Applied Learning Checklist

The Pillars of Applied Learning underpin the delivery of all VCE VM and VPC studies. The Applied Learning checklist is provided to support and guide school leadership and VCE VM teachers in their reflections on your delivery of the VCE VM and VPC and identify successes and areas for improvement.

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| Applied Learning Pillar 1- Motivation to engage in learning. |
| **Classroom learning is connected to student contexts and experiences outside the classroom. The connection is immediate and transparent to students.** |
| **Practice evidence** | **Yes** | **No** |
| Learning activities and assessment tasks are supported and linked to real life examples or contexts. |[ ] [ ]
| Learning activities and assessment tasks have a real-life, authentic audience and purpose.   |[ ] [ ]
| **Students are engaged in demonstrations, activities, investigations and problem-solving in the classroom, community, workplace and other educational settings.** |
| The experiential learning cycle is embedded within relevant learning activities, assessment tasks across a range of contexts.   |[ ] [ ]
| Learning opportunities occur in a range of settings that include the classroom, community, workplace and other education settings.   |[ ] [ ]
| **Students undertake activities that challenge their level of competence, support them to succeed and build self-efficacy.** |
| [The increasing competence spiral](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AppliedLearning.aspx) is embedded within relevant learning activities, assessment tasks across a range of contexts relevant to the student.  |[ ] [ ]
| Teachers utilise evidence-based practice to identify student progress in their learning and tailer supports to extend students’ learning growth.  |[ ] [ ]
| **Further actions required?** [ ]  Yes [ ]  No If yes, outline what actions are needed: **Responsible person:** **Links to VCAA Professional Learning supports:**[**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)[**VCAA Pillars of Applied Learning summaries and references**](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AppliedLearning.aspx) |

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| Applied Learning Pillar 2-Applied learning practices. |
| **Students use the learning cycle of doing, experiencing, reflecting and relating new knowledge and skills to the real world to apply what they have learnt in the classroom.** |
| **Practice evidence** | **Yes** | **No** |
| The [experiential learning cycle](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AppliedLearning.aspx) is embedded within relevant learning activities and assessment tasks across a range of contexts relevant to the student. |[ ] [ ]
| Students engage in a range of experiences such as incursions, excursions, community connections and workplace learning that link to learning activities and assessment tasks.   |[ ] [ ]
| The teacher highlights and makes explicit connections between learning opportunities and the employability skills explicit.   |[ ] [ ]
| **Students access authentic materials and resources drawn from student interest and context to cater for individual student needs.** |
| Text types, materials and resources are selected or created in response to student interest and context.   |[ ] [ ]
| Learning activities and assessment tasks are scaffolded when required to support individual student needs.   |[ ] [ ]
| Commercially purchased resources are used as a guide or source of inspiration for the development of resources appropriate to individual student needs.   |[ ] [ ]
| **Students access and utilise the experience and knowledge of community members including employers, cultural and community leaders and former students.** |
| Relevant incursions and excursions.  |[ ] [ ]
| Regular community and work engagement opportunities.   |[ ] [ ]
| Relevant alumni Q&A session/s.   |[ ] [ ]
| **Learning reflects the integration that occurs in real-life tasks, incorporating skills and knowledge relevant to the whole task and the whole person such as collaboration, communication, problem solving and interpersonal skills.** |
|  Learning activities and assessment tasks are designed with the intended student outcome at the centre. (E.g. Backwards by Design approach)   |[ ] [ ]
| Context depending, learning activities and assessment tasks are integrated and developed across relevant VCE VM study designs.   |[ ] [ ]
| The teacher highlights and makes an explicit connection between learning opportunities and the capabilities represented by the employability skills.  (communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, technology, and commitment to continuous learning)  |[ ] [ ]
| **Learning activities are presented in different modalities: visual, auditory and kinaesthetic, to allow the greatest uptake of knowledge.** |
| Learning activities and assessment tasks are presented through a range of different modalities.   |[ ] [ ]
| [The Increasing competence spiral](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AppliedLearning.aspx) is embedded within relevant learning activities and assessment tasks across a range of contexts.  |[ ] [ ]
| There are multiple learning opportunities provided for students to demonstrate the required skills and knowledge.   |[ ] [ ]
| **Further actions required?** [ ]  Yes [ ]  No If yes, outline what actions are needed: **Responsible person:** **Links to VCAA Professional Learning supports:**[**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)[**VCAA Pillars of Applied Learning summaries and references**](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AppliedLearning.aspx) |

