



# **The Compass Award**

**links to**

**The Victorian Essential Learning Standards  
(VELS)**



# Linking The Compass Award and VELS



STRAND AND DOMAIN	THE COMPASS AWARD SECTION	EXAMPLES AND LINKS TO THE AWARD
<p><b><u>Physical, Personal and Social Learning</u></b></p> <p><b>Help to ensure students develop as people who take increasing responsibility for their own physical wellbeing, their own learning, their own relationships with others and their role in the local, national and global community.</b></p> <p><b>Health and Physical Education</b> - This requires students to develop the knowledge, skills and behaviours that enable them to:</p> <ol style="list-style-type: none"> <li>1. maintain good health and live a healthy lifestyle</li> <li>2. understand the role of physical activity in ensuring good health</li> <li>3. engage in physical activity.</li> </ol>	<p><b>Linked to Physical Activity</b> &gt;</p> <p><b>Achieved via Exploration</b> &gt;</p>	<p>Physical activity linked to consistent participation in physical pursuits such as athletics, martial arts, swimming, walking, dance, football etc.</p> <p>Involved in hiking, orienteering, canoeing, cycling etc on an Exploration</p>
<p><b>Interpersonal Development</b> - In our highly interconnected and interdependent world, students must learn to work with others by:</p> <ol style="list-style-type: none"> <li>1. building positive social relationships</li> <li>2. working and learning in teams</li> <li>3. managing and resolving conflicts.</li> </ol>	<p><b>Involvement in The Award encourages interpersonal development</b> &gt;</p> <p><b>Achieved via Exploration, Volunteering and in team sports for Physical Activity</b> &gt;</p>	<p>Building relationships with staff and students and working with others whilst on an Exploration or whilst doing their Volunteering</p> <p>Communication with students and staff on their Exploration and learning through responsibility whilst being involved in the planning of the Exploration</p> <p>Being involved in community service and working with supervising staff and developing working relationships</p>
<p><b>Personal Learning</b> - This involves developing as individual learners who:</p> <ol style="list-style-type: none"> <li>1. acquire self knowledge and dispositions which support learning</li> <li>2. can learn with peers, including by seeking and responding appropriately to feedback</li> <li>3. increasingly manage their own learning and growth including by setting goals and managing resources to achieve these</li> <li>4. recognise and enact appropriate values within and beyond the school context.</li> </ol>	<p><b>Involvement in The Award encourages personal learning and development</b> &gt;</p> <p><b>Achieved via Exploration and Volunteering</b> &gt;</p>	<p>The Award encourages participants to set goals so that they can manage their own personal development and achieve their outcomes for the various sections</p> <p>Students communicating and working together on an Exploration for eg. planning within a group how to get to their destination using a map and what they will need to take</p> <p>Students involved in Volunteering can identify issues within the community organisation they work with and explore these with their peers in the classroom</p>
<p><b>Civics and Citizenship</b> - This involves a focus on students:</p> <ol style="list-style-type: none"> <li>1. understanding their identity and roles in their community</li> <li>2. knowing their rights and responsibilities as citizens</li> <li>3. appreciating Australia's role in the global community</li> <li>4. having the knowledge, skills and behaviours to participate in society and take responsible action in relation to other citizens and the environment at a local and broader level.</li> </ol>	<p><b>Achieved via Volunteering</b> &gt;</p>	<p>Involvement in community Service</p> <p>Understanding the roles community organisations have in society which might also include a study or a unit on volunteering or community organisations and what they do eg. a study on The Red Cross which might incorporate history of the organisation, how they assist communities and their involvement in certain countries around the world and how students can become involved with the organisation</p>

