**Sue Bell:** Good afternoon, everybody, and welcome to this webinar this afternoon. My name is Sue Bell and I am the Executive Director of the Senior Secondary Certificate Reform.

I'd like to begin by acknowledging the traditional owners of the lands and waters throughout Victoria and pay my respects to elders past and present and all Victorian Aboriginal communities. I'd also like to acknowledge any Aboriginal or Torres Strait Islander people who may be joining us today.

It's my great pleasure to welcome you to this webinar because we're excited about providing the overview of the draft curriculum for the studies in the new Foundation Pathways Certificate. I'd like to also welcome Neil and Alex who are our Auslan interpreters today, and Donna, who is doing the captioning.

This is the second of four webinars that have been organised. There are two for the Vocational Specialisation stream and two for the Foundation Pathways Certificate. Today's webinar will focus on that Foundation Pathways Certificate and will be identical to the webinars scheduled for Friday the 3rd of September.

Apologies for the clashing VCAA webinars this afternoon, but it was really important that one popped in on consideration of educational disadvantage that is happening now. The good news is that both this webinar and that one are being repeated. So if you need to see both of them, there is that opportunity, we certainly try and avoid that where possible.

The first Vocational Specialisation webinar was held yesterday and it was an enormous hit, if we do say so ourselves. We were pretty excited and we got some great feedback from people. Desperate to see the curriculum and happy to actually see it. The next one of those is on Tuesday next week, the 31st.

So let's get into it and have a look at what the curriculum is going to look like. So the draft that we've put together for the Foundation Pathways Certificate has been done by a whole lot of people who have worked very hard, mainly practitioners who are currently teaching the Foundation VCAL, but a range of other people led by our team of curriculum experts.

So John Firth suggested to us that we needed to continue with the VCAL strands, and we have done that. We did think about for a while changing the names, but perhaps there is some sort of comfort in actually seeing the old names, but they'll be a little bit revamped.

So there are four studies that we're presenting to you today, Literacy, Numeracy, Personal Development Skills, and Work Related Skills. They're presented in quite a structured format. And we started out looking at a VCE study design format and then decided that wasn't right for this certificate. So we've pulled back on a little bit of the structure.

Each study has an introduction, a description of the scope of the study, the rationale and the aims. Each study is divided into four units like in the VCE. These ones aren't necessarily aligned quite so tightly with time, normally a unit is a semester, this isn't necessarily the case because there is flexibility. The units available at the moment because we haven't quite finished the work at this stage so currently we have four Literacy units that are open for consultation and four Work Related Skills, and we have two units for Personal Development Skills and two for Numeracy, two more units are to come. Each unit will involve at least 50 hours of scheduled classroom instruction.

So just we'll give you a bit of a description so that when you actually engage with the documents, you'll have an understanding of what you're looking at. So each study has four units and within those units are a group of modules, learning goals, applications, and evidence for satisfactory completion. So the module describes the expected breadth and depth of the content that you will be covering when you're teaching it. And the learning goal describes what the intended learning outcome is, what will the student know and be able to do when they've completed that module.

The application identifies the key knowledge in dot points and the key skills the student needs to achieve the learning goal, and all units have been designed as standalone units and can be completed in any order. So that is totally flexible and up to the teacher, developing the teaching program and the individual learning plans for students to fit this curriculum into what's best for the student.

Assessment for the student is a teacher's decision based on what the student has demonstrated of their approach or their advancement towards the learning goal. And students should be provided with multiple opportunities to demonstrate that the learning goals, we're not saying how many times, but multiple times. Assessment is an ongoing process that teachers will observe as they interact with the student. We will be giving examples of assessment tasks, and we're looking at supporting you with a learning growth model where you'll be able to assess where the student is currently, after the teaching period, you will be able to assess where they have moved to. In the hope that you will be able to celebrate with them their achievement, because that's an incredibly motivational tool.

So students of course need to complete a certain number of units to satisfactorily complete the certificate and gain their Foundation Pathways Certificate. You'll see that this document is, has little asterisks through it because we had some fantastic feedback from you recently on the structure of the certificate. And you gave us lots of ideas, and since you did that, we are working on what we can change before we go to accreditation. Unfortunately, there has to be a cone of silence over that, and we're not allowed to tell you what we're suggesting, it's a big secret. So what I'm going to give you here is not necessarily what it will end up.

