**[Nicola Izatt]:** I think we'll make a start then. So welcome everybody. My name is Nicola Izatt and today I have joining me Anna Fee, who will be presenting with me and Leanne and Alex are working in the background. So yep, they'll be assisting with sliding all the technical issues that may or may not... Hopefully everything will go to plan as intended.

So first of all, I'd like to take this opportunity to acknowledge country. We acknowledge the Aboriginal and Torres Strait Islanders people as a traditional custodians of the land, skies and waterways across Australia, and acknowledge the sovereignty was never ceded. We appreciate the knowledge, wisdom, and learning of the longest living cultures and are guided by the continued strengths and resilience of Aboriginal and Torres Strait Islander people and cultures. We pay our respect to and acknowledge elders as holders, protectors and educators of Aboriginal and Torres Strait Islander culture.

All right, so what we're looking at today is first of all we're going to go into the background a little bit of the senior secondary reforms. We'll then dig a bit deeper into what specific requirements are for the certificates in both VPC and VCE VM. We'll spend a bit of time unpacking the Pillars of Applied Learning, looking at the curriculums, again, spending some time looking at assessment and VPC and VCE VM, and then planning for applied learning. And if we get a bit of time, I'll take you to some of the sports where our professional learning is.

**[Anna Fee]:** All right, I think I'm going to jump in from here. Thank you everybody for engaging and telling us who you are. I like to see that we always have our experienced applied learning teachers in every PL. There's always a few familiar names. So even though this is the new teachers, welcome. So we haven't talked in our professional learning for a little while about the background to the reform because we've sort of moved out of the really frantic reform period and into an implementation period, but considering we have a whole range of new teachers coming on board in the Vocational Major and VPC space, we thought it was valuable to just do a brief revisit of how we got here and why we reformed.

So in 2019, some of you will remember that the Victorian government commissioned a review into vocational and applied learning that was completed by John Firth and named the Firth review. And it had two key aims, which was to ensure all Victorian secondary school students have access to high quality vocational and applied learning options and to look for ways to improve transitions for students between school, post-secondary education and work. So Firth came back and made 38 recommendations. One of which, or number one was that the applied learning option in Victoria be folded into the existing VCE, and I'll talk about what that looks like in a moment, although a lot of you will be very familiar. But all of the 38 recommendations were accepted in principle and the aim behind all of them really is to lift the quality and the perception of vocational education to help more students access it and provide students with vocational pathways that give them the right skills they need for the next step.

So from a VCAA perspective then what we did was to create a new certificate and to merge the previous applied learning certificate, which was the VCAL, which a lot of you will be closely familiar with, to merge that under the umbrella of the VCE to create the VCE Vocational Major. So an appellation to the VCE, a specialization within the VCE, sort of depicted in this graphic here. So we have the VCE as the umbrella with the Vocational Major inside that and the Victorian Pathways Certificate as a separate certificate with an applied and vocational focus, but separate from the VCE.

So I'm going to talk a little bit about the requirements of those two certificates and the structure. So just this graphic, again, remembering that the VM exists within the VCE, so it has a lot of shared requirements and the VPC is its own certificate. So the Vocational Major requires students to attain 16 units. Those units need to include at least three from the English group, so three VCE VM Literacy units or any VCE English. And those three units have to include a three/four sequence.

Then the student needs to have three other three/four sequences from any group of studies and that can include the VM studies or other VCE studies or even VET studies that provide a three/four sequence. The student does have to have two units of VCE VM, Numeracy or any other study from the maths group, two units of PDS and two units of WRS. Those can be at any level. So those can be at one and two level or three and four level, or they can make up the other three/four sequences. So a student can do only Vocational Major studies and absolutely meet these requirements. The student also needs 180 hours of VET, or that can be two units of VET. And as I said before, the students can include other units from VCE, from structured workplace learning and any VET at certificate level two or above.

Then we have the Victorian Pathways Certificate, which does have different requirements. It's a foundation secondary certificate rather than a senior secondary certificate, so the unit requirement is lower. A student needs a minimum of 12 units. A student doesn't need units from any particular level, so they can be at units one and two or three and four, but students need two units of either VPCLliteracy or VCE VM Literacy, two of VPC or VCE VM Numeracy, and then two units of PDS and WRS from the VPC level. So students do need two units of VPC PDS and WRS. And then students can include a whole range of other units, so they can include units from VCE, from structured workplace learning, I don't know what's happening here, from VET or from the VCE VM if that's appropriate.

