

## The Advance with the VELS Modules

Below is an overview of the curriculum content of Advance followed by the learning outcomes of each of the three Advance learning modules of Community, Communication and Project Management and how these align with VELS.

<b>OVERVIEW of CURRICULUM CONTENT</b>		
<b>LEARNING MODULES</b>		
<b>MODULE 1 - COMMUNITY</b>	<b>MODULE 2 - COMMUNICATION</b>	<b>MODULE 3 - PROJECT MANAGEMENT</b>
Developing young people's self knowledge and understanding of their community and volunteering	Strengthening young people's communication skills and teamwork	Building project management skills
<b>CURRICULUM CONTENT</b>	<b>CURRICULUM CONTENT</b>	<b>CURRICULUM CONTENT</b>
1. Self 2. Community 3. Volunteering	4. Teamwork 5. Negotiating 6. Problem Solving 7. Reporting	8. Research 9. Planning 10. Doing 11. Evaluating 12. Reporting and Celebrating

<b>LEARNING MODULE 1: COMMUNITY</b>				
<b>FOCUS:</b>		<b>Developing young people's self knowledge and understanding of their community and volunteering</b>		
<b>ADVANCE</b>		<b>VICTORIAN ESSENTIAL LEARNING STANDARDS</b>		
<b>Curriculum content</b>	<b>Learning outcome</b>	<b>Strand / Domain /Dimension</b>	<b>Level 5 Element of standard</b>	<b>Level 6 Element of standard</b>
<b>1. SELF</b>	<ul style="list-style-type: none"> <li>• Knowledge of own strengths and weaknesses</li> <li>• Identify their passions and interests</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>• Personal Learning               <ul style="list-style-type: none"> <li>○ The individual learner</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>• monitor and describe their progress as learners, identifying their strengths and weaknesses and taking action to address their weakness.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>• identify their interests, strengths and weaknesses and use these to determine future learning needs, especially in relation to the post-compulsory pathways.</li> </ul>
	<ul style="list-style-type: none"> <li>• Establish goals</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>• Personal Learning               <ul style="list-style-type: none"> <li>○ The individual learner</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>• set realistic short-term and long-term learning goals within a variety of tasks and describe their progress towards achieving these.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>• determine, monitor and modify learning improvement goals, taking into account current and future learning needs.</li> </ul>
<b>2. COMMUNITY</b>	<ul style="list-style-type: none"> <li>• An understanding of what is community</li> <li>• Identify people and places (including natural resources) in their community</li> <li>• Identify current and potential connections between young people and the community</li> <li>• An awareness of the community agencies that service the local community</li> <li>• An understanding of how young people can access these services</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>• Civics and Citizenship               <ul style="list-style-type: none"> <li>○ Community engagement</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>• use democratic processes when working in groups on class and community projects.</li> <li>• participate in school and community events and participate in activities to contribute to environmental sustainability or action on other community issues.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>• develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it. They participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community.</li> </ul>

<p><b>3. VOLUNTEERING</b></p>	<ul style="list-style-type: none"> <li>• An understanding of what is volunteering</li> <li>• Knowledge of what volunteers do</li> <li>• An understanding of the rights and responsibilities of volunteers</li> <li>• Identify what activities they already do as volunteers</li> <li>• Identify volunteer activities within the school and the local communities</li> </ul>	<p>Physical, Personal and Social Learning</p> <ul style="list-style-type: none"> <li>• Civics and Citizenship <ul style="list-style-type: none"> <li>○ Community engagement</li> </ul> </li> </ul>	<p>At Level 5, students:</p> <ul style="list-style-type: none"> <li>• participate in school and community events and participate in activities to contribute to environmental sustainability or action on other community issues.</li> </ul>	<p>At Level 6, students:</p> <ul style="list-style-type: none"> <li>• develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it. They participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community.</li> </ul>
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<b>LEARNING MODULE 2: COMMUNICATION</b>				
<b>FOCUS:</b>		<b>Strengthening young people's communication skills and teamwork</b>		
<b>ADVANCE</b>		<b>VICTORIAN ESSENTIAL LEARNING STANDARDS</b>		
<b>Curriculum content</b>	<b>Learning outcome</b>	<b>Strand / Domain /Dimension</b>	<b>Level 5 Element of standard</b>	<b>Level 6 Element of standard</b>
<b>4. Teamwork</b>	<ul style="list-style-type: none"> <li>Recognise the important aspects of good teamwork</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Interpersonal Development               <ul style="list-style-type: none"> <li>Working in teams</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic timeframe.</li> </ul>	At Level 6, working with the strengths of a team students: <ul style="list-style-type: none"> <li>achieve agreed goals within set timeframes.</li> </ul>
	<ul style="list-style-type: none"> <li>An awareness of individual contribution and roles of others in a team</li> <li>An understanding of the benefits of teamwork compared to working alone</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Interpersonal Development               <ul style="list-style-type: none"> <li>Working in teams</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>reflect on individual and team outcomes and act to improve their own and the team's performance.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>describe how they respect and build on the ideas and opinions of team members.</li> <li>clearly articulate or record their reflections on the effectiveness of learning in a team.</li> <li>develop and implement strategies for improving their contribution to achieving the team goals.</li> </ul>
	<ul style="list-style-type: none"> <li>An understanding of the types of feedback</li> </ul>	Physical, Personal and Social Learning Personal Learning <ul style="list-style-type: none"> <li>The individual learner</li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>seek and respond to feedback from peers, teachers and other adults to develop and refine their content knowledge and understanding, identifying areas for further investigation.</li> </ul>
	<ul style="list-style-type: none"> <li>Ability to give and receive feedback</li> </ul>	Interdisciplinary Learning <ul style="list-style-type: none"> <li>Communication               <ul style="list-style-type: none"> <li>Presenting</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>provide and use constructive feedback and reflection to develop effective communication skills.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.</li> </ul>

