

Implementing the Guideline for individual learning

Part 1: Developing QCIA curriculum plans

Implementing the workshop

This workshop was developed by the Queensland Curriculum and Assessment Authority (QCAA) and delivered face-to-face in Term 4 2015.

The workshop is designed for presentation in either of two formats:

- a series of three workshops, each approximately one-hour in length
- one half-day workshop that includes delivery of all three parts.

The workshop presenter decides how best to lead the workshop and its activities.

A package of resources has been developed to support delivery of the workshop in schools and is available at www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia/teaching-learning.

Resources include:

- slide presentation and speaker notes — supports delivery as a series of three one-hour workshops (Parts 1, 2 and 3)
- *Participant booklet* — includes all workshop activities and is intended to be used electronically on a laptop.
- responses to specific activities.

Text that appears on the slides and is repeated in the notes is set italic, so you don't find yourself reading out the slides without realising.

Slide 1 — Implementing the GIL Part 1 [title slide]

Part 1 of the workshop series focuses on using the *Guideline for individual learning (GIL)* to develop QCIA curriculum plans and is designed to be delivered in a one-hour session.

Slide 2 — Workshop goals

The learning goals for Part 1 of the workshop series are to know and understand:

- *the curriculum framework provided by the GIL*
- *how to use the GIL to develop individualised curriculum plans for students working towards the Queensland Certificate of Individual Achievement (QCIA)*
- *the process for developing and submitting curriculum plans using the QCIA Curriculum plan builder.*

Slide 3 — Activity 1: Identifying learning goals

Take a moment to consider your own learning goals for this workshop series.

To guide your learning in the workshop, please complete the KWL (Activity 1) in the *Participant booklet*. Use the table to record your goals in the relevant columns.

At the end of the workshop series we'll reflect on the achievement of these goals.

During the workshop, ask questions to ensure you're addressing your learning goals.

Slide 4 — What is the GIL?

The GIL provides a curriculum, assessment and reporting framework for schools to use when developing individualised curriculum plans for senior secondary students working towards the QCIA.

When the QCIA was first introduced, schools developed their own learning goals and used the curriculum organiser descriptions as the basis for planning teaching and learning experiences for students. There was no curriculum framework provided.

Over time, schools have identified the need to improve the consistency and rigour of the learning programs provided to students working towards the QCIA. In response to this feedback, the QCAA developed and trialled the GIL. The GIL now provides the curriculum framework which schools use as the basis for planning for teaching, learning and assessment.

*From 2016, all **new** QCIA curriculum plans will be developed using the GIL. The GIL can be accessed from www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia/curriculum.*

Slide 5 — Using the GIL

The GIL consists of five sections, which outline the processes for planning teaching, learning, assessment and certification. This workshop series will focus on Sections 1 to 3 of the GIL:

1. Curriculum
2. Planning for teaching, learning and assessment
3. Developing assessment.

The GIL has been in implementation for approximately 12 months and after feedback and consultation, refinements have been made. Please make sure you are using the most current version of the document by accessing the QCAA website (www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia/curriculum).

Slide 6 — Curriculum framework

The GIL provides a curriculum framework consisting of curriculum organisers, learning focuses and learning goals.

This diagram illustrates how the elements of the curriculum framework fit together.

Slide 7 — Curriculum organisers

The GIL provides five curriculum organisers that are used to gather and record student achievement for the QCIA. A curriculum organiser description clearly defines the learning for each curriculum organiser.

Select curriculum organisers that are relevant to the individual learning needs of each student. **At least one** curriculum organiser must be selected for each student.

No changes are to be made to the curriculum organisers provided in the GIL.

Slide 8 — Learning focuses

Learning focuses are identified and developed from the curriculum organiser descriptions and reflect the significant learning components of each curriculum organiser.

Select learning focuses that are relevant to the individual learning needs of each student. *For each curriculum organiser selected, **at least one** learning focus must be chosen.*

*When a learning focus is broken down into subcategories, select **at least one** subcategory.* For example, in the Communication and technologies curriculum organiser, the language comprehension learning focus is broken down into four subcategories: listening; navigating, reading and viewing; interpreting; and responding. Both levels of the learning focus should be recorded on the student's curriculum plan, e.g. Language comprehension – Listening.

No changes are to be made to the learning focuses provided in the GIL.

Slide 9 — Activity 2: Purpose of each curriculum organiser

Turn to Activity 2 in the *Participant booklet*.

A copy of the GIL is required to complete this activity.

- Read each of the curriculum organiser descriptions and learning focuses on pages 4 and 5 of the GIL. Record the purpose of each curriculum organiser in the table provided.
- Discuss anything new or different you learned about the curriculum organisers and how this will impact on your development of future QCIA curriculum plans.

Slide 10 — Learning goals

Learning goals describe the knowledge, understanding and skills of the learning focuses. They are organised to *reflect a range of learning that caters for all students.* Learning goals build from awareness or recognition through to use and application of particular knowledge, understanding and skills.

Select learning goals that are best suited to each student's needs and interests when developing individualised curriculum plans. *For each learning focus selected, **at least one** learning goal must be chosen.*

When a learning goal is broken down into separate contexts, **at least one** context should be selected. For example, in the Leisure and recreation curriculum organiser under the Visual and Media Arts activities learning focus, the goal 'Explore and experiment with creating artworks that provides three different contexts: convey own feelings; use one's own experiences, imagination and observations as inspiration; use others' experiences, imagination and observations as inspiration. **At least one** context should be selected, e.g. Explore and experiment with creating artworks that use one's own experiences, imagination and observations as inspiration.

