**[Joanne Binns]:** All right, welcome. Good afternoon, everyone. Welcome to our webinar titled Stepping into 2025 around the VCE vocational major and the VPC. We’re really glad to have you here this afternoon. My name is Jo Binns and I'm an education specialist here at the VCAA.

First thing that I'd like to do before we jump into the content is to acknowledge Country. So we acknowledge Aboriginal and Torres Strait Islander peoples as the traditional custodians of the land, skies and waterways across Australia. And we also acknowledge that sovereignty was never ceded.

We appreciate the knowledge, wisdom, and learnings of our longest living cultures and are guided by the continued strengths and resilience of Aboriginal and Torres Strait Islander peoples and cultures. We pay our respects to and acknowledge elders as holders, as protectors, and as educators of Aboriginal and Torres Strait Islander cultures.

And so I would also finally like to introduce my co-presenter. So Leanne Venables is here with us. She's a very experienced applied learning teacher and is one of our VPC senior project managers here at the VCAA in the Senior Secondary Certificate Reform team. And we also have Nicola in the background helping us with the Q&A and a few other things along the way. So thank you Nicola as well.

All right, so our agenda today is really looking at these three broad topics. We start broad and filter down into the planning for orientation programs and/or the first weeks of school. But first we're going to talk about just taking a few moments to give you the chance to think about what 2025 might look like in your context in terms of some of those things, they might be unknown or unknowable as yet, but it's good to start considering and planning for what you can.

We'll talk about what you might like to consider when you're setting student expectations, and that really then leads into those thoughts on what you might do in your orientation programs or the first weeks of school. I doubt that we're sharing anything too new or radical or different to some of what you are already doing, but sometimes it's really helpful to take that moment to sit and think about all of these aspects altogether.

And also that can spark some new ideas or some considerations of how you might want to change things up or not change things up if it's all working really well. It might reassure you about some of your current practices as well. So that's our plan for today and Leanne's going to be starting us off thinking about 2025 in your context. So I will hand over to her right now.

**[Leanne Venables]:** Thanks, Jo. Good afternoon everyone. Hope you're all well. So we're going to be looking at now of 2025 in your context. So how is it going to look? So congratulations, you've made it through obviously your first year. But some of you may have been making it through your second year of implementation of the VCEVM or the VPC certificate, so please give yourselves a big pat on the back because I know it's been a huge job.

So what will your 2025 look like? So we look at that in a variety of ways. We are looking at our student cohort, so how many students could you possibly have? Some of you may already have some idea of student numbers for 2025. Some school settings may stay the same, while others may have an influx to the VCE from VCE students because of the introduction of the expanded access units of WRS and PDS being offered to mainstream students. This will most probably boost your numbers of the VCE VM.

So how many classes will you have in your college? Well, this solely depends on the student numbers as well as the staffing to deliver these classes. Are some of you going to be teaching VCE VM and the VPC certificate in the same classroom? Yes, this may happen in some school's settings, especially smaller school settings where the schools may only have a handful of VPC students.

These students can be accommodated in your classes quite easily, and the VCAA have some exemplars on delivering in the same classroom, and the link of that can be outlined on our overview of our resources slide at the end of the webinar. Will you be teaching Units 1, 2 and Units 3 and 4 in the same classroom?

Again, this will depend on your school setting as well as the student numbers that you may have. Standalone classes, looking at the studies separately is likely to be an option that most schools go for if they have enough numbers.

And finally, the expanded access to WRS and PDS. We'll give you some more details about that in the next slide, but a big consideration for schools may be around student numbers and class sizes. So that's just something to consider while you're in the context, if there's a potential for a lot of uptake into those subjects.

And relationships, rather important one is ensuring that you are building positive relationships between your students from the very, very start. So in your orientation programs, which you may call Head Start or New Start or Quick Start and including them and getting to build relationships before you even start the new year.