<b>5. Negotiating</b>	<ul style="list-style-type: none"> <li>Identify the desired outcome they want and the means to achieve it</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Interpersonal Development               <ul style="list-style-type: none"> <li>Working in teams</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>work cooperatively to achieve a shared purpose.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>working with the strengths of a team they achieve agreed goals within set timeframes.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify areas of agreement</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Interpersonal Development               <ul style="list-style-type: none"> <li>Working in teams</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>accept responsibility as a team member and support other members to share information and explore the ideas of others.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams.</li> </ul>
	<ul style="list-style-type: none"> <li>An understanding of the negotiation process</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Interpersonal Development               <ul style="list-style-type: none"> <li>Building social relationships</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>select and use appropriate strategies to effectively manage individual conflict and assist others in resolution process.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>identify potential conflict and employ strategies to avoid and/or resolve it.</li> </ul>
<b>6. Problem solving</b>	<ul style="list-style-type: none"> <li>Define the problem</li> </ul>	Interdisciplinary Learning <ul style="list-style-type: none"> <li>Thinking Processes               <ul style="list-style-type: none"> <li>Reasoning, processing and inquiry</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>use a range of question types, and locate and select information from varied sources when undertaking investigations.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>discriminate in the way they use a variety of sources. They generate questions that explore perspectives. They process and synthesise complex information.</li> </ul>
	<ul style="list-style-type: none"> <li>Brainstorm solutions</li> </ul>	Interdisciplinary Learning <ul style="list-style-type: none"> <li>Thinking Processes               <ul style="list-style-type: none"> <li>Reasoning, processing and inquiry</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>complete activities focusing on problem solving and decision making which involve an increasing number of variables and solutions.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>Trial the Solutions</li> </ul>	Interdisciplinary Learning <ul style="list-style-type: none"> <li>Thinking Processes               <ul style="list-style-type: none"> <li>Creativity</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>students apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>experiment with innovative possibilities within the parameters of a task. They take calculated risks when defining tasks and generating solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>Review the outcomes and discuss the result</li> </ul>	Interdisciplinary Learning <ul style="list-style-type: none"> <li>Thinking Processes               <ul style="list-style-type: none"> <li>Reflection, evaluation and metacognition</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>use specific language to describe their thinking and reflect on their thinking processes during their investigations.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>explain conscious changes that may occur in their own and others' thinking and analyse alternative perspectives and perceptions.</li> </ul>

<b>7. Reporting</b>	<ul style="list-style-type: none"> <li>Identify the audience and purpose for a report</li> <li>Identify appropriate information to include in the report</li> </ul>	<p>Interdisciplinary Learning</p> <ul style="list-style-type: none"> <li>Communication <ul style="list-style-type: none"> <li>Presenting</li> </ul> </li> </ul>	<p>At Level 5, students:</p> <ul style="list-style-type: none"> <li>use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience.</li> </ul>	<p>At Level 6, students:</p> <ul style="list-style-type: none"> <li>demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate.</li> <li>use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify appropriate style of report</li> </ul>	<p>Interdisciplinary Learning</p> <ul style="list-style-type: none"> <li>Communication <ul style="list-style-type: none"> <li>Presenting</li> </ul> </li> </ul>	<p>At Level 5, students:</p> <ul style="list-style-type: none"> <li>use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience.</li> </ul>	<p>At Level 6, students:</p> <ul style="list-style-type: none"> <li>demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate.</li> </ul>
	<ul style="list-style-type: none"> <li>Understand how to plan and produce a report</li> </ul>	<p>Discipline-based Learning</p> <ul style="list-style-type: none"> <li>English <ul style="list-style-type: none"> <li>Writing</li> </ul> </li> </ul>	<p>At Level 5, students:</p> <ul style="list-style-type: none"> <li>write ...reports incorporating challenging themes and issues...</li> </ul>	<p>At Level 6, students:</p> <ul style="list-style-type: none"> <li>compose a range of other texts, such as ... workplace texts.</li> </ul>

### LEARNING MODULE 3: PROJECT MANAGEMENT

This Module relates specifically to the Advance program component that young people deliver a community project(s) or a series of volunteering activities in partnership with one or more community organisations.

