

# Activity 3: Sample response

## Using the Guideline for individual learning to prepare a QCIA curriculum plan

Two example QCIA curriculum plans prepared using the *Guideline for individual learning* (GIL) are provided below.

The individual student, data about the student's current level of learning and post-school pathways planning have been considered in each example. Relevant curriculum organisers, learning focuses and learning goals have been selected from the GIL based on this information.

### Case study 1

Background information	
<b>School details</b>	
School type	Government
School sector	Special
School location	Metropolitan
School description	Provides educational programs for students aged 5 to 18 years who have a diagnosed intellectual disability ranging from mild to profound. Almost 35% of students enrolled in the school have autism spectrum disorder. All students in the school have individual learning needs.
<b>Student details</b>	
Disability or medical information	<ul style="list-style-type: none"><li>• Intellectual disability, autism spectrum disorder</li></ul>
Communication	<ul style="list-style-type: none"><li>• Communicates using a combination of spoken language, gestures and symbols</li><li>• Unfamiliar people may find speech hard to understand</li></ul>
Interests	<ul style="list-style-type: none"><li>• Dance, music, going to the gym</li><li>• Family seeking supported employment and/or day services post-school</li></ul>
Strengths	<ul style="list-style-type: none"><li>• Interpreting maps</li><li>• Clearly communicating preferences for activities</li></ul>
Weaknesses	<ul style="list-style-type: none"><li>• Making meaning from texts read aloud</li><li>• Listening to and following instructions</li><li>• Avoids making eye contact with peers</li><li>• Has difficulty self-regulating emotions and working in teams</li><li>• Limited understanding of time and money</li><li>• Remaining focused on a task without prompting</li></ul>

## QCIA curriculum plan

Curriculum organiser	Learning focus/es	Learning goal/s
<b>Communication and technologies (CT)</b>	<ul style="list-style-type: none"> <li>• Language comprehension                             <ul style="list-style-type: none"> <li>– Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond to one- and two-step instructions.</li> <li>• Listen to and comprehend information presented in spoken texts and texts read aloud.</li> </ul>
	<ul style="list-style-type: none"> <li>• Language use                             <ul style="list-style-type: none"> <li>– Communicating behaviours</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to communicate intentionally and consistently ... to:                             <ul style="list-style-type: none"> <li>– comment on people, events and objects in the past, present and future and to ask questions</li> <li>– convey knowledge about learning area topics.</li> </ul> </li> </ul>
<b>Community, citizenship and the environment (CCE)</b>	<ul style="list-style-type: none"> <li>• Places, environments and people                             <ul style="list-style-type: none"> <li>– Location</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explain directions using maps and diagrams of familiar locations and places.</li> </ul>
<b>Leisure and recreation (LR)</b>	<ul style="list-style-type: none"> <li>• Preferred leisure and recreation activities                             <ul style="list-style-type: none"> <li>– Identifying preferences</li> <li>– Participating in activities</li> <li>– Performing Arts activities – dance, drama, music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify interests in particular physical, artistic and cultural activities.</li> <li>• Identify and take up opportunities to access local community resources that support participation in physical and health-related activities.</li> <li>• Identify and take up opportunities to access local community resources that support participation in artistic and cultural activities.</li> <li>• Share dance, drama or music with peers to communicate emotions, experiences, ideas and stories.</li> </ul>
<b>Personal and living dimensions (PLD)</b>	<ul style="list-style-type: none"> <li>• Health and wellbeing                             <ul style="list-style-type: none"> <li>– Understanding and managing emotions</li> <li>– Interacting with others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify strategies to manage and moderate emotions in increasingly unfamiliar situations</li> <li>• Practise personal and social skills to interact with and include others</li> <li>• Describe characteristics of cooperative behaviour and identify evidence of these in group activities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Everyday numeracy skills                             <ul style="list-style-type: none"> <li>– Applying concepts of time</li> <li>– Using money</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that time is used to organise and describe daily events, e.g. 'before' and 'after'; 'earlier' and 'later'; 'day' and 'night'; 'yesterday', 'today' and 'tomorrow'.</li> <li>• Read digital and analogue clocks to the hour, half-hour, quarter-hour and minute.</li> <li>• Interpret and use timetables to explain travel options.</li> <li>• Identify and use combinations of coins and notes for simple purchases.</li> </ul>

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<b>Vocational and transition activities (VTA)</b>	<ul style="list-style-type: none"> <li>• Post-school pathways               <ul style="list-style-type: none"> <li>– Vocational and transition options</li> </ul> </li>   <li>– Accessing local and community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in different vocational and transition options, such as volunteering, supported employment, community participation, simulated work environments.</li> <li>• Engage in and reflect on supported work and community placements</li>   <li>• Identify and access agencies that provide information, products and services that support transition to life beyond school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Skills for life beyond school               <ul style="list-style-type: none"> <li>– Skills for managing self and others</li> </ul> </li>   <li>– Independence skills</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in conversation with others and maintain comfortable eye contact.</li>   <li>• Identify and practise strategies to complete tasks.</li> </ul>

