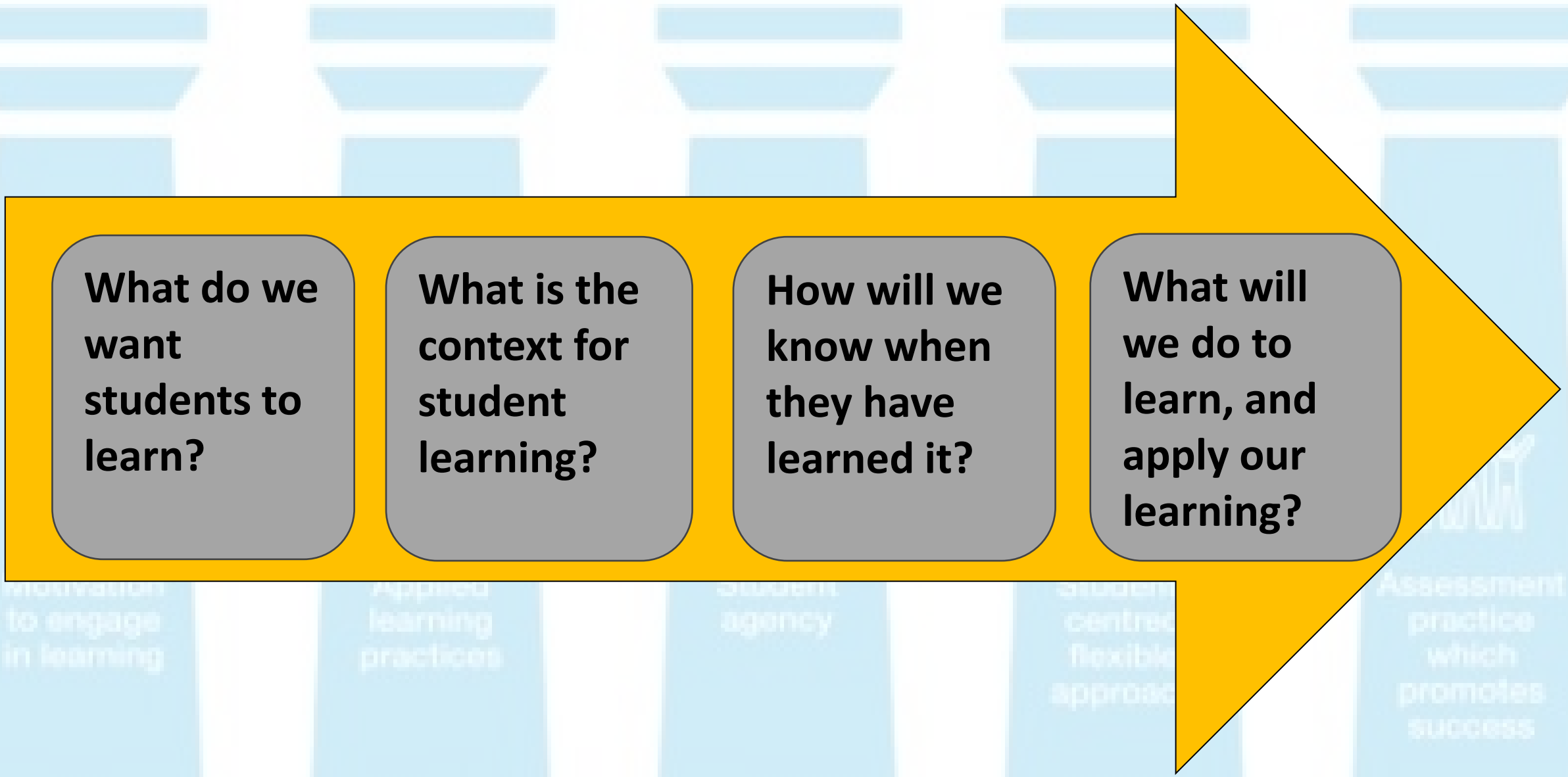
What community connections can you leverage?

What you bring into the classroom?

Case studies, authentic texts, student scenarios, etc

How does this learning connect to students and their lives?

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How will we know when they have learned it?
What will we do to learn, and apply our learning?

How will we know when students have learned?