So expanded access, so in 2023, the Senior Secondary Reform was implemented with the introduction of the VCE Vocational major and the Victorian Pathways Certificate. In 2025 the VCE VM is the first step towards an expanded Victorian Certificate of education. The reform aims to ensure every student has access to studies where they'll build their knowledge and experience of the world of work and find pathways to rewarding careers.

So what do you think that will look like? So in 2025, the VCE VM will take the first steps to expand the VCE. This means that schools are able to offer work-related skills and personal development to all VCE students. The reason for this change is to give interested students the opportunity to benefit from the applied learning subjects regardless of their specific pathway chosen as part of their VCE.

It's also important to remember that these studies are not assessed in the same way as mainstream VCE studies, and will not produce a study score only an S or an N. The VCAA ran a webinar about expanded access into PDS and WRS in 2025 during term two of this year. And you can find the webinar recording and access the slides and transcripts on the link, which we will send out to you.

So what might your team look like in 2025? So what does the VPC team look like even now? Are you the number one teacher that will be delivering all four studies or you are one of the ones that will be delivering Unit 1, Unit 2, Unit 3, Unit 4 in a single study or a combination of studies? It's important for you to get your team on board so that you can map exciting semesters that will be engaging to promote student success.

This ideally could happen during your school meeting schedules during the week. Are any of your members new to the applied learning team? You will again need to work together. Applied learning is sometimes difficult to get your head around, especially if the new team member is used to delivering VCE studies, as the VCE VM and the VPC are delivered and assessed differently.

We encourage you to encourage them to step outside their comfort zone, remembering that student learning is flexible and as a team, you all need to be flexible. As I say, the designs are bendy. Are the members of your team engaging, motivated and full of great ideas? I hope so. What is better than a bowl full of yummy lollies?

A team that works and plays together well and has the most amazing creative ideas that they can deliver to a group of students that are motivated to learn because you motivate them and you are passionate about the young people you are teaching and you also have an interest in them.

Communication, I can't iterate that enough. Basically you need to ensure that you're all on the same page and delivering a quality program to your students. It's imperative that you meet as a team and if not, see if you can meet as a team so you know exactly what each of you are doing.

Certificates, the VCE VM certificates and the VPC certificates often require more planning because of the applied learning aspect. As education professionals delivering these certificates, we need to ensure that we're giving the students the best possible quality education as well as giving them the necessary skills and knowledge to go out into the workforce to be confident young people.

So how do I plan for 2025? So who is a team? Am I a team? Am I part of a team? Most importantly, you are a team and I cannot let you know that more than enough. So what constitutes a team? Professional learning teams in your school setting. Meeting as a professional learning team has its benefits.

It helps you plan the year, plan the topics. You can also have some student voice and agency in there to plan extra topics, planning of activities. And if you cannot meet frequently, ensure that the communication is kept up so you're all in the loop.

Your community of practice, which is your CoPs, they're a great way of networking and helping each other with curriculum and project ideas as well as problems. You have collaborative practices and you also have lots and lots of great resources out there to share.

VCAA, us, don't forget about us. We are a part of your team. Make sure you get in touch with us if you have any questions and take a look at our website for all the great resources that we have. We have advice and we also can put you in contact with your CoP leader if you haven't actually been to a CoP meeting. And even if you've got some silly question that you may need to ask, give us a call we can actually help you out with that.

So many hands might like work, so don't reinvent the wheel. Your schools in the past have delivered some really great lessons, projects, and activities. Don't let them go. Just reinvent them to suit the studies or the curriculum designs. It could be difficult in some settings, but I know it's important you can do that. Remember what you deliver equals motivating the students to learn.

Know what the rest of your team is up to again, is really, really quite important. Even if you don't meet as a team or don't meet very often, it's a great idea to keep in touch about what you are planning. The positives of such communication means that you can build on similar projects or bring plans from different subjects together to enhance student learning.

We've heard of some schools where they say a literacy excursion is being planned, but when the teachers of other subjects heard about it, they all realized they could get something for each of the subjects out of the excursion as well. There is really a lot of potential for integration also, just by having those touch... knowing what your students are learning elsewhere in their program that can help bring their prior knowledge into your classroom.