**FOCUS:** Building project management skills

ADVANCE		VICTORIAN ESSENTIAL LEARNING STANDARDS		
Curriculum content	Learning outcome	Strand / Domain /Dimension	Level 5 Element of standard	Level 6 Element of standard
8. Research	<ul style="list-style-type: none"> <li>Research possible community project(s) or volunteering activities</li> <li>Identify resources available to possible community project(s) or a series of volunteering activities</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Civics and Citizenship               <ul style="list-style-type: none"> <li>Community engagement</li> </ul> </li> </ul>	Learning focus At Level 5, students: <ul style="list-style-type: none"> <li>interact with a variety of groups and organization in civic and community events.</li> <li>With assistance, they seek opportunities to actively engage in school, local and community events.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it.</li> </ul>
	<ul style="list-style-type: none"> <li>Select community project(s) or volunteering activities (and project teams if appropriate)</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Civics and Citizenship               <ul style="list-style-type: none"> <li>Community engagement</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>participate in school and community events and participate in activities to contribute to environmental sustainability or action on other community issues.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community</li> </ul>
	<ul style="list-style-type: none"> <li>Decide on the intended outcome and evaluation criteria</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Personal Learning               <ul style="list-style-type: none"> <li>Managing personal learning</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>develop and use criteria to evaluate their work and use these criteria to make appropriate refinements</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>monitor and evaluate the effectiveness of their task and resource management skills, reflecting on their progress and suggesting and implementing appropriate management strategies for improvement.</li> </ul>

<b>9. Planning</b>	<ul style="list-style-type: none"> <li>Develop a project plan including;</li> <li>Tasks that need to be completed</li> <li>Who will complete each task</li> <li>-When will the task begin and end</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Personal Learning               <ul style="list-style-type: none"> <li>Managing personal learning</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>set realistic short-term and long-term learning goals within a variety of tasks and describe their progress towards achieving these</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set timeframes.</li> </ul>
<b>10. Doing</b>	<ul style="list-style-type: none"> <li>Implement the project plan</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Personal Learning               <ul style="list-style-type: none"> <li>Managing personal learning</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>initiate and undertake some tasks independently, within negotiated timeframes.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>initiate and negotiate a range of independent activities with their teachers, providing progress and summative reports for teachers and stakeholders.</li> </ul>
	<ul style="list-style-type: none"> <li>Monitor the project plan</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Personal Learning               <ul style="list-style-type: none"> <li>Managing personal learning</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>review the effectiveness of the management of tasks, identifying successes and suggesting strategies that would improve outcomes.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>monitor and evaluate the effectiveness of their task and resource management skills, reflecting on their progress and suggesting and implementing appropriate management strategies for improvement.</li> </ul>
<b>11. Evaluating</b>	<ul style="list-style-type: none"> <li>Conduct the evaluation of your community project(s) or volunteering activities</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Personal Learning               <ul style="list-style-type: none"> <li>Managing personal learning</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>develop and use criteria to evaluate their work, and use these criteria to make appropriate refinements.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>review and modify the criteria they use to check that their work is relevant, accurate and meets task objectives and make appropriate changes to completed tasks using these criteria.</li> </ul>
	<ul style="list-style-type: none"> <li>Reflect on learning gained from the community project(s) or volunteering activities</li> </ul>	Physical, Personal and Social Learning <ul style="list-style-type: none"> <li>Personal Learning               <ul style="list-style-type: none"> <li>The individual learner</li> </ul> </li> </ul>	At Level 5, students: <ul style="list-style-type: none"> <li>identify a variety of learning habits and adopt those which assist their learning. They identify, select and use an expanded repertoire of learning strategies appropriate to particular tasks.</li> </ul>	At Level 6, students: <ul style="list-style-type: none"> <li>monitor and reflect on and discuss their progress as autonomous learners, identifying areas for improvement in their learning and implementing actions to address them.</li> </ul>

<b>12. Reporting and celebrating</b>	<ul style="list-style-type: none"> <li>Report to organisations and present a report to the identified audience</li> </ul>	<p>Interdisciplinary Learning</p> <ul style="list-style-type: none"> <li>Communication <ul style="list-style-type: none"> <li>Presenting</li> </ul> </li> </ul>	<p>At Level 5, students:</p> <ul style="list-style-type: none"> <li>Use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience.</li> </ul>	<p>At Level 6, students:</p> <ul style="list-style-type: none"> <li>use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information.</li> </ul>
	<ul style="list-style-type: none"> <li>Celebrate the completion of the community project(s) or volunteering activities</li> </ul>			