Outcome statement

Learning Goal

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Pillars of Applied Learning

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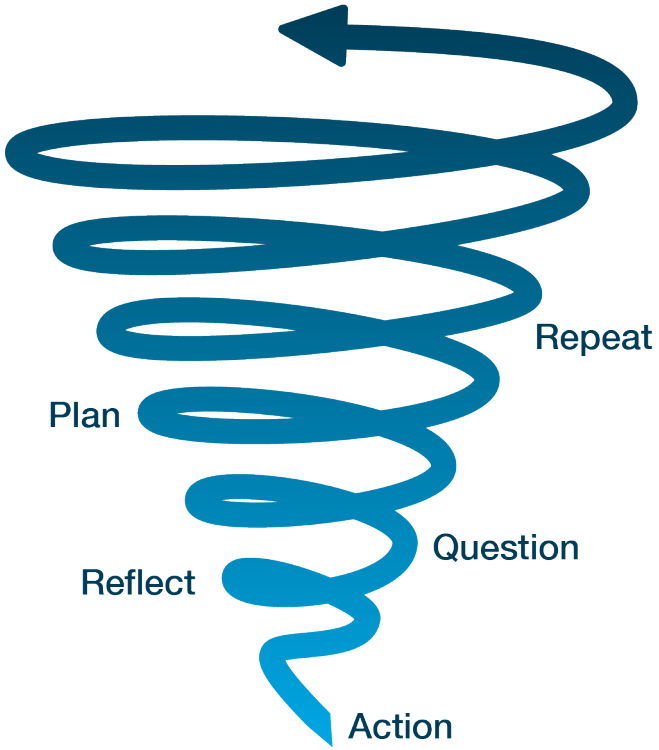
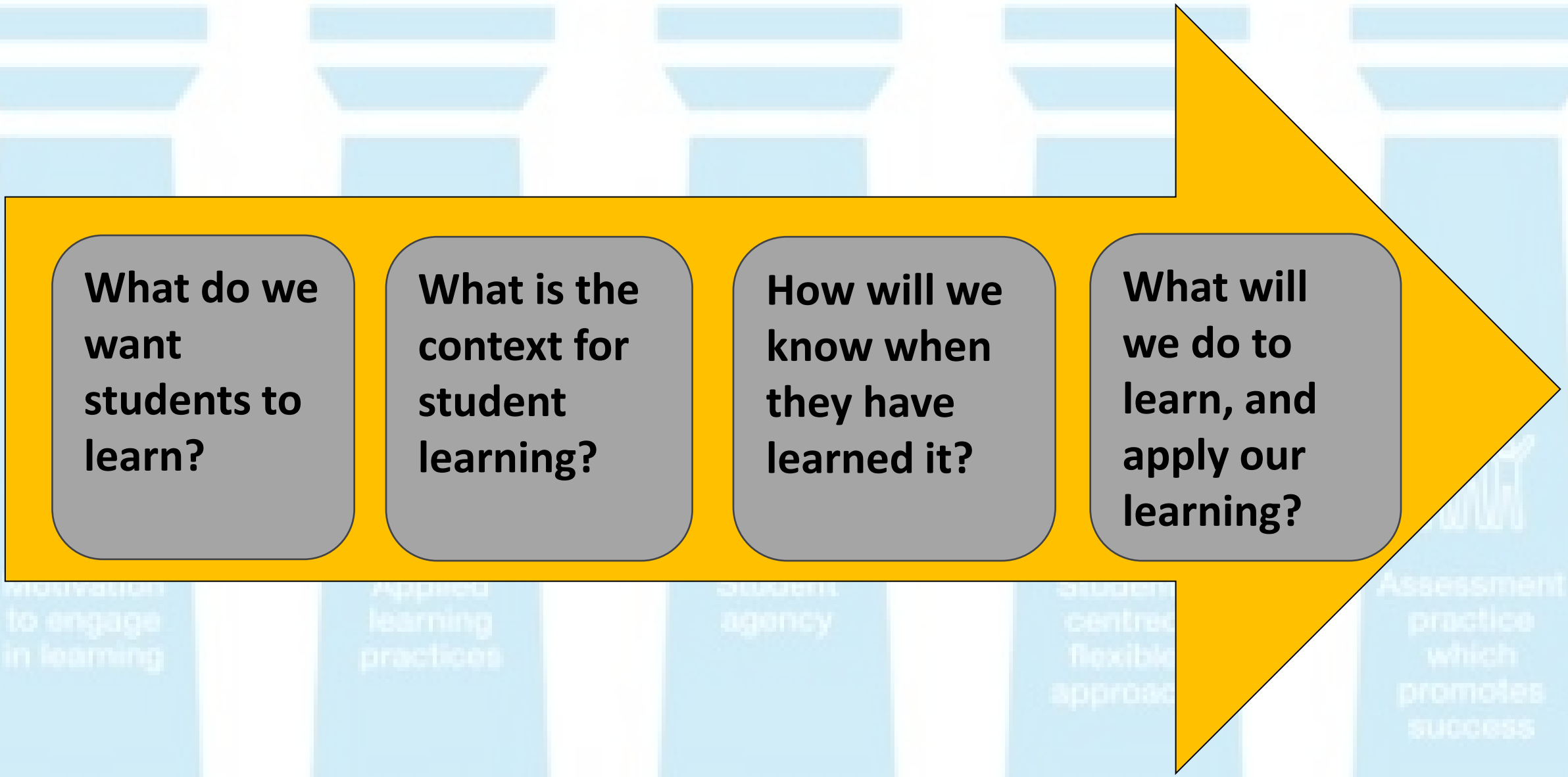
What opportunities do you have to collect evidence of student learning?

