The Victorian Pathways Certificate and Victorian Certificate of Education Vocational Major at Surf Coast Secondary College

The Victorian Pathways Certificate (VPC) and Victorian Certificate of Education Vocational Major (VCE VM) program at Surf Coast Secondary College (SCSC) strives to holistically support every student to experience success and growth in their learning. The VPC and VCE VM programs aim to prepare and develop foundational skills for every student so that students are ready to engage in further training and employment opportunities post-schooling. At SCSC the VPC and VCE VM offers a flexible timetable to ensure that students are demonstrating their learning outcomes 3 days per week, attending their compulsory Vocational Education Training (VET) program 1 day per week and engaging in Structured Workplace Learning (SWL) 1 day per week. Alternatively, some students may also undertake a School Based Apprenticeship or Traineeship facilitated by our school-based Head Start coordinator 2 days per week in lieu of VET and SWL.

Wellbeing

The SCSC integrated program has a strong emphasis on well-being to support students to be ready to learn and extend their skills and knowledge in a supportive environment. Each student in the program has a mentor teacher who is the student and family’s main point of contact. The mentor teacher takes a case management approach for each student in their mentor group and conducts fortnightly check-ins with each student. The mentor teacher acts as an advocate, facilitator of learning, pathways planning advisor and conduit to external support as needed for each individual student. All staff within the VPC and VCE VM program are trained and utilise a range of evidence-based wellbeing strategies to best support, engage and connect students to their individual educational and pathway goals.

Teaching and Learning

SCSC delivers the curriculum through a student focused and led 5 step project system. The teaching and learning pedagogical approach are underpinned by the Victorian Curriculum and Assessment Authority (VCAA) Pillars of Applied Learning, Department of Education High Impact Teaching Strategies (HITS), Student agency and voice as well as a range of evidence-based Literacy and Numeracy strategies that best suit the learning context and individual student.

Students are positioned as the key drivers in their learning. Students within the VPC and VCE VM are required to take a proactive approach to direct their project work and explore pathway areas of interest. Students are encouraged to utilise and demonstrate their unique strengths and capabilities. Teaching and Educational support staff take a facilitative approach to delivering learning content and offer multiple opportunities and modes of support for students to engage in. Students are highly encouraged to develop their own intrinsic motivation and purpose for learning by establishing short-term and long-term goals through their tailored pathways planning and careers education program. As young adults, senior secondary students are supported to develop their employability skills of time and self-management through planning their day, setting goals of tasks to complete during short time frames and regularly checking their canvas course progress % to ensure they remain in the recommended 65-80% task completion range.

Explicit Instruction within the VPC and VCE VM is delivered through the following structure:

**I do** (Teacher introduces task)

**You do** (Student attempts task)

**We do** (Student is offered additional support if needed through a focus group workshop, table group support or one-one mentor teacher support)

As the VCE VM certificate requires an applied learning pedagogical approach, students are required to be present and active participants in a range of learning opportunities, community service and project activities to demonstrate their assessable learning outcomes. Our program motto is ‘take the opportunity’ and our Teaching and Education Support staff partner with both the students and their families to foster a growth mindset of giving things a go.

Bibliography

Berry Street, Berry Street Education Model (BSEM) webpage, viewed 22 March 2024, [Berry Street Education Model (BSEM) | Berry Street](https://www.berrystreet.org.au/what-we-do/education-services/berry-street-education-model)

Department of Education webpage viewed 22 March 2024, [Diverse Learners Hub | vic.gov.au (www.vic.gov.au)](https://www.vic.gov.au/diverse-learners-hub)

Department of Education webpage viewed 22 March 2024, [High impact teaching strategies (HITS) (education.vic.gov.au)](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx)

Department of Education webpage viewed 22 March 2024, [High-Impact-Wellbeing-Strategies-supporting-resource.pdf](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/High-Impact-Wellbeing-Strategies-supporting-resource.pdf)

Department of Education webpage viewed 22 March 2024, [Literacy Teaching Toolkit (education.vic.gov.au)](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx)

Department of Education webpage viewed 22 March 2024, [Mathematics Teaching Toolkit (education.vic.gov.au)](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/mathsteachingtoolkit.aspx)

Department of Education webpage viewed 22 March 2024, [Student voice practice guide (Amplify) (education.vic.gov.au)](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx)

Institute of Positive Education webpage, viewed 22 March 2024, [Institute of Positive Education](https://instituteofpositiveeducation.com/)

Kunc, N. (1992). The need to belong: Rediscovering Maslow's hierarchy of needs. In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools (pp. 25–39). Paul H. Brookes Publishing.