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| Professional development to support implementation of the Guideline for individual learning  Participant booklet  July 2016 |

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## How to use this booklet

The document is set up as a locked form to make it simple to use: please enter text wherever you see a prompt, such as ‘Click here to enter text’. Pressing ‘Tab’ will take you to the next prompt.

If you need to add or delete table cells, or to change what you have written, you may need to unlock the document.

Select Developer > Restrict Editing and click on ‘Stop Protection’ at the bottom right of the screen. There is no password to enter: the docment can simply be locked and unlocked.

If you cannot see the ‘Developer’ tab on your ribbon, go to .File > Options > Customise Ribbon. From the drop-down menu at top right, select ‘Main Tabs’,. and check the box for ‘Developer’ in the list at below it.

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| Activity 1: Identifying learning goals and reflecting on learning To guide your learning in the workshop, please take a moment to engage in a KWL activity about using the *Guideline for individual learning* (GIL) to plan for teaching, learning and assessment.  Use the table below to record your goals and reflect on them at the end of the workshop. | |
| **(Complete these columns in Session 1)** | **(Complete this column in Session 3)** |

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| **What do I already KNOW?** | **What do I WANT to know?** | **What have I LEARNT?** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |

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| Activity 2: Understanding the purpose of the curriculum organisers and learning focuses Read the curriculum organiser descriptions and learning focuses on pages 4 and 5 of the GIL.   * What is the purpose of each curriculum organiser? * Which parts of the curriculum organiser descriptions align with your current practice in developing QCIA curriculum plans? * Is there anything you need to change about your current practice of developing QCIA curriculum plans? |

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| Curriculum organiser | Purpose |
| Communication and technologies  (CT) | Click here to enter text. |
| Community, citizenship and the environment  (CCE) | Click here to enter text. |
| Leisure and recreation  (LR) | Click here to enter text. |
| Personal living dimensions  (PLD) | Click here to enter text. |
| Vocational and transition activities  (VTA) | Click here to enter text. |

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| Activity 3: Preparing a QCIA curriculum plan Use the GIL to develop a curriculum plan for a student who will be working towards the QCIA.   * Consider the students’ individual teaching and learning needs. * Use the GIL to select relevant curriculum organisers, learning focuses and learning goals for the student. * Learning goals for each learning focus in the curriculum organisers are provided in Appendix 1 of the GIL (pp.12–37). |

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| Curriculum organiser | Learning focus/es | Learning goal/s |
| Communication and technologies  (CT) | Click here to enter text. | Click here to enter text. |
| Community, citizenship and the environment  (CCE) | Click here to enter text. | Click here to enter text. |
| Leisure and recreation  (LR) | Click here to enter text. | Click here to enter text. |
| Personal and living dimensions  (PLD) | Click here to enter text. | Click here to enter text. |
| Vocational and transition activities  (VTA) | Click here to enter text. | Click here to enter text. |

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| Activity 4: Unit overviews Using the QCIA curriculum plan you prepared in Activity 3, develop four unit overviews that would provide the student with a range of opportunities to work towards their selected learning goals across Years 11 and 12.   * If the student will be attending mainstream subjects, consider four different subjects and the topics that will be covered in each subject. |

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| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **Context:**  Click here to enter text. | **Context:**  Click here to enter text. | **Context:**  Click here to enter text. | **Context:**  Click here to enter text. |

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| Activity 5: Coverage of learning goals Consider the units of work or subjects the student will engage in throughout Years 11 and 12. Map the learning goals that will be addressed in each unit of work or subject to ensure the student is provided with opportunities to work towards all of the selected learning goals.   * Refer to the QCIA curriculum plan you prepared in Activity 3. Copy the selected learning focuses and learning goals into the table. * Refer to the unit overviews you developed in Activity 4 and copy them into the table. * Indicate which learning goals will be addressed in each unit of work or subject by placing a tick (✓) in the appropriate column. Check that all of the learning goals are covered across the four units of work or subjects. * Consider how you could modify the template to better suit your needs. |