Just a reminder about the VPC, it is foundation secondary, as I said, so it really requires schools and students and parents and guardians to think carefully about a student's pathways and their individual needs before enrolling in the VPC. It really should be considered on a case-by-case basis. The reason we're really strong on that is because while there are many fantastic pathways out of the VPC, it does have fewer direct entry pathways available in terms of post-secondary education. So if a student is really looking to go to a higher level diploma at TAFE or to look at university entry, the VPC is probably not appropriate, but it does have really great pathways into apprenticeships, traineeships, further vocational education and TAFE training, employment or even into completion of further senior secondary education.

And I've just included there on the right some of our suitability guidelines for students undertaking the VPC. It's really appropriate for students who have had highly modified programs or transient experiences with school or are re-engaging with school, students who meet the eligibility for programs for students with disabilities or receive some kind of NCCD support or have additional really complex wellbeing or social needs that are a barrier to their entry into the VCE VM or the VPC. This is all on our website with further information as well.

So I'm going to change tack a little bit now and talk to you more about one of the documents that's really central to both the VM and VPC, the Principles of Applied Learning. So this is a little bit of a whip around the key information for the teachers new to the VM and the VPC, and I guess some revision for those of you who are old hands. So all of the curriculum within the VM and the VPC includes the Pillars of Applied Learning, which is a document that really outlines the applied pedagogy that's required for this curriculum. Now this is pretty exciting stuff for the VCAA because before the VM and the VPC, the VCAA made no comment about the pedagogical approach that schools needed to use to deliver our curriculum, so this is our first step into that world. The VM and VPC requires that schools deliver the curriculum with a consciousness of motivating students to engage in learning, using applied learning practices, engaging with student agency, taking a student-centered and flexible approach, and using assessment practices which promote success.

Now these documents are inside every study design. So every VM and VPC study or curriculum design has this document, and I know this is quite small, but has this explanation of what each of those pillars mean. So they're contained within the study design and are a requirement of delivery. We've been providing a range of professional learning around the Pillars of Applied Learning over the last couple of years. One of the tools we also have on the website, so this is published and you'll have a link to it from these slides, is a checklist that really helps you think a little bit more about how to use those pillars in your planning and in your teaching because it might be a little bit too abstract to say, "Yep, okay, I need to use applied learning practices or a student-centered approach in my planning." We do want to provide a bit more support around what that actually looks like.

So for example, for motivation to engage in learning, we're ensuring that what we learn in the classroom is actually connected to students outside experiences. Now that can be at any level, it could be their personal life, their part-time job, their other subjects, their interests and passions, their sports team. There's a lot of different ways that it can be connected, but that's available online and is a really useful tool. I'm going to talk about this more later, but basically the way we think about the pillars in terms of your planning and delivery of the curriculum is that you have the Principles of Applied Learning, which are in each of the study designs and are key to it just as the key knowledge and skills or the applications are just as the outcomes and learning goals are as well. And those are the three things to really keep in mind as you are planning a unit of work.

The final thing I'm going to say about the Principles and Pillars of Applied Learning is that there is a lot, there are five of them. They're not things you're just going to be able to click your fingers and suddenly include in all of your practice perfectly. So we also really advise people starting out in applied learning or even people that are really, really confident in it to be aspirational about using them, but also be realistic. For example, with student agency, you can start small with that, you don't have to allow your students to select everything that they do in every moment of every class. We've all had a class that you just absolutely can't trust to make their own choices at the start of the year that you need to get them working together and with you in an effective way, so you don't have to let them have student agency over every single choice at the start of the year.

You need to get to know each other and build that up over time, just as the idea of motivation to engage in learning. That might not be something you can really change when you first meet your class, and you need to be able to get to know your students to connect to their learnings. You can start with small activities to really try and engage them and create that motivation. So just really that message of you can't be your singing or dancing all the time, but it's about just keeping the Pillars of Applied Learning in mind when you are planning.