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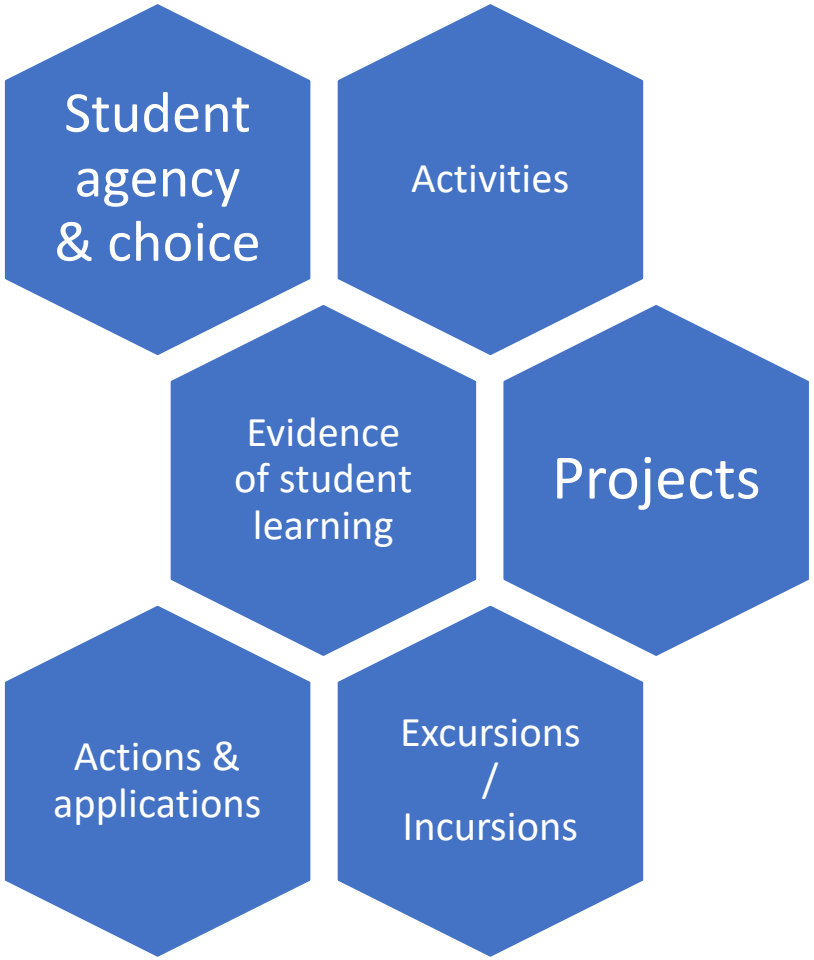