We started out saying that the minimum required for satisfactory completion is 16 units, and that it must include two units of Literacy, two units of Numeracy, two of Work Related Skills and two of Personal Development Skills. Obviously students can make up additional units to get to their 16 or whatever the number is in the end through completing the other Literacy, Numeracy, Work Related Skills units, or if you're in an education provider where you offer VCE units or Vocational Specialisation or VET, the students can pick up those units as well. That's an important thing to understand very much from the beginning that light Foundation VCAL, this program is designed to be tailored to the needs of the individual student.

So our consultation timeline is short, unfortunately as they always are. But many of you will be aware that we launched the public consultation last Thursday, and it included the four curriculum documents for each of the studies. I'd really like to encourage you to engage with the curriculum and take part in this process because your feedback is extraordinarily valuable and have played a crucial role in ensuring the curriculum meets its primary objective, to deliver strength and vocational and applied learning pathways for our most important stakeholders, our students. It can this time be accessed by the VCAA website, not Engage Victoria, so we've taken in-house. So if you just go to that website, you'll be able to find it quite easily. And then there's also an online study-specific questionnaire for stakeholders to share their feedback. Consultation closes at midnight on Sunday, the 12th of September.

We understand the pressures that you're under at the moment and know it's an extremely difficult time, and another bit of time sitting facing a computer may not be what you want to do, but we really do hope that number one, you can engage with it, that you can be excited by it and look forward to the future of actually teaching this curriculum. So please give us your thoughts.

The final curriculum will be published early in 2022, and the first cohort of students will enrol in the new Foundation Pathways Certificates from 2023, which is when teaching will begin. Shortly I'll hand over to our facilitators for today's webinar, Kelly Jarvis, the Senior Secondary Certificate Reform Project Director will be answering our questions later on, or she'll be directing the hard questions to lots of people. And our subject specialists are Dianna Chapman, Dawn Ross, and Melanie Brooks, and they'll each provide an overview of their areas of curriculum. We invite you to ask questions using the Q&A function, and then there'll be time at the end for us to have a go at answering them.

Before I hand over, I'd really like to take a moment to acknowledge the tremendous work the project team have put in to get to this really important milestone. I'd also like to acknowledge the many educators and subject specialists that were part of our study review panels and help create the curriculum we present to you today. This curriculum has relied on the contributions of you, our stakeholders who have so generously contributed your time and expertise in targeted consultation throughout the development of these documents.

So I'd like to now hand over to Dianna who will take us through the Numeracy curriculum. (Oh, hang on, there's one more slide. Forgot that one.)

Support for advice to teachers. So the curriculum document is one part of what we will be giving you, but next year there will be an extensive document as there is for VCE subjects called ‘Advice to Teachers’ that will be full of really interesting ideas of what the main document means, number one, and ways that the curriculum can be taught, ways it can be assessed, resources that you will find useful. We'll also run a professional learning program throughout next year in both regional and metropolitan areas, and we'll be developing an enhanced quality assurance and audit program that will give you feedback on how you're going as well.

So now I'm going to hand over to Dianna to talk about Numeracy.

**Dianna Chapman:** Thanks so much Sue, it's exciting to be presenting today. Firstly, I would like to acknowledge the Numeracy panel and also the writers of this new curriculum for their amazing work in producing a relevant and dynamic curriculum design.

It's important to note that in our everyday lives, numeracy skills are becoming more and more relevant. Our world is becoming more technical, so the use of numeracy skills, for example, the ability to interpret data are becoming more significant. We need numeracy to solve problems and develop a sense of logic to be able to make sense of numbers, time, data, shapes, directions, and finances. For different activities like cooking, travel, reading, instructions, gardening and playing sport. Mathematical anxiety and poor numeracy skills are often seen as obstructions to employment or for the study and is where we often find students develop a lack of confidence.

So this Numeracy curriculum has been designed to be accessible and flexible, to ensure students become numerate in that they can confidently and effectively use mathematics to meet the everyday demands of life. So the structure of this study, there's two units at the moment with a further two to be further developed, so there will be four units in total. Each of the units has two modules. Each module is designed around a particular numeracy, which provides the context or the starting point for developing a student's knowledge and skills and their learning goals and the applications of those learning goals. Each module must include the four-stage problem solving cycle, and also must develop the student's mathematical toolkit where students can use appropriate tools and technology to solve problems.