The risk of not communicating what you are covering is that there could be unnecessary repetition of student learning. This might be, for example, if a WRS teacher is planning to do CV writing or resume writing with students and the literacy teacher is also planning some work on CV or resume writing. If you don't know what each other are doing, student engagement may be compromised.

Finally, communication can help with your workload as you might be able to jointly collaborate on a project with your team members and knowing when big workloads or projects are coming on in other subjects, you can understand the spacing of the student workload as well, ensuring that not everything is all due at the same time for the student.

And I suggest to you all that you invest in a yearly calendar. This can be used to plan all your incursions, your excursions, your camps, maybe even canceling in your major projects or events that are happening around your area. This will allow you to better plan for your curriculum and your activities.

It also gives the principal team an idea of your school movements throughout the year as well as what staff will be needed and overall an estimated cost to the students as well as if they don't pay a VCE VM or a VPC school fee. This is also a really, really great exercise to do with the students looking at refining their organizational skills as well as working to certain timelines.

So integrated curriculum ideas. So another element of planning can be to consider integrating two or more studies. This is not a requirement, but if you're likely to have considered that, there could be benefits to this as we explained in the previous slides. Of course, you don't have to integrate subjects, but you might be able to consider getting everyone on board for one project or combining between just two of the studies. Whatever might work for you and your team and the calendar.

When planning for an integrated project, it's important that you're covering the key knowledge and the key skills in the study design and the VCE VM and the learning goals and the applications in the VPC certificate. When you're integrating projects or studies, again, the most important planning aspect is being mindful about how you are assessing. Remember, you cannot use the same piece of assessment material to meet outcomes in two or more studies.

However, you can break down a larger project and be clear about which parts you are meeting, which outcomes in which of the studies. For example, a student might research road safety statistics as part of covering numeracy, but then they might display and research a part of a road safety campaign in some posters that they're doing for literacy. With that in mind, we have a few ideas here for topics that work well as integrated projects or units. And these ideas can cover all four of the core studies or just the studies you want to integrate.

So for example, we have a community charity, we have a road safety unit, an ANZAC unit, biggest morning tea or how to teach a third-grader. So I've run through one for you. So we can actually look at an integrated example. So we're looking at the ANZAC day or the ANZAC task that we've put together. So in numeracy, you could look at, for example, looking at the total enlistments in Victoria, for example. You can look at the enlistments by force or service, the year that these young men were enlisted, the state that they've come from.

For example, if you wanted to do Victoria, then compare the rest of Australia and you can take it much further. Literacy, looking at a novel firstly, A Rose for the ANZAC Boys, which is an Australian novel written by Jackie French. Then looking at Australian Defence Force propaganda from World War I and World War II, and then perhaps asking your students to actually come up with some propaganda that is relevant to today.

WRS, looking at roles in the Australian Defence Force in 2025 and researching and then presenting them as a position to the class. And in PDS, organizing and running a whole school ANZAC day service. So this would be in some schools a really huge event, but also getting the students to invite local ministers, local members, local community identities.

And some of the incursions you could do or excursions is the incursion you could go and visit.... Or the veterans from your local RSL could come out and visit and speak with the students. And an excursion could be to the Shrine of the Remembrance. It could be to Victoria Barracks, it could be ANZAC House, or even if you live in the country, you could come down to Sale and go through the RAAF base.

I've also given you another example on road safety, but I won't talk through that. You'll actually get that in the slides a little bit later on. So, thank you. I'm going to hand you back to Jo now, who will look at setting student expectations.

**[Joanne Binns]:** Thanks so much, Leanne for that. So yeah, let's move into the next section now thinking about setting student expectations and what areas we might want to consider that it's important to set expectations around. So broken up these slides into a few different areas. We need to think about the different elements of the applied learning classroom where we want to set those expectations.

