



6 April 2020

Dear Parents and Guardians,

Thank you for your patience and flexibility in supporting your son or daughter's VCAL pathway here at Saint Ignatius College. The situation we find ourselves in is challenging as well as fluid, and I would like to reassure you that we have contingency plans in place to continue your daughter or son's learning whether that be physically here at the College or remotely (conducted online).

The College has a fantastic resource, Canvas, which will be heavily utilised if we are to move to remote learning. All parents should have the capacity to log on and see exactly what their child has completed as well as be able to see any outstanding or upcoming commitments. As you become more familiar with Canvas and start to explore its functionality a little more, you can find the work submitted, feedback from staff, timelines and units of work.

As you can appreciate, the VCAL course was not intended to be a course delivered online only – however, the upside of the VCAL program is that it is flexible by design, which means that while the staff have had to consider alternative ways of successfully meeting outcomes without compromising the integrity of the program, it can certainly be done.

The expectations on the students is that they are online for their classes, as per their current timetable. During their classes, their usual teacher will also be online and a daily lesson plan will be posted in the Canvas announcements. Students have the capacity to 'chat' on Canvas for clarification, feedback or direction. There may be other software used to support collaborative learning opportunities such as ZOOM, ClickView and Google Docs that will be advised via Canvas announcements in each particular strand that they undertake.

The Victorian Curriculum and Assessment Authority (VCAA) is also working hard to support students, parents, teachers and schools in relation to the assessment, and attainment, of both VCAL and VCE qualifications. They have reassured us of the following, taken from the latest bulletin on the 19/03/20:

Victorian Certificate of Applied Learning (VCAL) Program delivery

The immediate focus is to ensure students' health and wellbeing, and then their continuity of learning. There are a number of ways in which a school can make alternative arrangements to assist students with their learning and enable them to demonstrate achievement of VCAL unit learning outcomes and be engaged in learning and assessment activities. These include, but are not limited to:

- the use of an existing online learning management system to share learning and teaching materials
- the use of existing learning management systems to work remotely with students to support their learning

- provision of materials to students via email, USB or hard copy
- allowing students extra time to complete work or a learning or assessment task
- rescheduling classroom activities and/or assessment tasks
- redesigning a planned assessment task to enable the assessment of more learning outcomes when students are back in the classroom
- asking students to log the hours spent on the various curriculum areas to support future assessment decisions
- re-ordering of the learning program for studies with a practical component, including team work components and project-based tasks. This may mean focusing on individual work initially and then working in teams later in the year
- working with teams and engaging with the community through online or virtual platforms, if this is available and appropriate for their context.

Assessment

VCAL provides great flexibility in relation to assessment. Schools have the flexibility to delay or reschedule assessment of VCAL learning outcomes.

While it is possible to deliver some of the learning program online or remotely, assessment should be completed mainly in class. If other arrangements are made locally due to current circumstances, it is most important that teachers are still able to authenticate student work.

Schools' immediate priority should be to limit the impact on students and wherever possible ensure continuity of learning. There is a range of internal school-managed special provision strategies schools can apply in relation to learning and school-based assessment. These include:

- rescheduling learning activities and/or an assessment task
- allowing the student extra time to complete work or an assessment task
- setting a substitute task
- replacing a task with a different form of assessment
- redesigning a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- using assistive technology, aides or other special arrangements to complete learning and/or undertake assessment tasks.

If workplace learning is cancelled schools/providers should focus on other aspects of learning.

In most cases, if a student's placement is cancelled it won't affect their attainment of the VCAL. If students normally use the activities of Structured Workplace Learning to meet some

of the learning outcomes of a VCAL Work Related Skills Unit, then schools/providers would be expected to assign alternative work to enable students to meet these learning outcomes.

VETis

It is our understanding that all VETis providers (The Gordon, Diversitat, Geelong High, Matthew Flinders, SICG etc.) are preparing to deliver remotely, if required. Mr. Bruce Connor (WAFE Coordinator) will email students and parents confirming these arrangements at or prior to the start of Term 2. It is vital that students continue to complete their VETis, as it is a requirement of successful VCAL completion and any concerns in regard to VETis should be directed to Mr. Connor directly. His email address is as follows:

connorb@ignatius.vic.edu.au

Please contact me if you have specific questions related to VCAL, or require further support at this time. I look forward to working with your daughter or son by providing engaging, meaningful and outcome-based learning tasks.

Kind regards,

Ms. Kirsty Allan
VCAL Coordinator
allank@ignatius.vic.edu.au

Mrs. Annette Chidzey
Deputy Principal (Learning & Teaching)