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## Case study 2

Background information	
<b>School details</b>	
School type	Government
School sector	Secondary
School location	Metropolitan
School description	Delivers educational programs to approximately 750 students in Years 7 to 12. The students come from diverse cultural and socio-economic backgrounds. 15% are from non-English speaking backgrounds
<b>Student details</b>	
Disability or medical information	<ul style="list-style-type: none"> <li>• Intellectual disability</li> </ul>
Interests	<ul style="list-style-type: none"> <li>• Early childhood, watching movies</li> <li>• Seeking employment and independent living post-school</li> </ul>
Strengths	<ul style="list-style-type: none"> <li>• Eager to attend work experience</li> <li>• Using picture cues to make meaning from texts</li> <li>• Using Google maps on iPad to find way around in local community</li> <li>• Recognises coins and notes and is able to make purchases</li> </ul>
Weaknesses	<ul style="list-style-type: none"> <li>• Limited awareness of the risks of sharing and exchanging information in online environments</li> <li>• Has difficulty managing emotions and seeking help when required</li> <li>• Avoids making eye contact and speaking in front of an audience</li> <li>• Difficulty taking turns when working in a team</li> <li>• Inappropriately interrupts conversations</li> <li>• Difficulty with comprehension and identification of information in simple texts</li> <li>• Time management</li> <li>• Avoids physical activity</li> <li>• Managing money and following personal budget</li> </ul>

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## QCIA curriculum plan

Curriculum organiser	Learning focus/es	Learning goal/s
<b>Communication and technologies (CT)</b>	<ul style="list-style-type: none"> <li>• Language comprehension               <ul style="list-style-type: none"> <li>– Navigation, reading and viewing</li> </ul> </li> <li>– Interpreting</li> </ul>	<ul style="list-style-type: none"> <li>• Navigate, read and view simple texts with:               <ul style="list-style-type: none"> <li>– familiar vocabulary and supportive illustrations</li> <li>– illustrations and simple graphics.</li> </ul> </li> <li>• Interpret simple texts using comprehension strategies such as activating and using prior knowledge and identifying literal information explicitly stated in the text.</li> <li>• Use comprehension strategies such as interpreting literal information, making inferences and predicting to explore topics and gather information from texts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Language use               <ul style="list-style-type: none"> <li>– Presenting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Plan and deliver short presentations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Technical and social protocols for use of digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Use digital technologies safely to:               <ul style="list-style-type: none"> <li>– view information shared by trusted adults</li> <li>– share and exchange information with known audiences.</li> </ul> </li> </ul>
<b>Community, citizenship and the environment (CCE)</b>	<ul style="list-style-type: none"> <li>• Places, environments and people               <ul style="list-style-type: none"> <li>– Location</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify location, show routes and interpret information on maps and diagrams.</li> </ul>
<b>Leisure and recreation (LR)</b>	<ul style="list-style-type: none"> <li>• Preferred leisure and recreation activities               <ul style="list-style-type: none"> <li>– Participating in activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify and take up opportunities to access local community resources that support participation in physical and health-related activities.</li> </ul>
<b>Personal and living dimensions (PLD)</b>	<ul style="list-style-type: none"> <li>• Identity               <ul style="list-style-type: none"> <li>– Resilience</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explore and practise strategies to use when feeling uncomfortable or unsafe, or needing help with a task, problem or situation.</li> <li>• Practise and apply strategies to seek help for self or others.</li> </ul>
	<ul style="list-style-type: none"> <li>• Health and wellbeing               <ul style="list-style-type: none"> <li>– Understanding and managing emotions</li> <li>– Interacting with others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe strategies to manage and moderate emotions in increasingly familiar and unfamiliar situations.</li> <li>• Identify positive ways to initiate, join and interrupt conversations with adults and peers.</li> <li>• Practise personal and social skills to interact with and include others.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Everyday numeracy skills <ul style="list-style-type: none"> <li>– Applying concepts of time</li> </ul> </li>   <li>– Using money</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and estimate how much time is required for daily activities and special events.</li> <li>• Convert between hours and minutes, 12- and 24-hour systems.</li> <li>• Interpret and use timetables to explain travel options.</li>   <li>• Identify and use combinations of coins and notes for simple purchases.</li> <li>• Create and follow simple budgets and savings plans.</li> </ul>
<p style="text-align: center;"><b>Vocational and transition activities (VTA)</b></p>	<ul style="list-style-type: none"> <li>• Post-school pathways <ul style="list-style-type: none"> <li>– Options for living independently and interdependently</li> </ul> </li>   <li>– Vocational and transition options</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and explore own and others' needs to maintain safe and stable accommodation, considering physical resources and facilities available, support available from family, friends and agencies, and associated costs.</li>   <li>• Engage in and reflect on supported work and community placements.</li> <li>• Prepare resume and application letter for identified jobs.</li> <li>• Prepare for job interviews.</li> </ul>
	<ul style="list-style-type: none"> <li>• Skills for life beyond school <ul style="list-style-type: none"> <li>– Skills for managing self and others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Engage in conversations with others and maintain comfortable eye contact.</li> </ul>

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