And while we're talking about this, I think it's really important to acknowledge and keep in mind that whilst the VCE VM and the VPC curricula are designed to be flexible, it's still really important to set those markers of expectations for students around things like deadlines, around things like school policies on attendance, so that both you and the students can make the most of your classes together and set them up to get them where they want to go with their learning.

So we'll start off by considering the Pillars of Applied Learning. Thinking about the Pillars of Applied Learning are really the how students will learn. Hopefully these pillars are familiar to you.

They're at the beginning of each of the study or curriculum designs, but those parts can sometimes be easily skipped over or not a lot of time spent on them, especially if you are new to teaching these studies because I would do the same thing. You want to open up that study design and find out, "What are my teaching? What's Unit 1, outcome 1?"

However, these pillars are really integral. They're the pedagogical approach that really needs to underpin all the learning for students in your classroom. So yeah, it's really the how rather than the what at this stage of our thinking about setting expectations.

Something that's really important to consider is that the students coming into your classroom may not have had learning experiences that consider their motivation to engage in learning or that have given them a lot of assessment practices that promote success.

So helping them to think about how the learning is going to look and feel in the applied learning classroom is important. And also for teachers to consider for themselves how this kind of learning should look and feel for you as a teacher and for the students too.

So for example, if we look at the middle pillar of student agency there, this is one that often people stepping into the applied learning classroom for the first time think, "Oh student agency, that means it's going to be a free for all. Students can decide absolutely everything about their learning." But that's not really what we mean by student agency.

Giving students choice is important, but also helping them to be able to make decisions and learn how to make the best choice for themselves is really the scaffolding around that kind of learning and the kind of independence that is the reason why student agency is an underpinning pillar of learning.

It's a bit like that analogy of training wheels. So starting with you as the teacher, getting to know your cohort of students and then that will help you think about where you want to start with in terms of giving them agency and slowly giving more and more agency to them over time in terms of their learning.

So they might not be immediately choosing who they work with in a group or that might be an important form of agency to give your students at the start. You might want to try giving them free agency over a topic of their choice, or you might want to start with a selection of choices and then giving them the guidance to help them narrow down what choice is going to work for them.

Yeah, so thinking about student agency as taking off those training wheels or putting smaller and smaller training wheels on for the students can be a helpful way of thinking about it and setting those expectations for students that that's what you’re working towards I think can be helpful too.

So the Pillars of Applied Learning don't need to just be a tool for you as the teacher to be looking at. It can be really powerful to share these pillars with students and have the students, for example, unpack them in language that makes sense to them.

It also could be helpful to set up your classes around getting students to give you feedback about whether you are meeting their expectations of the pillars along the way. They can be a really good tool for that as well.

We had a guest speaker come along to our PDS for new teachers webinar at the start of the year, Christina. And she spoke about how she introduces the students to the pillars in a way that makes them very tangible and meaningful to students. So if you are looking for more information about that, that is in our past webinars section.

If you can't find it, just email me. We'll talk a little bit about the website later. But the website can be a challenge to navigate. But it's a really good series of activities that she goes through to help these Pillars of Applied Learning and the expectations for students about how they're going to learn really, really gets laid out well.

And in that sense, I think I also said this in that PDS webinar, the pillars, they're a promise that we're making to the students about how they're going to learn. They've chosen an applied learning pathway for a reason, and this is part of the reason why.

So being clear with them from the start can also help understand how to meet their expectations and potentially help some students that may experience some frustration or uncertainty that comes with, for example, being asked to make a broad range of choices and have more agency over their learning.

So yeah, if you're not familiar with the Pillars of Applied Learning as yet, we've got plenty of resources and professional learning online that you can take advantage of. But yeah, there's a lot of power in sharing those pillars directly with students.

The next slide is talking about transparency for students in terms of what and when they will learn, and there's some different elements in there around that kind of transparency. In this slide, we're really talking a bit more about some of the more day-to-day aspects of things in the class.

It's important for both teachers and students to know the sequence and timing of the outcomes of these modules so that these other factors around flexibility and negotiation can come into play.