<p><b>Discipline-based Learning</b>  <b>The domains within the Discipline-based Learning strand form a body of knowledge with associated ways of seeing the world and distinct methods of exploring, imagining and constructing that world.</b></p> <p><b>The Arts</b> - The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world.</p>	<p><b>Achieved via Skill</b> &gt;</p>	<p>Extension activities/tasks – students could develop:  An art piece over time that requires them to develop their painting and drawing skills</p> <p>An art folio that requires them to develop a variety pieces</p> <p>Practice sessions for instrumental music</p>
<p><b>English</b> - In English, students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.</p>	<p><b>Achieved via Skill</b> &gt;</p> <p><b>Enhanced via Exploration And Volunteering</b> &gt;</p>	<p>Extension activities/tasks – students could develop:  A style of writing to improve on eg. informative writing or creative writing</p> <p>A writing folio that requires them to develop a variety of writing styles such as creative writing, informative writing and poetry.</p> <p>Developing written or oral skills to persuade staff/organisations to support a project or to discuss issues arising.</p> <p>Written/oral reports of activities</p>
<p><b>Humanities (Economics / Geography / History)</b> - Humanities is the study of human societies, people and their cultures in the past and the present. It develops in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.</p>	<p><b>Achieved via Skill</b> &gt;</p> <p><b>Enhanced via Exploration</b> &gt;</p> <p><b>Enhanced via Volunteering</b> &gt;</p>	<p>Learning map reading and navigational skills possibly in preparation for an Exploration</p> <p>Geographical or historical exploration of an area which could include a reflection with photographs or a photographic journal</p> <p>Study of the community organisation, their role in the community etc</p> <p>Study of an earlier time in Australia's history, linked to voluntary work in an aged care facility</p>
<p><b>Languages Other Than English (LOTE)</b> - Languages Other Than English (LOTE) contribute materially to the universal purposes of schooling and to the development of skills in thinking and reflection. They support the moral, social and economic initiation of young people into the culture and wider civilisation that surrounds them.</p>	<p><b>Achieved via Skill</b> &gt;</p>	<p>Extension activities/tasks – students could:  Refine their LOTE knowledge in the areas of reading, writing and speaking by practising and doing further extension tasks or tutoring at home to improve their language skills</p>
<p><b>Mathematics</b> - While the usefulness of mathematics for modeling and problem solving is well known, mathematics also has a fundamental role in enabling cultural, social and technological advances, and empowering individuals as critical citizens in contemporary society and for the future.</p>	<p><b>Achieved via Skill</b> &gt;</p> <p><b>Enhanced via Exploration</b> &gt;</p>	<p>Extension activities/tasks – students could:  Refine their knowledge in one or a variety of areas in mathematics such addition, division, multiplication and subtraction, 3D construction from 2D plans</p> <p>Link to an Exploration where students might explore and measure distance between points, use and develop maps of an area, develop their knowledge of time and money in planning and budgeting for an exploration.</p>
<p><b>Science</b> - To be human is to be curious about the world we live in, to wonder why it is that way, and to ask about our place in it. The most fundamental goal for science education is to stimulate, respond to and nourish such curiosity, wonder and questioning.</p>	<p><b>Achieved via Skill</b> &gt;</p> <p><b>Enhanced via Exploration</b> &gt;</p>	<p>Extension activities/tasks – students could:  Develop research projects around an area of interest eg insects, volcanoes, freezing points of different liquids</p> <p>Extend the study by visiting a site of particular interest</p>

<p><b>Interdisciplinary Learning</b>  <b>The Interdisciplinary Learning strand identifies a range of knowledge, skills and behaviours which cross disciplinary boundaries and are essential to ensuring students are prepared as active learners and problemsolvers for success at school and beyond.</b></p> <p><b>Communication</b> - Communication helps to construct all learning and is central to the capacity to demonstrate and convey what one has learned in different contexts and to different people. This domain assists students to understand that language and discourse differ in different disciplines and that there is a need to learn the particular literacies involved in each.</p>	<p><b>Linked to Exploration</b> &gt;</p> <p><b>Enhanced via Volunteering</b> &gt;</p> <p><b>Enhanced via Skill</b> &gt;</p>	<p>Communicating with others whilst planning and on an Exploration, or writing a report about the journey</p> <p>Communicating with others whilst being involved in Volunteering</p> <p>Communication through instruction and questioning whilst learning a new skill</p>
<p><b>Design, Creativity and Technology-</b>                  Students develop the knowledge, skills and behaviours related to investigating and designing using appropriate planning processes and design briefs; creating and developing ideas, applying information, and seeking and testing innovative alternatives; producing, including the selection and safe use of appropriate tools, equipment, materials and/or processes to meet the requirements of design briefs; analysing and evaluating both processes and products including, where relevant, any broader environmental, social, cultural and economic factors.</p>	<p><b>Linked to Skill</b> &gt;</p> <p><b>Enhanced via Volunteering</b> &gt;</p>	<p>Designing or creating a folio (art folio, writing folio)</p> <p>Creating design briefs and pieces of work in Art, Photography, Information Technology</p> <p>Using a design brief and appropriate tools to undertake a practical service activity eg garden area, mosaic footpath</p>
<p><b>Information and Communications Technology (ICT)</b> - The knowledge, skills and behaviours in this domain enable students to use ICT to access, process, manage and present information; model and control events; construct new understandings; and communicate with others. Students use ICT and strategies to monitor learning patterns, to process data to create solutions and information products that demonstrate understanding, and to share their work with others in ethical, legal and respectful ways.</p>	<p><b>Linked to Skill</b> &gt;</p> <p><b>Linked to Exploration</b> &gt;</p>	<p>Developing ICT skills through learning to use software to develop various types of information eg. reports, spreadsheets, databases, web pages etc.</p> <p>The use of ICT to access mapping, terrain, weather, transport or accommodation information to plan a trip.</p> <p>Use GPS devices to plan and during an exploration</p>
<p><b>Thinking</b> - This domain encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours which are essential for effective functioning in society both within and beyond school. The study of thinking enables students to acquire strategies for thinking related to enquiry, processing information, reasoning, problem solving, evaluation and reflection.</p>	<p><b>Enhanced via Volunteering, &gt; Skill and Exploration</b></p>	<p>Thinking and reflecting upon process and purpose whilst involved in Volunteering, Skill and Exploration</p>

