

WEDNESDAY 8TH APRIL, 2020

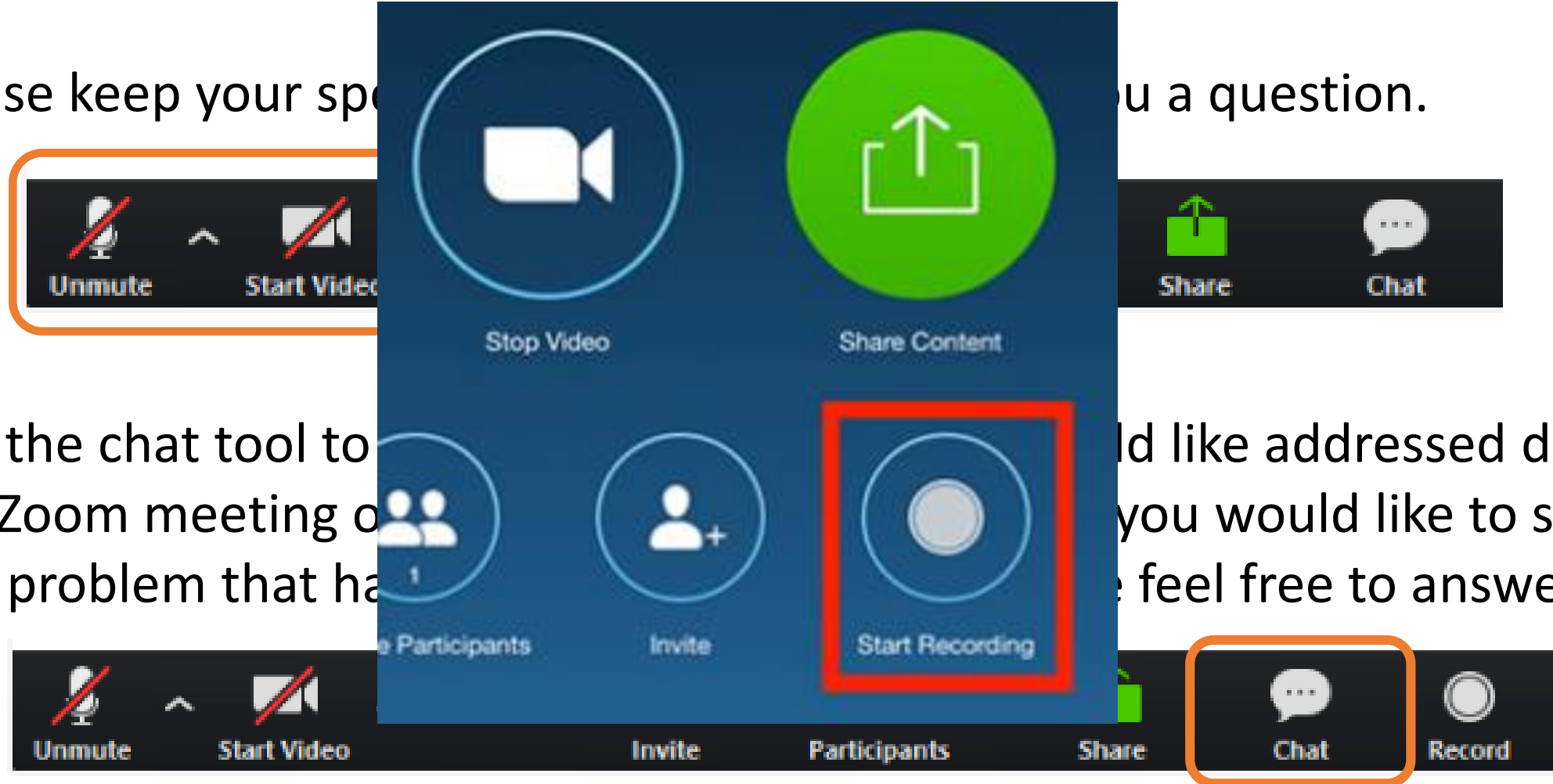


Zoom meeting requests

Please keep your speed of response to a question.

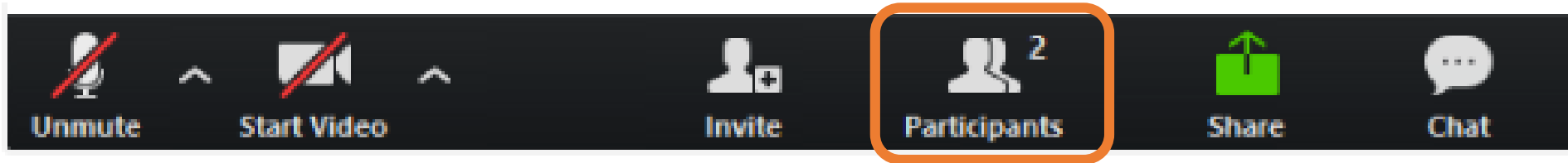


Use the chat tool to address questions that you would like to share to a problem that has been addressed during the Zoom meeting or you would like to share to a problem that has been addressed during the Zoom meeting. You feel free to answer.