And also it's really important to be clear with students about how school policies apply to them in their pathway setting. So those will be unique to each school, but from a VCAA perspective, the attendance policy, especially for VCE VM and VPC students is really a lot to do with authentication of student work.

So if a student is absent a lot, how are you going to authenticate their student work that they're handing into you? And then being clear with students that while they do have the opportunity for agency and for negotiation and for flexibility, there are also policies they need to adhere to so that they are able to meet the learning outcomes and the standards.

We just mentioned student agency, it's a really big part of the pillars, but it's here first because it can be up to you the level of student agency you want to give students around some of these other aspects. So your expectations with students about negotiating timelines for doing a project might be quite different in Unit 1 than they might end up being in Unit 4 learning.

And just because we're using words like flexibility and negotiation, it doesn't mean that you shouldn't still be considering your cohort and what they might need in these regards. They might need something much more clearly laid out for them at the start and meeting those deadlines without too much flexibility until they learn and grow as learners themselves around these areas.

So flexibility and negotiation over what students learn and when they learn can be really empowering and a really important skill to take into the world of work. So some examples of that might be around sharing a project and what the workload is with students and then getting them to provide feedback and input to negotiate when that work will be due.

Providing potentially flexible deadlines for students where they can submit parts of a unit in the order that they decide to complete it. And again, it might not work with your cohort or it might be something that you take. Put those smaller and smaller training wheels on over time.

When we're talking about manageability, this also relates to what Leanne was saying earlier about knowing what other classes and teachers are up to because it helps students to keep up with the work and make sure that when their workload is going to be really big, potentially with a deadline in another subject for a big project.

So you might also want to be clear about keeping up with the work and the learning skills that can come around seeking feedback. So for example, how you decide to break a project down into more manageable chunks can also be part of manageability. A school, for example, that we had in last year to speak at one of our webinars outlined how they made all of their projects one week on and one week off.

So there's a week where the project work is being done with very clear expectations around how fast students will get with that work that week and then the following week there's time for students to reflect on that work and then to build the skills and knowledge and understanding that they need for the next part of the project for the next on-week coming up.

We really encourage teachers to think about assessment as the collection of evidence of student learning. So not just like one big be-all and end-all task, but collecting evidence throughout a unit about how the students and what the students are learning. So that means setting up clear guidelines around record keeping for both you and for students. And again, being clear around those deadlines.

So being really honest, having honest conversations with students that you as the teacher, you need enough evidence of learning throughout the semester to be able to award them an S. And then what does that look like? So thinking about, for example, assessment rubrics that show how to meet the standard and the levels.

Rubrics are not mandatory, but they can be a really great tool for setting those expectations, being clear about the learning intentions, being clear about project plans and using planning tools. These can all be effectively brought to bear on setting those expectations for meeting the standards.

So again, while they're intended to have that flexibility and student agency, it's really what everyone's working towards is meeting the outcome statements and learning goals. It needs to be manageable as well for you as a teacher. The VCAA has particular deadlines by which time all the results need to be added to VAS.

So there are some pretty hard stops. Each school has different policies around that. So yeah, even if you have flexibility to some extent there are those ultimately strict deadlines. And being clear with students and transparent on what those limits are is as important as the negotiation and flexibility.

So our webinar last week, which we are still in the process of updating and finessing that recording, but it'll be available online hopefully quite soon, goes into further detail for when you're maybe worried about a student who might be at risk of missing out on achieving that S result. We're talking about stepping into next year, but I'm also aware that we're finishing out this year as well. So that might be a useful resource for you.

Leanne's already touched on this as well, but really getting to know you part is vital for VCE VM and VPC. This is really thinking about and setting expectations about with whom students will learn. So ultimately it's about how they'll work with you as a teacher, how you might expect them to work as a class or as a team in the class. And also building that trust so that they can expect to be known by you and be known by their classmates and build up that sense of working together.