Finally, just a little bit of an example of how the different pillars can actually look in action. So for example, just questions like, if you're looking at student agency and learning, do you have an opportunity where students can develop what they want their assessment to look like? Do you have some prior knowledge of what your students are interested in and is there a way for you to bring that to the classroom? Can you create a mix of assessment types, for example? Can you give students work which has multiple steps they can work through at their own pace? So your applied learning can be on the micro level or it can be at the big fun activity level as well.

This is just a little bit of a graphic to kind of demonstrate that sense of what applied learning will feel and look like when it's working well. This is from a previous webinar where we asked people to type in words and we created a word cloud about what applied learning sounds, looks and feels like. And you can see here that it's busy and engaged, but it's also noisy and buzzy and colorful, hands-on, chatty, collaborative, challenging. So we really wanted to include this just for our new applied learning teachers to say applied learning is challenging to teach, it does require you to be confident to let go a little bit, but it also requires you to have a lot of backups if the things that you're letting go to aren't going to work. So don't feel like you have to be perfect straight away, it is a journey and I'm sure the people that are applied learning experts on the call here can definitely attest to that. You can't get that real world active self-directed learning on the first try, it's something that you and your class has to work out together.

So in saying that, the first thing I'm going to do is hand you back to Nicola who is going to talk about curriculum structure and where you can find some additional supports around that. Over to you.

**[Nicola Izatt]:** Thanks Anna. All right, so if you are familiar, if you have been a previous VCE teacher or maybe even a VCE student, and the study designs are basically based on VCE, so a very similar structure. So both VCE VM and VPC and they're organized in such a way where they start with the scope of study, rationale, applied learning requirements, aims, structure, assessment, reporting and units. And often what a lot of people do, and I'm included, is I just go straight to either the outcome of the learning goals and applications or the key skills and key knowledge with the outcomes. I don't spend a lot of time looking at the first few pages off these curriculum study designs, but if you haven't already done that, I really urge you to have a look through them because actually it really does give a really good oversight of what that particular study is based around and how it's so important for young people and how it can be applied to them in their everyday and future life. So yeah, really important to have a look through that.

So the next thing is, again, both the VPC and VC-VM. This is sort of our launching page of our study designs and curriculum designs. Again, structured very similarly. On the VCE VM page, there's also links to taking you to the administrative handbook and other aspects of the VCAA website. Once you actually dig a bit deeper, so once you actually click onto one of either the study designs or curriculum designs on the next page... Anna? Yep. So in our first little rectangle here, basically that's kind of how it looks. So first of all you have the study design itself or the curriculum design, and then below it you have four sections.

So basically in these sections is a whole heap of support material. So you can see the first box is about planning. So again, so under this section in the planning resources, you can see there's a section on developing a program, developing and teaching... Well, there's actually a whole bunch of teaching and learning sample activities, some sample approaches to developing assessment, ways of assessing the task, conditions of a task, and basically sample approaches to assessment.

So then in our next column, the teaching and learning column, we have here what we call exemplars. So again, this is examples of units of work or parts of units of work and modules as well as within that you have some rubrics that go with those particular examples that are given to you. In the assessment section, again, there's just some general advice that is similar for each of the studies and there it gives you links to the handbooks and other sort of VCAA information such as the bulletins.

And then finally the last section, applied learning has extensive information on applied learning and bringing the pillars into it and there are ideas within that about integration and some detailed information about differentiating and different differentiation resources.

So I'll just go back to the first column, the planning column where they have examples of teaching and learning tasks, small little tasks. So they tie in really well with the exemplar. So you might look at an exemplar and it's a big unit of work, but if you look back at the smaller teaching and learning activities, the sample activities I should say, they're quite small, but you could look at that and you could really base maybe a week or two's worth of work on it. It might just be a paragraph of ideas there, but you could certainly get a lot of inspiration of that and then add to your own particular needs of your young people within your class.

