

Planning with the guideline

Teachers use the *Guideline for individual learning* when planning for individual students to meet the requirements of the QCIA. This checklist summaries key points from the guideline to consider when planning.

Start with the individual student

- What is the student's current level of learning, strengths, goals and interests?
- How will planning support the student's continuity of learning and development into the Senior phase?
- What goals and pathways are identified from the student's SET plan and individual planning?



Identify curriculum

- What are the identified curriculum organisers?
- What are the selected learning focuses?
- What learning goals suit the student's needs and interests?



Guideline for individual learning

Sequence teaching and learning

- Which learning focuses and learning goals will be identified in the QCIA curriculum plan?
- What individualised age-appropriate teaching and learning activities will be planned e.g. lesson plans, units of work?
- What resources are available to support teaching and learning?



QCIA curriculum plan

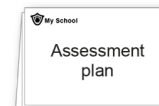


Develop assessment and make judgments

- What assessment is planned to provide evidence of achievement of learning goals?
- How will regular feedback be provided to students?



Evidence of achievement feedback form



Moderation

- How will student work be moderated within the school?
- What evidence of students learning will you provide at the QCIA verification meeting?



The QCIA handbook



Record achievement

- What Statements of Achievement and Statements of Participation will be included under the curriculum organisers to demonstrate the achievement of the student?



Queensland Certificate of Individual Achievement



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