So it's also really key that that relationship building to many of the skills that are outlined in the curriculum around things like leadership and communication. And that really goes a long way to helping students develop employability skills and skills for all sorts of other pathway goals as well because we know that building a community and feeling a sense of belonging can really make a difference to student learning.

This is not just about in the classroom and between students and with you. You might also like to think about this in terms of the expectations around any community connections, which we'll talk a little bit more about on the next slide. If you're going off site, what are those expectations? If you have guest speakers, what are those expectations? And how students can really get the most out of those.

Also thinking about getting to understand students in terms of what they already know and what they already can do, what they want to know, why they've chosen this pathway and what they want to get out of it.

So if you can leverage those relationships and really think about building relationships as a form of understanding and giving students motivation to engage in learning, you'll go a really long way to getting those pillars working well with your students.

And then let's think for a moment about context for learning, which is where students will learn or where will their learning be situated. We like to use this graphic, we've used it in professional learning in the past to think about approaching that idea of the context and using these different contexts as a way of brainstorming where students can apply their learning.

So I think one of the things that can often happen is when we think of applied learning, the immediate thing is like, "Oh, I've got to have all of these excursions. I've got to get them off campus all the time. It can't be in the classroom." But I really want to emphasize that that is definitely not the case.

You can bring the where of the learning into the classroom for students through case studies, through authentic texts, through student scenarios and within the classroom with all the technology that we've got those connections can be made to local community, state-wide national groups, international groups if you have those relationships to build from.

So it's really a question of asking how does this learning connect to them, to the students and to their lives? And yeah, that really means thinking about, and potentially even using a graphic like this to ask students about ideas of what their different interests are across these different levels.

We know that it can be tough to get through all of the things that you need to get through to get students off campus. So really thinking about what you can do on campus is great. I love a school that we spoke to last year, their WRS mock interviews.

They kicked it up a notch by having it on campus and having the students check in at the front office, having them wait, having them ushered into the school boardroom that they'd booked to have the guests who were interviewing them there. It's just a little tweak on something that's commonly done but can be quite effective.

All right. We've got a really quick video here. We have shown this in, I think we showed this in one of our webinars earlier in the year. But I think one of the things that it does is it showcases what happens when students have expectations for their learning and also expectations for themselves and of themselves that are set throughout the program.

So I will play this short video that the Department of Education made in collaboration with Surf Coast Secondary College, and we hear a lot from students and teachers.

**[Erin Wright]:** Delivering the VCE vocational major in a school is a wonderful opportunity to think about how to do things differently and to embrace that change.

**[Alex Brown]:** By having a VCE vocational major program, we can really make sure that we are meeting the needs of all our learners.

**[Danny Monk]:** I think we're reaping the benefits through number of students that are choosing this particular pathway.

**[Immy]:**This program, the best thing that I've ever done to this point in my life. It really changed my self-motivation and helped me be more ambitious for my future as well.

**[George]:** I think the positive impacts for sure are the creativity that comes along with it. You really can choose your own pathway. It really prepares you for the real world and gets you started and into the workforce.

**[Speaker 8]:** Having ownership over what I learned about it definitely feels good because I know that everything that I'm going to do here, I'm going to use in real life.

**[Immy]:** You really get to lead yourself. Why wouldn't I want to learn how to do that as early as I can?

**[Speaker 9]:** If someone gives VOC major a chance, you can be confident in your career and the industry you want to go into, and that's what you need in life. You want to be motivated to push your career.

**[Danny Monk]:** Having them go out into the workplace, those communication skills are collaboration skills. Seeing them find things they're really good at that they enjoy doing, they're passionate about, it's about the students and that's all our job is getting them where they want to go.

**[Erin Wright]:** I think that what we're investing in is our students' future. We've really enjoyed seeing the great outcomes that we're getting for our students and we'd love to see that in as many schools as possible.

**[Joanne Binns]:** All right. On this next slide, I've just pulled out a couple of the great quotes that are in this video, but I hope that it's a reminder of why students choose an applied learning pathway, that they're choosing it for a purpose. You might want to share this video with your students or with staff, and we've popped the links in later on.