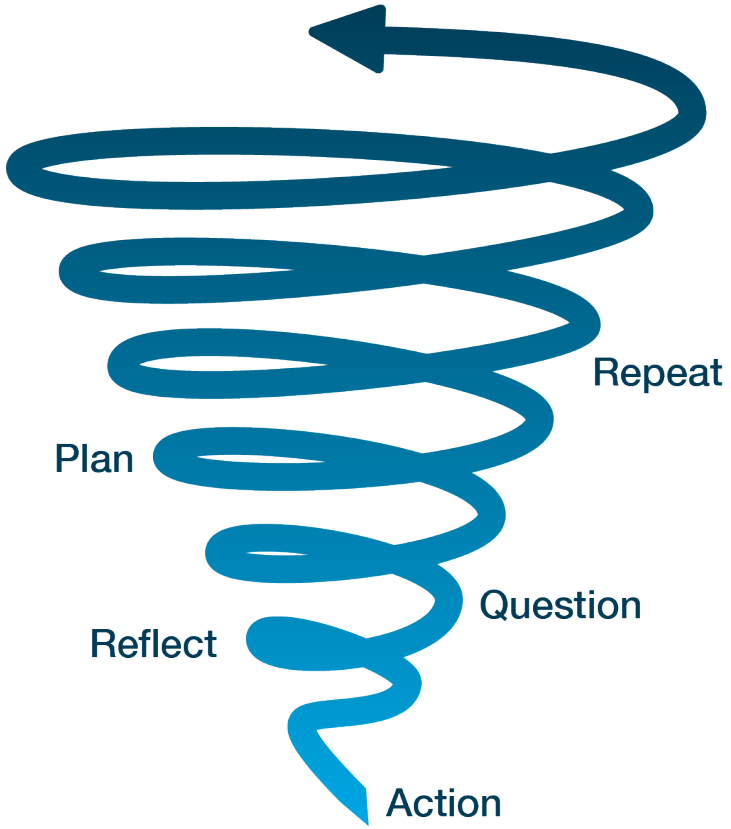

Continua of practice – VCE VM and VPC

Each school and each class will be at different stages on the continuum of practice. Many schools have been able to adapt outstanding applied learning practice developed over years, while others are at the very beginning of the journey.

Be aspirational and be realistic!

Continua of practice – VCE VM and VPC

- Continua of practice have been developed (one each for VCE VM and VPC) to provide support and guidance for school leadership and teachers.
- Designed to prompt thinking and aide planning for the next steps of implementation of these important reforms.
- Not a mandatory checklist and has no compliance application.
- Intended as a guide for teachers and school leaders to:
  - Reflect on implementation so far
  - Consider areas for improvement to prioritise

Available online: [Pages - Continuum of practice (vcaa.vic.edu.au)]

Continuum of practice

	Emerging (1)	Evolving (2)	Embedding (3)	Excelling (4)
Student participation and experiences	Teachers are considering ways of seeking student input and participation in the various aspects that make up the VCE VM subjects they teach, though these still need to be put into practice. Teachers rarely rely on student experiences to inform teaching and learning. Teachers sometimes seek student feedback but when they do, are not yet ready to take it into consideration as a means of making improvements	Teachers occasionally seek student input and participation across some aspects of the VCE VM subjects they teach. Student experiences as a means of applying learning are at times part of teaching and learning, whether in the classroom, off campus, online or through inviting community members into the classroom. Teachers build their applied learning practices by trying ways of providing students with experiences, occasionally seeking student feedback to improve.	Teachers foster student input and participation across several aspects of the VCE VM subjects they teach, including in the scheduling of VCE VM assessments. Student experiences as a means of applying a learning experience or project-based learning are part of teaching and learning, whether in the classroom, off campus, online or through inviting community members into the classroom. Teachers build their applied learning practices by trying ways of providing students with experiences and seeking student feedback to improve.	Teachers foster student input and participation across all aspects of the VCE VM subjects they teach, including in the scheduling of VCE VM assessments. Student experiences as a means of applying learning are at the forefront of teaching and learning, whether in the classroom, off campus, online or through inviting community members into the classroom. Teachers conscientiously build their applied learning practices by trying new ways of providing students with experiences and external partnerships that are built over time, with student input and feedback as integral to the process.
Reflection for improving student outcomes	Teachers are working on ways to bring reflective process to their practice but rarely have the opportunity to undertake such reflection as a means of improving practice.	Teachers occasionally plan for and undertake reflection. Some of this reflection informs planning for improvement in VCE VM student outcomes.	Teachers regularly plan for and undertake reflection, individually and as a teaching team, to inform their planning for improvement related to VCE VM student outcomes.	Teachers frequently and conscientiously undertake reflection, individually and as a teaching team, to inform their planning for improvement related to VCE VM student outcomes.

Extensive Support, Resources and Advice

VCE VM and VPC Professional learning Platform

Complete self-guided courses in your own time.

VCEVM and VPC Curriculum Documents

Access to a range of curriculum documents and support materials

Contact us

Write to us with any questions or requests. Our expert team is waiting to hear from you.

VCE VM and VPC Implementation

Webinars
A range of webinars to support the VCE Vocational Major and Victorian pathways Certificate

Communities of Practice

Connect with a robust network of teachers led by expert applied learning practitioners in your area

Emails

Senior Secondary reform

vcaa.seniorsecondaryreform@education.vic.gov.au

VET unit

Vet.vcaa@education.vic.gov.au

Student records and results

Student.records@education.vic.gov.au

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Thank you

Get in touch

vcaa.seniorsecondaryreform@education.vic.gov.au

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