The purpose of Units 1 and 2 is to focus the teaching and learning on supporting and enabling students to develop their numeracy skills and practices in order to make sense of their daily personal, public and future vocational lives.

So Module 1 is based around personal numeracy, relating to matters involving time, travel or scheduling with the two focuses as location and systematics.

Module 2 is based on financial numeracy, which involves managing relevant, personal, social or work-related financial costs, charges, income, expenses, and the focus here is number and change.

Module 3 is based on health and recreational numeracy, which involves personal health and wellbeing, so things like cooking, recipes, sports games, crafts, and hobbies, and this is supported with the focus area of shape and quantity and measures.

Module 4 is based on civic numeracy, which relates to participation in a community and social life by being aware of data and information like sports, results or weather. So understanding and understanding infographics is really important as well as simple risks and likelihoods. This is supported by the focus areas of data and likelihood.

So each module must include the integration of the problem solving cycle and embedded use of analogue and digital technologies. The four numeracies can all be customised and adapted to meet the needs and interests of a particular cohort of students and therefore be focused on the personal interests of the actual learners, which is the most important part, and really goes back to that applied learning mode.

So that's it on numeracy, so I'm going to hand over now to Dawn to talk about Literacy. Thanks everyone.

**Dawn Ross:** Thanks Dianna. I too would like to thank and acknowledge the teachers that gave up their time to volunteer for Literacy panel to develop this study. And I'm excited to present it to you all this afternoon.

The new Literacy study design will allow students to develop their skills and confidence in written and oral communication through curriculum that is flexible and engaging. It is hoped the curriculum will create an understanding that language should be modified depending on your audience and purpose and moving into the next chapter of their lives, students will have the confidence to present their ideas to others, whether that be in written and spoken form.

For those of you that attended the Vocational Specialisation webinar yesterday, you'll see that the Foundation Literacy units and models sit alongside the Vocational Specialisation units. They were created this way deliberately as we know that currently, foundation students sit in classes with their intermediate peers and in some cases with the intermediate and senior peers. So this new curriculum will allow that practice to continue.

Each unit in Literacy has two modules apart from Unit 4. Module 1 allows students to explore and build their skills and knowledge. And then module two allows students to practise these skills through application. Students will revisit key functional literacy, knowledge and skills over the continuum of their learning throughout this certificate as they scaffold through.

In Unit 1, these modules are designed to create an interest and engagement with written and spoken content in both traditional and digital formats. Students would begin to develop their understanding of the structure of these texts and have both the structure and language can be altered to suit different audiences and purposes. As part of the digital text mode, students will explore what information can be accessed and then begin to evaluate the reliability of the information that is presented on a variety of digital platforms.

In Unit 2, the students are asked to engage in a range of issues that create discussion and debate in a community they're part of. They will explore a range of diverse opinions and consider the language and purpose of the content. Students will examine the language to see how it can be used to position an audience. And then in Module 2, we'll have the opportunity to present their own responses, to debates that occur in the public arena.

Unit 3 will develop the skills and knowledge needed to complete a range of activities that students might encounter in the community. And then moving into their future work or further education. Students would develop their research skills in order to access information that is needed in order to participate in everyday life, and investigate future pathways.

And in Unit 4, students will develop a range of written and oral communication skills for practical application in an activity around a specific content area. Content for this unit can be drawn from any area of learning interests or aspirations, and students are strongly encouraged to connect this module to their learning in either Work Related skills or Personal Development Skills. The project can be completed either individually or as a member of a group. And it focuses on the following skill development of collaboration, problem-solving, communication, self-management, planning and organising, initiative and learning.

Thank you. I'd now like to pass over to Melanie Brooks who will take you through the Person Development Skills and Work Related Skills curriculum.

**Melanie Brooks:** Thanks very much Dawn. As I mentioned in yesterday's webinar, I would like to extend a huge thanks to the PDS panel who drew on their considerable knowledge and teaching the experience to develop this study. I'd also like to thank Cornelia DeBrincat in the VCAA applied learning team for her hard work on this study.

During stakeholder consultation, students and teachers told us that they highly valued Personal Development Skills. In particular, the ability for groups to engage with the community on a wide variety of projects. We have worked really hard to retain that flexibility, so students can demonstrate the acquisition of skills and knowledge through authentic and engaging learning opportunities. The VCAA are currently still working on Unit 3 and 4 for Foundational Pathways PDS, and we will have those units to schools as soon as they're ready.

