Teachers Handbook

Folio

Activities:

Students are encouraged to utilize alternate forms of activities. Some suggestions and tutorials can be found in the Achieving Your Goals presentation. This allows students an opportunity to demonstrate learning orally and visually rather than just written. The tutorials supplied are fairly basic, more detailed tutorials can be found online on YouTube etc.

Topic Design:

Learning materials have been designed so that teachers can use them ‘as is’, or pick and choose which presentations they would like to use if they are interested in pursuing a different direction. The Quick Start guides give teachers a very quick overview of the sequence of presentations if they would like to use all of them, or just the bare bones. As much as possible, materials are delivered in a non-linear way, using hyperlinks, to allow users (teacher or student) to pick and choose which content they would like to engage with.

The resources have been designed with a work/pathways into employment focus, but most of the materials can still be used by teachers wishing to pursue a different focus with their class

Understanding the five skill areas:

It’s important to note that students must explain not define what the five capabilities are. The requirement is that assessment should reflect a student’s perspective and their experiences with work, citizenship etc. Impersonal definitions from research will not allow students much of an opportunity to meet the performance standards.

Many students will not have had any experience with work or caring or other suggested focus areas. Providing students an opportunity to focus on a local event can be a way around this, or using community members as examples. It is important that irrespective of what the students choose to focus on, that they discuss their thoughts/feelings/perspectives about what they have chosen as an example.

Identifying goals:

A lot of the work in the first half of this unit is formative. Whilst it won’t count for their assessment, the unpacking process of identifying that which is meaningful to students (rather than just expecting students to have already developed self-awareness) makes it invaluable to completing the summative assessment in this course. An interactive PDF has been provided for students to fill out as they work through the first 8 presentations. The PDF is one way to capture students thoughts and feelings as they work through the values identification process, but it could be done just as well as an art project, creating a poster or collage, a photo story etc.

The written component of the formative PDF could also be done as an audio recording, using the audio comment feature of Adobe Reader XI. It is not compulsory for students to complete either written or audio comments for this section of the course, but it can be a way to develop student awareness of what is important to them and why.

Students will need to access a range of support people for advice when they get to the summative assessment. Finding out who the career advisors or counselors are in your school and making it very easy for students to contact them and seek advice will help student success. It may be worthwhile bringing in some industry representative guest speakers into the classroom, if you are able to, to give students access to relevant support people.

Students complete an NTCET pattern plan of the subjects they intend to study in Stage 1 and 2, with annotations about why they would study these subjects and how the subjects will help them to achieve their employment pathway. They also need to create a pathway plan which articulates the pathway from Year 10 or 11 to their chosen post school job or training. Students could create artworks, that visually communicates the pathway, a series of interviews, charts or diagrams. Using PDF technology (see tutorial in Achieving your goals) to embed images of student work and allow them to add text or audio explanations is recommended, but pictures with sticky notes will do the same job ☺

Developing capabilities:

This is the largest part of the course and where students have the opportunity to meet the lion’s share of performance standards. Students need to follow the process outlined in all presentations to meet the performance standards. Once they have set goals, they then record their progress in some way. The performance standards focus on the goal setting and strategies and seeking advice aspect rather than the actual goal achievement, so in theory, a student who is unable to achieve their goals could actually achieve an A if they thoroughly documented their process of developing the capability or capabilities selected, seeking advice, creating useful strategies etc.

The photo story example has a slide format that could be used by students. It breaks up the example into sections, which address the performance standards. Be careful with slide-based software, like PowerPoint. Whilst you would not need to talk in as much detail (the example is 12 mins long?) or try to develop so many capabilities, supplementing slides or photos with students thoughts and reflections is key to their ability to succeed.

Reflection and evalutation:

Students must complete at least one reflection. There is some concern that students who are absent from school in the last part of the course will miss an opportunity to complete a reflection and will therefor have no opportunity to meet the reflection performance standards. A reflection could also be added in Assessment 1. Having students reflect on their explanations of the five capabilities (what they have learned, did they see skills, jobs, styles of communication or learning that they like or wanted to adopt when they leave school etc) could be an opportunity for students to at least practice reflecting on their experiences and could be used almost as insurance against student absences late in the semester

Moderation and Assessment:

Important dates for moderation of PLP:

<http://www.sace.sa.edu.au/web/personal-learning-plan/stage-1/planning-to-teach/key-dates>

SACE guidelines regarding the moderation of PLP:

<http://www.sace.sa.edu.au/web/personal-learning-plan/stage-1/assessment/school-assessment/moderation>

Preparation of materials for moderation:

<http://www.sace.sa.edu.au/web/personal-learning-plan/stage-1/assessment/school-assessment/advice-on-preparing-materials>

Marking Stage 1 work and the performance standards:

There is considerable support around for PLP teachers, particularly those new to the subject. It is very important to access this if new to the subject as understanding the performance standards is often difficult and a lack of awareness of Stage 1 levels of achievement will jeopardize students’ ability to pass the subject.

Some ways to access support are:

1. Make contact with the subject area consultant in Curriculum, Assessment and Certification
2. Look through the support materials and examples of student work on the SACE website. <http://www.sace.sa.edu.au/web/personal-learning-plan/stage-1/support-materials>
3. Become a member of the PLP online forum on the SACE website.

<http://www.sace.sa.edu.au/web/personal-learning-plan/stage-1/online-forums>

1. Attend the Clarifying Forums held each semester for the subject
2. Find someone either within your school, or in another school who you can cross mark with