Now the next two rectangles I've got here is basically some new material that we've just added onto our website. So this basically can be found on the About VCM VM page. So again, I really urge due to start making a favorites page of all your VCE VM and VPC material. But on that, within one of what we call the concertina, so you can see we've got a whole bunch of headings. So you can see in the fourth concertina we've got a heading of support materials for the VCE VM. And basically this is an example program that is based on integrated curriculum and delivered at Surf Coast Secondary College in Barwon. So that was released just in the last few weeks. And again, in the right-hand side rectangle, it basically has all the examples of different tasks, projects, group activities, and whatever else for both VCE VM and VPC.

Next page please, Anna. So basically this is a warning that goes with if you were using the Surf Coast material, or not a warning, but it's just giving you additional information of how you should use it to its best, and it can be utilized best for you and your students. So basically the college developed the model for delivering VCE VM and VPC that integrates all four of the core curriculum areas, so literacy, numeracy, PDS, and WRS. The program has been really successful in schools, so both Surf Coasts use it but has been trialed in other schools and it's led to a lot of engagement from the young people and really good outcomes have come out of it. The curriculum assessment model was developed to meet the needs, interests, and pathway aspirations of specific groups of students and the program and resources are provided to support teachers and schools to undertake how a fully integrated VCE VM and VPC program is.

So basically when you're using this, again, what you really need to consider is have a look at the activities that are there, read over what the learning activities are and consider your own context for your students. So think about how you could apply this through the experiential learning cycle. And again, if this experiential learning cycle is new, we do have a whole heap of webinars where we constantly are referencing it. So we did a whole heap of webinars at the start of the year, so I urge you to go back and have a look through them. So basically, have a look through the experiential learning cycle and look at the learning activities that are there in this resource, but look at how you can adapt them and change them for the particular needs of your school and your students. Yeah, so that's our advice we'd give there, but again, have a look at the resources, fabulous. And next page.

So assessment in the VPC and VCE VM. So again, someone asks a question about that and I will try and answer it in a little bit. So basically within, students need to meet basically the outcomes and the learning goals and how they can do that is through demonstration of understanding through the key skills and key knowledge and the applications within VPC. So when we move to again, the fifth pillar, which is assessment that promotes success, we want to really emphasize that assessment in the VCE VM or VPC does not have to look like VCE. It's not scored sacks. So the idea of promoting success, we really want schools to focus on basically the multiple opportunities for success. So again, that builds onto that particular question. It's not based around one big mammoth task or one mammoth project, it can be multiple things. It could be smaller learning tasks that you do in a class where you're building up towards maybe a bigger project. But all of those learning assessments and tasks and activities can demonstrate their understanding within whether it's the outcome or the module.

If you have a student, that again, needs a bit of extension, then feel free, give them work that is going to give them challenges, it's going to make them a bit more engaged in what they're doing. Just as if you have students that maybe need a little bit more support with their assessment, again, think about the assessment you're giving, thinking about how you can maybe adapt it or modify it so that it meets their needs or meets their particular learning styles. Students may be eligible for a special provision for classroom learning and school-based assessment if their ability to engage or demonstrate achievement is adversely affected by an acute or chronic illness, an impairment or disability or factors relating to personal circumstances. And next slide please.

All right, so again, we're focusing on the fifth pillar. So again, you can see the principles within that, again, so again, use assessment methods that best fits the content and context that allows for incremental indications of success. So if you do have a student that might need additional support or it may be overwhelming to give them a task that is quite big and it's like a long-term assessment and it's not broken down, then you do, you make it smaller activities, break it into smaller chunks that's more manageable for them and give them clear timelines that they can work towards. And again, let them know that the supports, they are there and they have that opportunity to, if say for example, again, what someone's saying is you get a lot of absences and whatever.

So again, say you have an activity that is based around some kind of presentation and they're absent that day, again, it should be a case that students can then demonstrate another way, whether the next time that they're there, they sit with you and maybe one or two other students and talk through what the presentation was, but they have that opportunity. That is not a case that like three strikes and you're out. And as I say, that goes with the multiple opportunities for success in assessment. And next slide please.

So again, this is just basically how assessment sort of looks in comparison to VCE. VCE VM and VPC are very similar. VCE is scored assessments, which we don't have a VCE VM I should say. And students are ranked by a study score in VCE. They have external assessments and they're basically statistically moderated. And again, they have exams that are timed under exam conditions. Again, with VM we don't have that scored assessment. There's no ranking or a study scored. Again, the assessments are school-based, they're teacher-based. Again, they're modified for the particular needs of the students in that class. And again, as I say, going back, it is up to the discretion of the teacher of the mode of assessment.