But I think one of the other things to note is that idea of the future being so important and a overview of setting those expectations that the students should be set up to expect that what they're learning is something that will have benefit and be useful for them in the future, that they're not just doing something to pass a test necessarily.

So yeah, we'll move on. Now, the last 15 minutes or so will just be around taking some of this thinking and putting it into plans for orientation programs. So a couple of considerations around those orientation programs or those first couple of classes when you're meeting students are about what can you do from start to finish.

If you've got two days of orientation with students, what's something that you can maybe begin and finish in that time period that can lead to a real sense of satisfaction for students? And these activities are really, again, linking back to how students will learn and what they might learn in the future. Again, getting to know students and why they've chosen their pathways and giving them in those first few days some agency over their learning to get them used to how that feels.

Something that you might want to consider if it's appropriate for your cohort is in that orientation program, is there a little piece of assessment and some feedback that you can get to students that might help them start off with an experience of success to go into the year thinking, "I've already got a little tick for my work. Is there something that is possible?" In terms of your time for your orientation program or just to get something ticked off and have a win in that first week along the way?

I just want to take a moment, we'll do a quick Slido here and ask you to just reflect on what learning and impressions do you want students to be coming away from your orientation days or during that first week or two of school? What do you want them to understand about being in your class or in an applied learning cohort that, do you think is the most vital thing to start the year off with?

We've bombarded you with a lot of potential thoughts about that, but you might think something is more important than other. All right. I'm going to keep that Slido open and potentially have you think about that and add to it as we go. We've got students knowing their learning is relevant and useful and that their learning will be engaging for them. That is a great thing for students to come away with, and I might reference back to those responses as we keep going.

So once you have a good understanding of what in particular you really want to get across to your students during that time, this is our backwards by design planning tool. It might be familiar to you if you've been to some of our other PL, but let's have a little think about what do we want the students to learn.

So if you want the students to know that their learning is relevant, what context might you then provide for that student learning during the orientation or the first weeks? How will you know if the students have learnt that? How will you know that they're coming away from the orientation program understanding that, and what activities might help them to learn that?

So another way of thinking about this is to look at Kolb's Experiential Learning Cycle. So thinking about taking the students through very early on an experience of acting, so doing an activity, reflecting on that activity, conceptualizing about what happened in that activity, and then applying it for future learning.

We've gone through the experiential learning cycle in previous webinars as well, but a lot of the time, especially in those early days and/or in an orientation program, we concentrate a lot on the act on the doing of some kind of activity.

And so slowing it down a little bit and giving the space to reflect conceptualize and apply can really demonstrate for students that these other aspects, not just the action or the hands-on part, which we like to avoid saying, but the doing part is just one part of the learning.

So I'm going to give you a quick example. I'm going to pass to Leanne who is going to talk about a challenge activity that she's done with students before, and then we'll think about how that might work in the context of this cycle.

**[Leanne Venables]:** Lovely. Thanks, Jo. This activity is quite a fun activity, but it also gets the students thinking and working together as a team. So bringing in some communication skills, problem-solving skills, et cetera, et cetera. So to prepare this activity, you'll need two empty water bottles with no lids, two pens, two bulldog clips, two pieces of string, approximately five meters long, a stopwatch, a clear area, and two teams of students.

The set-up part of the activity is, you need one piece of string and one per pen and one bulldog clip per team. Then the teams then need to attach the bulldog clip with the pen facing down. They then need to thread the bulldog clip with the pen on it onto the string, and they have to assemble their teams.

The first team member and the last team member will pair up and the water bottles need to be faced upwards in the center of the floor space or in between the middle of the string on the floor facing upwards. The do of this activity is, teams need to effectively communicate to get their pen into the neck of the water bottle in the least amount of time.