Zoom meeting requests

There may be occasions where I ask for some feedback if you click on the participants icon in the middle of the screen



a side panel will appear. At the bottom you will see two tab options unmute me and raise hand. You can use the unmute me when you want to talk and choose raise hand option if you have a question at any time.

Unmute Me

Raise Hand

COVID-19 information

<https://www.sace.sa.edu.au/covid-19-coronavirus>

COVID-19 readiness

Stay up-to-date with how the SACE Board is supporting students, schools and teachers during the COVID-19 pandemic, including our latest communications and resources as they become available.

Through these pages, we will continue to update you with advice and support that will enable teachers to respond to the challenges of remote teaching and learning.



In this section...

For students

We are keeping our promise to you on your entitlement to learn in the SACE.



For teachers

Teachers can use the flexibility of the SACE subject outlines to deliver learning in other ways.



For the community

Follow our latest information to support schools.



COVID-19 information

You CAN ask that! Student's ask questions to the SACE Board and SATAC.



A message to schools and parents



Published: 19 March 2020

A message to students



Published: 19 March 2020

The message about learning

All SACE students have an entitlement to learn in the SACE by showing evidence of what they have learnt during their studies.

The SACE Board is working with school sectors, [teachers and schools](#) to ensure continuity of learning to students.

Students are advised to continue their learning, as there are *no special provisions* for learning that has not taken place.

COVID 19 information FOR TEACHERS

Use this section to find information that will:

- provide support for teachers in interpreting the flexibilities that are provided in subject outlines for collaboration, supervised tasks and tasks that take place beyond the classroom
- outline suggested changes to specific subjects where we know there are challenges.
- our online discussion forums using PLATO Social and Zoom meetings

In this section...

Collaboration

Advice on how to achieve shared goals through collaboration.



Supervised tasks

Advice on flexible ways to directly or indirectly supervise tasks.



Learning or assessment beyond the classroom

Advice and ideas on completing activities in other locations.



Subject specific information

We are rolling out subject specific information as required. View the current list.



PLATO Social

Join our safe space for online teacher discussion, collaboration, and problem-solving.



Zoom meetings

View the schedule and video recordings of our online teacher discussions using Zoom.



Special provisions

COVID-19 is affecting all schools and all students, so is it a Special Provision?



Special Provisions

The COVID-19 pandemic is impacting everyone – all students, and all schools.

it is important that we maintain some consistency across the system while supporting our students to access the teaching, learning and assessment to the fullest extent.

On that basis, the disruption due to COVID-19 is not the basis for an individual school to award special provisions.

Schools cannot reduce the weightings of assessment components or assessment types in subjects, or reduce the number of assessment tasks as a way to combat the impact on students.

Instead, teachers are being asked to [use the flexibility](#) in the existing subject outlines to manage school-based learning and assessment in different ways.

Some subjects require further flexibility to ensure students can continue the learning, and this is being managed in conjunction with teachers, [subject by subject](#). We will monitor the situation in schools and make further changes if they are necessary (e.g., to the nature of the exams).

The SACE Board acknowledges the uncertainty for all SACE students, and the challenges schools and teachers face to continue the learning.

Special provisions

COVID-19 is affecting all schools and all students,
so is it a Special Provision?



PLATO Social

Home My Learning Find Learning **Social** Reports My Team Help Admin

PLATO

PLATO
SOCIAL



- HOME
- MY CONTENT
- MY SUBJECTS
- Digital Technologies
- Visual Arts
- Workplace Practices
- [VIEW ALL SUBJECTS »](#)
- MY CONNECTIONS
- EXPLORE



New Courses

WORKPLACE PRACTICES

ACTIVITY FORUMS PAGES FILES MEMBERS

Share something Create

Enter your post...

Jordan Allen and **Kirsty Ramsay** replied to a topic
Today, 2:38 PM

RE: LET'S DISCUSS FLEXIBILITY

Caroline this looks fantastic! Do you think this would be suitable to adapt for Stage 2 as well? I think most of mine (Stage 1 & 2) have jobs to fall back on (by backdating to January) but I need an alternative for them.

Like

Jane Marshall and 6 others joined a subject
Today, 11:47 AM

WORKPLACE PRACTICES

Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in...

ABOUT THIS SUBJECT

Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts.