So for one young person, it may be a written task, but for somebody else that may not have the best writing skills, it may be a verbal response or they have to create some kind of presentation through creating a [inaudible 00:26:38] or something like that. And basically the purpose of assessment is to give students opportunities, we are looking to give students success. We're not looking for deficits, we're looking for things that they show that they are demonstrating, that they are understanding whether it's the learning goals or the aspects of the outcomes through the key skills and key knowledge. That's what we're looking for. We're not looking to fail them, we're looking for ways that we can help them experience success. And next slide please.

All right, so basically this is an outcome from WRS. And if you don't already know, VCE VM and VPC are both standard-based assessments. So the outcome of the standard is measured against an S, a satisfactory, or an N, not yet achieved. So to meet the standard, the student has to develop the capacity to demonstrate the relevant key skills and key knowledge within that particular area. And in VPC, again, it is similar. If you move to the next slide, please Anna.

Yeah, brilliant. So what I just wanted to show you is in numeracy, if you haven't looked at the numeracy study design, I probably have one handy, but the numeracy study design, as I said to you earlier, a lot of people just flick through to the latter pages where it tells you the information about the learning goals and implications or the outcomes. In the numeracy, the numeracy study design and curriculum design is a good bit thicker because basically in numeracy they don't just have one outcome for each part of the unit, they have three outcomes. So those outcomes are again, VPC and VCE VM, they are similar. It's just some of the structured outcome was slightly different.

So basically you have your numeracy in context. That context could be personal, civic, financial, health and recreation. And then it's matched up with either the focus area for VPC or the area study and VCE VM, so they're matched together. So for VPC, that's given to you. You can't decide which matches up with which, but VCE VM a lot of flexibility there. Then outcome two or learning requirement two and it's getting sunny in here, they're closing the blinds. It's the problem solving cycle. And then finally we've got the mathematical toolkit. So those things are like you treat as a winner. It's not like you do problem solving one day and then you'll just do the mathematical toolkit another day, they're coming together. You're trying to work in the problem solving alongside what everything else that you're doing because the mathematics is coming from the problem solving or the numeracy is coming from the problem solving.

Moving on. So Anna mentioned that we do have a whole heap of past webinars that we've done, and we've done one just recently that goes in a lot more detail on assessment. So those standards that I was talking about, there is a whole bunch of information in there that goes into the standards in more minute detail. Now, they're not published yet, but they will be published soon. So what I would advise is come back to our website in a few weeks time and just see if that's been uploaded, but that will really go in a lot more detail about planning for assessment.

**[Anna Fee]:** All right, it is back to me. Thanks, Nicola. So we're going to talk about planning for applied learning in general. Now this approach that I'm going to talk about can be applied both for just planning your units or planning a lesson or planning an activity, but also planning [inaudible 00:30:43]. Really what I wanted to talk to you about is this backwards by design structure that we've developed specifically for the vocational major and the VPC. A lot of you will have heard of backwards by design, it's really a best practice way of planning for your classes learning where you start with the outcome that you want them to achieve, then you think about how you're going to assess it, and finally you think about, "Okay, what am I going to do?"

We've broken this down using the Pillars of Applied Learning into four more direct questions about the curriculum and how you're going to deliver it, which is basically, okay, what do I want my students to learn? What's the context for student learning? How will I know when I've learnt it, when they have learnt it? And then what will we actually do to learn and apply our learning? So I'm going to whip you through this. Basically the first question is, what do we want students to learn? Now depending on what you're planning for, whether you're planning for a unit, whether you're planning for one lesson, whether you're planning a small project, you can start with the curriculum or the study designs.

So am I doing a project where I just want to introduce something or am I looking at my whole unit and I want students to be able to demonstrate the outcome at the end? So what is my outcome that I want? And then what are the relevant outcomes or learning goals and what are the key knowledge and skills? And then what do I actually want them to do and learn to show that. So for example, do I want students to be able to, I'm going to use a literacy example, do I want students in unit one, outcome one of literacy to be able to look at a series of text, text and tell me what kind of text they are, who the audience is and more about their context. That's what I want students to be able to do.