No changes are to be made to the learning goals provided in the GIL.

Slide 11 — How do you select learning goals?

There are no restrictions on how many learning goals can be recorded on a student's QCIA curriculum plan. Use your professional judgment to select an appropriate amount of learning goals that will support each student to develop the knowledge, understanding and skills they will require to successfully transition to their post-school life.

To help you select appropriate learning goals, there are a number of interrelated factors that should be considered. These factors include:

- *the student's individual strengths, goals and interests*
- *data that indicates the student's current level of learning, e.g. literacy, numeracy, communication*

- *planning for the student's post-school pathway, e.g. SET plans, individual planning and conversations with families, outside agencies and therapists.*

By considering each of these factors, you are able to make informed decisions that will ensure selected learning goals will support the student's continuity of learning and development in Years 11 and 12.

Slide 12 — Learning goals and Statements of Achievement

The learning goals provided in the GIL are **not** Statements of Achievement that will be recorded on the student's QCIA. Let's take a moment to look at the difference.

Learning goals are selected from the GIL and inform the teaching and learning experiences the student will be provided across Years 11 and 12. They represent the knowledge, understanding and skills it is hoped the student will develop over this two-year period.

Evidence collected from teaching and learning experiences across Years 11 and 12 demonstrate the student's progress towards their selected learning goals and can be used to inform future teaching and learning.

A Statement of Achievement records the specific knowledge, understanding and skills the student is able to demonstrate as they are exiting Year 12. Evidence collected from teaching and learning experiences should substantiate each Statement of Achievement that will appear on the student's certificate. The [QCIA Handbook](#) provides information and resources to support you to write Statements of Achievement – see section 5.

Slide 13 — Examples: Aligning learning goals and Statements of Achievement

These examples demonstrate the alignment between learning goals, evidence collected from teaching and learning experiences and Statements of Achievement.

Notice the difference between the learning goals and the Statements of Achievement. The learning goals are taken directly from the GIL and broadly describe a set of knowledge, understanding or skills. Evidence has been collected throughout teaching and learning experiences and used to develop the Statements of Achievement.

Each Statement of Achievement reflects the specific knowledge, understanding and skills the individual student has been able to demonstrate as a result of the teaching and learning that has occurred during Years 11 and 12.

Slide 14 — QCIA Eligibility form and curriculum plan

From 2016, the QCIA Curriculum plan builder (CPB) replaces the *QCIA eligibility form and curriculum plan* document. A curriculum plan must be submitted for each student eligible for the QCIA by the end of **Term 1** of the year the student enters Year 11.

The CPB will be available for schools to develop and submit curriculum plans from May, 2016. Information on using the CPB will be made available at www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia/curriculum.

Before using the CPB, each student's curriculum plan should be prepared using the GIL.

Slides 15 and 16 — Examples: Preparing QCIA curriculum plans

Here are two examples of QCIA curriculum plans that have been prepared using the GIL.

Take a few moments to observe how the selected curriculum organisers, learning focuses and learning goals are recorded in the template. Notice that:

- not all curriculum organisers need to be selected
- when a learning focus has been broken down into further subcategories, both levels of the learning focus are recorded
- *more than one learning focus can be selected for each curriculum organiser*
- *learning goals are copied directly from the GIL, with no modifications*
- *more than one learning goal can be selected for each learning focus.*

Slide 17 — Activity 3: Preparing a QCIA curriculum plan

Complete Activity 3 in the *Participant booklet*.

A copy of the GIL is required to complete this activity.

1. *Identify a student for whom you need to develop a QCIA curriculum plan.*
2. *Use the GIL to identify and record relevant curriculum organisers, learning focuses and learning goals, based on the student's teaching and learning needs.*

A template has been provided for you to record the selected curriculum organisers, learning focuses and learning goals in the participant booklet. You may choose a different method to complete this part of the activity, such as highlighting learning goals in a Word or PDF version of the GIL.

Slide 18 – Creating and submitting QCIA curriculum plans

To create and submit a QCIA curriculum plan, use the QCIA Curriculum plan builder in the School Portal.

Curriculum organisers, learning focuses and learning goals will be selected from drop-down menus in the Curriculum Plan Builder. Therefore, all students' QCIA curriculum plans should be prepared using the GIL, prior to using the Curriculum Plan Builder.

Slides 19 and 20 — Examples: QCIA curriculum plans

Here are two examples of QCIA curriculum plans that have been developed using the Curriculum Plan Builder.

Slide 21 — Review and reflect

The learning goals for Part 1 of the workshop series were to know and understand:

- *the curriculum framework provided by the GIL*
- *how to use the GIL to develop individualised curriculum plans for students working towards the QCIA*
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Slide 22 — 3-2-1 Reflect

Take a moment to reflect on:

- 3 things you recall from this workshop session
- 2 connections or changes to your current practice of developing QCIA curriculum plans
- 1 question you need answered.

Slide 23 — Contact details

If you have any questions about the content of this workshop, or about the GIL, these are the best contacts:

- *Information on the amendments to the GIL* — seniorcurriculum@qcaa.qld.edu.au
- *QCIA eligibility, curriculum plans, moderation or certification* — qcia@qcaa.qld.edu.au.