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| --- | --- | --- | --- | --- | --- | --- |
|  | | | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **Context:** Click here to enter text. | **Context:** Click here to enter text. | **Context:** Click here to enter text. | **Context:** Click here to enter text. |
| **Curriculum organiser** | **Learning focuses** | **Learning goals** |
| Communication and technologies  (CT) | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Community, citizenship and the environment  (CCE) | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Leisure and recreation  (LR) | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Personal and living dimensions  (PLD) | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Vocational and transition activities  (VTA) | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

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| Activity 6: Planning for teaching and learning experiences  1. Select one unit of work you developed in Activity 4. Copy your selected context into the table. 2. Plan a sequence of age-appropriate teaching and learning experiences for the selected unit of work. 3. Record any extensions or adjustments you will make in order to cater for the individual learning goals of each student. |

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| Unit overview |
| **Time frame:** Click here to enter text. |
| **Context:** Click here to enter text. |

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| Teaching and learning experience/s | Extensions and/or adjustments for students |
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| Teaching and learning experience/s | Extensions and/or adjustments for students |
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| Teaching and learning experience/s | Extensions and/or adjustments for students |
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| Activity 7: Planning for assessment Plan a piece of assessment for the unit of work you developed in Activity 6.   * See Appendix for information on assessment techniques. * Consider the evidence of the student’s progress towards their learning goals that you will be able to collect through this assessment. |

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| Assessment | |
| Assessment technique | Name of assessment task. |
| Curriculum organisers, learning focuses and learning goals assessed | List curriculum organisers, learning focuses and learning goals that will be assessed. |
| Assessment tasks/format | What are the specific tasks that students will complete?  Describe what the students will be required to do. |

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| **Why did you choose this assessment technique?**  Click here to enter text. |

## Appendix: Assessment techniques

### Project

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| Technique: Project | |
| Purpose | To assess students’ responses to **a single task, situation and/or scenario** in a unit of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences and through different modes. |
| Description | * A project occurs over a set period of time. Students may use class time and their own time to develop a response. * All practical work must be organised with students’ safety in mind. Schools must ensure that their practices meet current guidelines. |
| Task/format | A project consists of **at least two** different assessable components from the following: |
| **Written component**  This component requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by references or, where appropriate, data, tables, flowcharts or diagrams.  Examples include:   * articles for magazines or journals * persuasive or informative texts * review * report * letter to the editor * cloze passage. |
| **Spoken/signed component**  This component requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.  Examples include:   * oral presentations * debates * interviews * podcasts * roleplay. |
| **Multimodal component**  This component requires students to use a combination of at least two modes delivered at the same time to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal component. Modes include:   * written * spoken/signed * nonverbal, e.g. physical, visual, auditory.   Examples include:   * delivery of a slide show * short video clip * webinar * webpage with embedded media (graphics, images, audio or video).   A variety of technologies may be used in the creation or presentation of the component. Replication of a written document into an electronic or digital format does not constitute a multimodal component. |
| Task/format | **Performance component**  This component refers to physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills.  Performance components allow students to communicate and demonstrate the concepts, ideas, perspectives and viewpoints related to the topics and appropriate to the intended audience.  Examples include:   * physical demonstration * roleplay * song, dance * interactive stories |
| **Product component**  This component refers to the production of items, and will be the outcome of applying a range of cognitive, technical, physical and/or creative/expressive skills. Product components allow students to communicate and demonstrate the concepts, ideas, perspectives and viewpoints related to the topics and appropriate to the intended audience.  Examples include:   * dioramas * brochures * infographics * artwork. |
| Categories of response | Responses can be written, spoken/signed, multimodal (integrate visual, print and/or audio features), performance or products.  Where required, students should have access to augmentative and alternative communication (AAC) systems to develop responses. |

