



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

Sharyn Donald
Chief Executive Officer
Victorian Curriculum and Assessment Authority
Level 7, 2 Lonsdale Street
Melbourne, 3000

15 April 2020

Dear Sharyn,

Re. Communication with teachers re: COVID-19 education changes.

I write to you on behalf of the Victorian Association for the Teaching of English (VATE). These are strange times and we appreciate that the VCAA has many challenges to work through in the coming days, weeks and months to ensure that Victorian students can progress with their education, minimising as far as possible the disruptions to learning that have resulted from COVID-19 and remote learning.

The VATE office and its various teacher networks have been in ongoing correspondence as English teachers across the state work towards supporting their students and each other through this time. To that end, I write to summarise a series of questions that have come from the membership. No doubt, these are many of the same questions that the VCAA is currently working through. We wish to clarify, if not the answers to these questions in the coming days, then perhaps an indicative timeline as to when these questions may be resolved.

While appreciating that the current situation is rapidly evolving and there may be a hesitancy to make a judgment too early, VCE teachers in particular are understandably anxious to be kept abreast of the decision-making considerations so that they may best update their planning for the remainder of the year.

The questions are as follows:

1. When will decisions be made as to when exams will be held and what will be assessed?
2. Will VCAA be providing advice as to the scope to reduce the type and amount of work required to satisfy the satisfactory completion of Outcomes as they currently stand in the Study Designs?
3. Will VCAA be providing advice as to when the formal commencement of Unit 2 and Unit 4 might begin (i.e. if exams are being pushed back, knowing the date will allow teachers to understand how much longer they might be able to spend finalising the teaching and learning of Units 1 and 3)?



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4. Can VCAA provide further advice for SACs/SATs in terms of authentication, equity and consistency?
5. Will VCAA consider, with the current disruptions to 2020 and the change of date for the GAT, that any changes arising from this year's GAT Review might be postponed until 2021? That is, that the GAT remain in its current format for 2020?
6. How does VCAA propose to support remote, regional and students from low socio-economic backgrounds so that they are not disadvantaged by the current situation?

VATE is united with VCAA in our primary objective of supporting Victorian students and teachers. On behalf of the membership, I thank you in advance for your consideration of these questions.

Yours sincerely,

Dr. Emily Frawley
VATE President