Then I ask my next question, what's the context for student learning? And this is really where you bring in the Pillars of Applied Learning. So are there community connections I can leverage to deliver this? Can I bring things into the classroom that are really relevant to the students or can they bring things in? And how am I going to connect that learning to my students and their lives? And can I use a classroom context, the school context? Can I go to the local community? Can I go statewide? Can I go international? Can I make it big? Really just noting as well that the classroom is just as authentic a learning space for applied learning as some huge community-based activity. So we have no view that one is better than the other, so it's really just about what's right for your students. So what lens am I going to teach it through. To use my literacy example, am I going to get students to bring in texts that they're interested in to introduce that question of purpose, author, intention, audience, etc.

The third part, okay, now I know what we're going to do and what I want them to learn. How will I know when they've learnt it? What am I going to do to assess them? We really encourage you to think about this as opportunities to collect evidence of student learning. So Nicola was talking in the assessment section about the flexibility of assessment, and we really encourage you to think about it as a collection of student evidence rather than one big scary assessment task. You can collect student evidence of their demonstration of learning over a whole unit and have a whole collection that at the end says to you, okay, my student has met the standard.

Finally, what are we going to do? This is thinking about what activities, what classes you're going to run. Are there going to be projects? Are there going to be actions? What's going to bring this to life for the students? What chances are they going to have to go through that cycle of applied learning where they do something, they reflect on it, they question, they plan, and then they repeat.

So really just coming back to this arrow, it's not super complex thinking, but it is a way to think about all the different elements that go into applied learning. So the curriculum, the Pillars of Applied Learning, the assessment, and thinking about it in a really structured way to help you plan in a way that's manageable for you and also in a way that makes sure you include all of those relevant things. I'm going to hand it back to Nicola right at the end to wrap us up to talk about some more professional learning and finish off the day.

**[Nicola Izatt]:** Thanks very much, Anna. Yeah, so look, there is a whole heap on our website. So basically we have what we call is on-demand learning modules available on our website. So again, they're a bit different from the webinars because they're a lot more polished and finished than our webinars, but our webinars are obviously great as well. But there's a whole heap of information there. So again, if you're a new teacher, then there's a learning module on the Pillars of Applied Learning. And again, you can stop and start it so that it's organized into chapters so you might watch it as a leading teacher for your department. You might watch three of the the chapters that are relevant, and the other three not so, and refer your colleagues in your department to watch it. So they're definitely worth having a look over.

Next we have our webinars from 2023 available and webinars from 2024. As I said, we haven't uploaded the term three webinars, but they will be getting uploaded soon. So again if you become a bit interested in how the numeracy structure is there, so go and watch the numeracy webinar. If again, that's not your subject, but you're teaching PDS next year, maybe watch the PDS webinar. And again, there's links there. And then finally we've got what's called community practices. I do hope that this is quite a known thing within schools, but again, if you're a new teacher or a graduate teacher, whatever, it might not be. But basically we have multiple community practice groups set up across Victoria that's basically led by an experienced applied learning teacher who runs meetings one to two times a term, and it's an opportunity to network people, collaborate with one another, share resources, get to know people. Again, as I say, they're set up across all of Victoria.

There's specific ones for specialist schools. So if you work in a special school or you work in a flexi kind of TAFE non-school kind of provider, then we've got a group for you. If you are interested in that, again, there's a link or just send us an email and tell us where you are working or where you might be working next year and we can link you up to the right leader.

And finally, we've just got more a simplistic page that's a link to all our important webpages and our contacts page and whatever else of that. But yeah, that's all there for you. So as I say, you will get this sent out in the coming weeks and so you'll get the pack, and as I say, the webinar will go up.

And finally, what I'd like you to do just in the last minute or two is we do have a survey. So if you've got a phone available, get your camera out and take the QR code. But we'd really like it if you could do a survey for us. Again, surveys really are important because we need that information to know what we're going to do in the future. So if we don't know that everybody is cracking up about X subject or this particular kind of whatever within our VCE VM and VPC, we need to know so that we can then try and basically fulfill the needs within the wider teaching community. Thanks very much everybody.

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