### Collection of work

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| Technique: Collection of work | |
| Purpose | To assess students’ responses to **a series of tasks relating to a single topic** in a unit of work. The student response will consist of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places. |
| Description | A collection of work consists of students’ responses to a small number of tasks, conducted in class over a series of lessons. |
| Task/format | Collection of work consists of **at least three assessable components**, for example: |
| **Written component**  This component requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by references or, where appropriate, data, tables, flowcharts or diagrams.  Examples include:   * articles for magazines or journals * persuasive or informative texts * review * report * letter to the editor * cloze passage. |
| **Spoken/signed component**  This component requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.  Examples include:   * oral presentations * debates * interviews * podcasts * roleplay. |
| **Multimodal component**  This component requires students to use a combination of at least two modes delivered at the same time to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal component. Modes include:   * written * spoken/signed * nonverbal, e.g. physical, visual, auditory.   Examples include:   * delivery of a slide show * short video clip * webinar * webpage with embedded media (graphics, images, audio or video).   A variety of technologies may be used in the creation or presentation of the component. Replication of a written document into an electronic or digital format does not constitute a multimodal component. |
| Task/format | **Performance component**  This component refers to physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills.  Performance components allow students to communicate and demonstrate the concepts, ideas, perspectives and viewpoints related to the topics and appropriate to the intended audience.  Examples include:   * physical demonstration * roleplay * song, dance * interactive stories. |
| Categories of response | Responses can be written, spoken/signed, multimodal (integrate visual, print and/or audio features) or performance.  Where required, students should have access to augmentative and alternative communication (AAC) systems to develop responses. |

### Response to stimulus

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| Technique: Response to stimulus | |
| Purpose | To assess students’ interpretation, explanation and understanding of ideas and information in provided stimulus materials. While students may undertake some research in the writing of the response to stimulus, it is not the focus of this technique. |
| Description | * A response to stimulus occurs over a set period of time. * Students may use class time and their own time to develop a response. * Students respond to a question or statement about the provided stimulus materials. * Stimulus material could include: * images, e.g. cartoons, paintings, photos, film, artwork, infographics * media articles, e.g. news articles, blogs * quotes * statistics, graphs * maps * text extracts * excursions/community visits * guest speakers. |
| Task/format | Examples of response to stimulus tasks/formats: |
| **Written response**  This response requires students to use written language to communicate ideas and information to readers for a particular purpose. A written response may be supported by references or, where appropriate, data, tables, flow charts or diagrams.  Examples include:   * articles for magazines or journals * persuasive or informative texts * review * report * letter to the editor * cloze passage. |
| **Spoken/signed response**  This response requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.  Examples include:   * oral presentations * debates * interviews * podcasts * roleplay |
| Task/format | **Multimodal response**  This response requires students to use a combination of at least two modes delivered at the same time to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal response. Modes include:   * written * spoken/signed * nonverbal, e.g. physical, visual, auditory.   Examples include:   * delivery of a slide show * short video clip * webinar * webpage with embedded media (graphics, images, audio or video).   A variety of technologies may be used in the creation or presentation of the component. Replication of a written document into an electronic or digital format does not constitute a multimodal component. |
| Categories of response | Responses can be written, spoken/signed or multimodal (integrate visual, print and/or audio features).  Where required, students should have access to augmentative and alternative communication (AAC) systems to develop responses. |

### Examination

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| Technique: Examination | |
| Purpose | To assess students’ application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe. |
| Description | * Examinations require students to respond to questions, statements or other stimulus material that are typically unseen. * Examinations occur under supervised conditions as students produce work individually and in a set time to ensure authenticity. * Depending on the needs of the students, examinations may require some teacher guidance, e.g. making the requirements of the assessment explicit, reading questions to students at class, group or individual levels. |
| Task/format | Examples of examination tasks/formats: |
| **Short-response test**  Short-response tests typically consist of a number of items that may include students responding some or all of the following activities:   * drawing, labelling or interpreting equipment, graphs, tables or diagrams * short items requiring multiple choice, single word, sentence or short paragraph response * responding to seen or unseen stimulus materials * interpreting ideas and information. |
| Categories of response | Responses are written.  Where required, students should have access to augmentative and alternative communication (AAC) systems to develop responses. |