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| Applied Learning Pillar 3-Student Agency |
| **Teachers engage in a dialogue with students about the curriculum and how they can make connections.**  |
| **Practice evidence** | **Yes** | **No** |
| Regular discussions and embedded opportunities within learning activities and assessment tasks for student input and choice.   |[ ] [ ]
| Reflection is embedded within learning activities and assessment tasks to support students to make connections to how the skills and knowledge can be applied in their own lives.  |[ ] [ ]
| Student forums, conferencing and feedback opportunities occur frequently.   |[ ] [ ]
| **Teachers ensure students are becoming equal partners in determining the learning process as they develop greater independence and responsibility for their own learning.** |
| Provide clear instructions of what is expected (verbal and written).   |[ ] [ ]
| Learning activities and assessment tasks are appropriately scaffolded.   |[ ] [ ]
| Co-design with students what is expected and what success looks like. Co-develop task checklists and/or assessment rubrics and/or marking criterion with student input occurs where appropriate.   |[ ] [ ]
| **Teachers encourage students to collaborate with peers and identify and utilise individual and group strengths and reflect on each stage of their learning journey.** |
| Learning activities and assessment tasks are designed with regular opportunities for students to engage with their peers and work in groups.   |[ ] [ ]
| Learning activities and assessment tasks contain activities to support student to develop their skills to be able to work with others in a positive way.  |[ ] [ ]
| Learning activities and assessment tasks are structured to provide regular opportunities for check-ins, feedback and reflection throughout a project or experiential learning cycle.   |[ ] [ ]
| **Teachers share knowledge and recognise the intellectual, cultural and practical knowledge students bring to the learning environment.** |
| Learning activities and assessment tasks are designed for new students and cohorts entering the VCE VM certificate to support teachers to get to know the ‘whole’ student. Learning activities and assessments include their strengths, talents, interests, abilities, skills, struggles, concerns, goals and pathways aspirations.   |[ ] [ ]
| The school uses relevant data sets for background information and context. Data sets are analysed with the understanding that they are only a snapshot in time of one specific piece of information.   |[ ] [ ]
| Students are provided with learning activities and assessment tasks that allow them to showcase their strengths, talents and abilities.   |[ ] [ ]
| **Teachers value students’ own approaches to the study including effective use of supporting technologies.** |
| Learning activities and assessment tasks allow for student voice and agency which includes opportunities for students to negotiate ‘how’ they demonstrate the key knowledge and skills to satisfactorily meet the requirements of learning outcome statement.   |[ ] [ ]
| Based upon individual student needs, students are encouraged and supported to utilise accessibility/supportive technology features to engage in learning activities as assessment tasks. E.g., Voice to text, read to me, spell and grammar checks.    |[ ] [ ]
| **Teachers support students to learn through interaction and cooperation via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups.** |
| Learning activities and assessment tasks that contain group work, discussions, problem-solving and working with others are scaffolded with protocols and structures. E.g., Establishing team norms or agreed upon behaviours for respectful communication.   |[ ] [ ]
| Learning activities and assessment tasks are drawn from a range of different assessment methods and contexts.   |[ ] [ ]
| **Further actions required?** [ ]  Yes [ ]  No If yes, outline what actions are needed: **Responsible person:** **Links to VCAA Professional Learning supports:**[**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)[**VCAA Pillars of Applied Learning summaries and references**](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AppliedLearning.aspx) |