Show older comments

ethers

g with the ads but I don't think there will be many options on free courses that have a wide range of topics. I'm

therell

and Kelly, Can you send me the link to the plumbing course? Also, which CD are you referring to? Can you ser

ethers

the courses I was looking at were on a site called Alison <https://alison.com/courses/categories>
are free, and students do need to read and understand the information in the training modules to be able to a
m not 100% sure all of the courses run in the same manner. It is a bit clunky as there are ads but I haven't been

lzicki

ollowing two websites help - <https://www.mooc.org/> and <https://www.edx.org/school/uqx>

d them before for my own personal development as there are many free online courses to choose from.

Caroline Dennis left a comment on this
05 April 2020, 12:01 PM



Jessica Brodzicki posted a status update
31 March 2020, 10:17 AM

How are teachers going about the External Assessment? I've got a number of students who would prefer to do the Practical Assessment, how
I'm a little unsure about what they could do? Secondly, many of my students don't have jobs therefore their practical assessment can't be... M

1 like 1 W



Kirsty Ramsay
All of mine are doing the practical investigation



Caroline Dennis
So are mine but just adjusted them slightly so that they could be completed at home but within their workplace industry (context). One is doing Cert III
Hairdressing and is focusing on instructing other want to be hairdressers on when, why and how to use curlers - connected to her TAFE course and casual work at the hairdressers. The
other is doing engineering(fabrication) and a short course on CAD so is designing and building a frame for her hammock that she got for Christmas. She has the facilities and
equipment to do this at home and the Industrial Relations task on WHS already completed ensures she know how to do it safely. Both will document and record using their computers
and phones so have evidence that it is their work.

Show newer comments

...lies

Caroline Camens Yesterday, 10:45 PM

'PERFORMANCE'

Where students in Stage 1 could not undertake the planned work experience
or in a VET course which was the other options, I devised an enterprise activi
date one student is creating resources for an ESO situation as the plan was to
his property over Easter, linking some learning also from his C2 construction
collect evidence and actions/activity to discuss in their journal. The parents ha

Option 4: Enterprise Activity

Negotiated with your teacher organise an enterprise activity that could be tu
boxed ingredients with recipe card/preparation instructions

OR

Costing and creating plans and instructions to complete a garden make over,
based due to self- isolation)

Provide evidence of your learning to;

- Problem-solve, (calculations, costings, sourcing produce/materials/resource
- use technology, to research and create valid data/instructions,
- communicating via written/diagram/data/instruction.

Negotiate with teacher via CANVAS Chat or school email.

The final product/action does not have to be fully completed by you but pho
demonstrate your or another person's interpretation of your provided instr
of evidence. Still need to complete a journal of employment skills, how you
technology, used initiative, management skills and organisation. Teamwork
or provide resources. Still keep a time log to document your 25-30 hours.

05 April 2020, 12:01 PM

Subject announcements

Subject specific information

We are rolling out subject specific information as required. View the current list.



- Australian Languages
- Aboriginal Studies
- Dance
- Design, Technology and Engineering
- Drama
- English Literary Studies
- Music Explorations
- Music Performance - Ensemble
- Music Performance - Solo
- Music Studies
- Outdoor Education
- Physical Education
- Workplace Practices

Workplace Practices — AT2 Performance

Commonly this includes work experience, part time employment, and volunteering in a workplace, but the subject outline allows flexibility for performance to be completed in many other ways. Teachers should consider 'Performance' and 'work related context' in the **broadest possible form**, for example;

- Simulated work-based tasks (including online/virtual learning) which is directed and designed by the class teacher
- Online learning and training related to the students workplace context
- Contributing to an online project which is directed and designed by the class teacher

Students should still be working towards the 50-60 hours (20 credits) or 25 – 30 (10 credits) of performance **for now**.

Performance is to be considered in its broadest context.

Students who have engaged in any kind of workplace performance and with accumulated hours in a workplace environment since January 1st 2020, can retrospectively include these hours to contribute towards Type 2: Performance.

A teachers report is mandatory evidence and must be included if a workplace supervisor report is unable to be provided due to the nature of the performance.

Subject flexibilities

Stage 2 Workplace Practices

School Assessment (70%)

Assessment Type 1: Folio (25%)

Assessment Type 2: Performance (25%)

Assessment Type 3: Reflection (20%)

External Assessment (30%)

Assessment Type 4: Investigation (30%).

Changing teacher set deadlines for submission

However, SACE Board deadlines will still need to be met for assessment information and materials to be submitted.

Alternative task/activities

However, the requirements of the assessment specifications will still need to be met unless the SACE Board provides advice alerting you to amendments to assessment specifications.

Discussions/Sharing of information