While doing this activity they are being timed, so the timings will go against their team. Obviously there'll be a winner in each little heat. And then with the numeracy activity, you could actually go further onto times, et cetera, et cetera, into that break. So I'll hand it back to Jo to think about what are the applied learning practices that we used in this challenge activity?

**[Joanne Binns]:** Right. So clearly this challenge activity can be the act part. So you can have students undertake the challenge activity or a similar one that we've just shared. The classic could be to make a point about team building or communication or just that learning can be fun or learning can be really active or learning is done with other members of your class and your team.

So then making sure that students have time to reflect on how the activity went and how they felt about what happened, how they felt about whatever it is that you want them to understand from doing that activity about working as a whole class together and knowing your teammates.

And then digging a little bit deeper to have students think about why things happened as they happened. What might this tell us about, say, group work or about applied learning or about how learning can be fun or how learning...

Sometimes students don't think team-building activities are all that fun, but this looks like a fun one. But yeah, thinking about those sorts of underpinnings. And then thinking about what will they take from this into the upcoming year about working as a team or about applied learning?

So we did have an additional Slido, but I can see that we are getting close to time. So I'll just share this with you. But thinking about other activities that you might do or that you already do during those orientation and first weeks of school, but how might you be able to use that concept of the experiential learning cycle or other elements of applied learning practices to give students a real taste in terms of yes, there's action and there's activity and there's movement and there's excitement, but reflection and conceptualizing are a key part of the learning as well?

All right, we're close to being done here, but one of the things that some schools have done in really powerful ways that we've seen is involving current or past students in the orientation programs or in kick-starting the year for students.

So is there an opportunity for you to get some help from the students who have been experiencing applied learning in your settings already? And if so, what might they do and what might some of those benefits be?

As we know as teachers, we can say the same thing over and over and over and over and over and over and over again to students. But sometimes hearing it from someone else and hearing it from a peer can help that message to get through.

So some examples that we've heard about, we've had graduating students write a letter to a new student who's coming into Unit 1. Some of those team-building activities that we've talked about, maybe current students as part of their PDS class can be the ones running those team-building activities or communication activities. You might have those students come in and do presentations to new classes around the Pillars of Applied Learning, if that's something you've dug into with students before.

We also heard about a school that had students create an application process for students interested in the applied learning pathway and the current students, they made questions, they interviewed students, they ran some activities and reflected on them with the students to really help them dig into that question is applied learning for me?

So a couple of other ideas are on here. We've covered quite a few of them before, but one we haven't really mentioned is that past project showcase. You might also want to take students on an incursion walk around the school campus and look at past projects that students have done and show the impact that potentially the garden project has had on the school along the way.

And a project brainstorm as well is a good way of getting to know your students. What are you hoping that you might get to work on and why, can also help you to understand the interests that are coming up in the next cohort of students.

So at the end of the day, we've talked a lot about a lot of different elements around expectation setting and really your expectations might well be guided by your cohort and by your setting. They should be. And it's really great to be aspirational in terms of the learning that you want to do with students and how you want to set up your classes.

It's also really important to be realistic. We know that there's a lot of pressures on teachers, there's a lot going on in schools, a lot of things changing, new staff coming and going and various other things. So it's also important to not look at some of the ideas that we share here and in other places and feel overwhelmed. Just do what you can do and look at how to build on the program year-on-year.

Please, as Leanne said earlier, we are part of your team. We've got a lot of support and resources and advice, and there's hopefully more to come in the coming weeks and months. We have more webinars this term. We're working on our professional learning in term four as well. And please get in touch if you have questions.

I've put links in there for the Surf Coast Secondary videos. You'll be able to access those and the Pillars of Applied Learning on-demand learning module, which is a self-paced learning module that you can go through in your own time. We have a bunch of other modules there as well.

But we really thank you for coming along today. Hopefully we've sparked a little bit of thinking. Please do get in touch if you do have questions or just want to chat through an idea with someone, an idea you've had.

I'm going to put up the link to our survey now, so if you've got time, please complete that before you leave. It really helps us to shape future offerings for professional learning and lets us know how we're...

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