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| Applied Learning Pillar 4-Student-centred flexible approach. |
| **Teachers understand students’ knowledge and skills prior to commencing the study and use this as the starting point for their learning.**  |
| **Practice evidence** | **Yes** | **No** |
| Learning activities and assessment tasks are designed to be flexible and are modified based on individual student needs and prior understanding. |[ ] [ ]
| Students can demonstrate their understanding of the key knowledge and key skills through examples and evidence of their ability in other contexts in negotiation with their teacher.   |[ ] [ ]
| **Teachers understand and encourage students’ personal, education and pathway goals.** |
| Learning activities and assessment tasks contain opportunities for students to further explore, develop and modify personal, educational and pathway goals.   |[ ] [ ]
| Teachers take the specific needs of their own, current cohort of learners into account when they are planning assessments or collecting evidence of student learning, including consideration for student interests and future goals.  |[ ] [ ]
| **Teachers consider the whole person and celebrate successes and connections to build resilience, confidence, and self-worth.** |
| School based processes are in place to recognise and celebrate individual student growth and achievement.    |[ ] [ ]
| Regular and consistent processes are in place to highlight and promote positive student actions that take place within school and outside in the community.   |[ ] [ ]
| **Teachers build on the positive strengths of each student, including learning strengths and character strengths.** |
| Learning activities and assessment tasks support students to identify and understand their learning and character strengths.   |[ ] [ ]
| Students are provided with learning opportunities to develop their strengths.   |[ ] [ ]
| **Teachers deliver learning concepts in contexts relevant to the students’ backgrounds, interests and experiences.** |
| Learning activities and assessment tasks are tailored/modified to reflect student cohort interest and needs.   |[ ] [ ]
| Learning activities and assessment tasks are relevant to the geographic location and context.  |[ ] [ ]
| Learning activities and assessment tasks when suitable, appropriately expose students to unfamiliar contexts and experiences to broaden student perspectives.   |[ ] [ ]
| **Teachers facilitate mutually beneficial relationships with a range of local communities while raising awareness about social and community issues and practices that influence and impact on students’ lives and futures.** |
| Learning activities and assessment tasks are designed to support regular and ongoing community engagement and partnerships.   |[ ] [ ]
| Learning activities and assessment tasks are developed with the intention to engage students in local social and community issues that are relevant to their lives and futures.   |[ ] [ ]
| **Further actions required?** [ ]  Yes [ ]  No If yes, outline what actions are needed: **Responsible person:** **Links to VCAA Professional Learning supports:**[**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)[**VCAA Pillars of Applied Learning summaries and references**](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AppliedLearning.aspx) |

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| Applied Learning Pillar 5-Assessment practice which promotes success. |
| **Teachers use the assessment method that best fits the content and context and allows for incremental indications of success.**  |
| **Practice evidence** | **Yes** | **No** |
| ‘How’ a student demonstrates the key knowledge, key skills and assessment tasks to meet the overall learning outcome statement is flexible and negotiable between the student and the teacher. The teacher keeps records of modifications made for individual students. |[ ] [ ]
| Learning activities and assessment tasks are broken down into smaller activities/tasks/ chunks and embedded with frequent opportunities for feedback.   |[ ] [ ]
| Teachers draw from a range of assessment methods and select assessment tools that are appropriate to the context, outcome statement, cohort and individual student needs.   |[ ] [ ]
| **Teachers afford students multiple opportunities for success and assessment.** |
| Students are provided with a range of opportunities, supports and attempts to demonstrate the learning outcome.   |[ ] [ ]
| Students willing to engage with support to meet the assessment requirements are afforded every opportunity to so within the guidelines of the *VCAA administrate handbook*.    |[ ] [ ]
| **Further actions required?** [ ]  Yes [ ]  No If yes, outline what actions are needed: **Responsible person:** **Links to VCAA Professional Learning supports:** [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)[**VCAA Pillars of Applied Learning summaries and references**](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AppliedLearning.aspx) |