You will notice that all units for all strands of the Foundation Pathways Certificate and the Vocational Specialisation have been developed so that students can be working together on complimentary projects in the same classroom. And so that students can choose, and so that teachers are able to use the same resources modified for appropriate access. This means that the foundation pathways students who choose to transition into the Vocational Specialisation will have developed considerable learning confidence and the foundational skills and knowledge that will increase their ability to be successful.

The aim of the PDS subject is for students to reflect on personal influences on values, feelings and behaviours. Articulate strengths, abilities, and potential in order to set personal goals. Understand from a fundamental pillars of health and wellbeing. Practice physical, social, and emotional self-care, maintain respectful, positive, and safe relationships. Analyse the relationships between personal development and community connection. Outline the rights and responsibilities of living in a democracy. Analyse the significance of community support systems, and participate in independent team and community-based activities.

Unit 1 has two modules. In Module 1, understanding self, students explore personal development through self understanding and self care. It explores goals and goal setting. Physical, social, emotional health, and wellbeing. In Module 2, developing self, students explore the relationships between self-development and improved health and wellbeing.

Both modules focus on four fundamental skills, teamwork, communication, time management and problem solving.

Unit 2 also has two modules. Module 1, Exploring and connecting community, takes a broad approach to the concept of community, and to the types of communities, individuals, and groups belong to. Module 2, named Community participation, explores how communities provide support. Students also consider ways of expressing community belongingness, and they begin to look at how communities are structured.

I'm gonna throw to me and do Work Related Skills as well.

So in addition to the enormous amount of work that the WRS panel has put in to the study, I would also like to acknowledge the external organisations who spent a considerable amount of time helping to shape this study, Ted Sussex, and the team at the Young Workers Union, Melissa Turner, and her colleagues at WorkSafe Victoria, and Molly Whelan and Kelly Fawcett at the Foundation for Young Australians. Their advice has been incredibly invaluable.

The Foundation Pathways Certificate Work Related Skills study will enable the development of knowledge, skills, and attributes relevant to further education and employment. It will also provide practical authentic opportunities to develop employability skills.

The aim of this study is for students to identify and implement practical ways to ensure mental health and wellbeing in the workplace. Identify safety risks, and hazards in the workplace. Proactively implement strategies to ensure personal safety and the safety of others within the workplace, understand their rights and responsibilities in the workplace, identify and articulate their personal skills, capabilities, and technical knowledge as it relates to their suitability for employment and further education. Understand options and plan for future pathways beyond secondary education, identify and apply relevant strategies to apply for employment and training opportunities.

Unit 1 has three modules, the first, Interests skills and capabilities in the workplace, examines key skills, capabilities, and attributes. Students will understand how employability skills and capabilities can be applied in a variety of settings, and discuss how they are applied in specific settings. Module 2, Employment opportunities and workplace conditions, explores the employment opportunities that exist within workplaces and how qualifications and further study can increase the opportunities that may be available. Students will also identify and describe employee and employer rights and responsibilities in the workplace. Module 3, applying for employment opportunities examines the process of identifying an employment opportunity and writing a resume and cover letter.

Unit 2 contains three modules, all focused on identifying, planning for and carrying out a small scale work-related activity, and then reporting on the effectiveness of their activity. This can be done in very small or relatively large teams and can be done in simulated or actual work environments.

Unit 3 also has three modules, healthy workplace practice, examines physical and mental health and wellbeing in the workplace. Students look at how employees and employers can contribute to mental health and safety in the workplace. Module 2 is Rights and responsibilities and distinguishes between safety in the workplace and explores how students can address unlawful workplace practices. And Module 3, physical health and safety as students to assess potential hazards and harms in the workplace and develop recommendations to respond to those hazards and harms.

Unit 4, which is a really exciting module, includes three modules that are focused on Using advice and resources to develop a pathway plan, Engage in employment seeking activities, and Use a variety of physical and digital platforms to develop a cover letter and resume, and then to develop and practise their interview techniques. This unit will be perfectly aligned with unit four in the Vocational Specialisation, and students will be able to practise and refine their interview skills and techniques alongside their peers.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2020