

Research Project: Modified:
Possible Curriculum Delivery Model

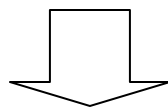
Key Area 1: Planning the project

Choosing a topic

- Using information in the NEP, students negotiate an area of interest or identified need. Topics build upon studies in existing SACE subjects, including personal learning goals identified and developed in each student's Personal Learning Plan.
- Areas identified could be work related, subject related, community based or technical/practical research.
- This is finalised by Term 4, Stage 1 ready for delivery in Term 1, Stage 2.
- SMARTER goals to be achieved by the individual student are identified.
- To ensure involvement and support at all levels, consultation is undertaken with the student and key advocates and stakeholders, regarding the area for research, and development that has taken place during the NEP process.
- The Research Project is a practical extension of a personalised curriculum which began with the Personal Learning Plan.

Developing a plan

- Use a collaborative and individualised approach, ensuring that the goal is robust, and that where appropriate, key partners are involved. Outside agencies, support networks and/or parents/caregivers are contacted for support and feedback, and updated on progress.
- Identify key learning opportunities; the Research Project should support the personalised curriculum, adding a practical element.
- 1:1 tutorials with the class teacher may be used to plan achievable outcomes for each student's individual Research Project. A tutorial should last no longer than 20 minutes contact time, but allows the individual learner quality 1:1 planning, reflection time or evidence building opportunities.
- Consistent promotion of student ownership with the teacher as facilitator is encouraged.
- Differentiation of materials, resources and approach are paramount to the individualised nature of this Research Project.



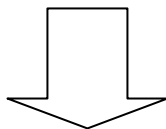
Key Area 2: Carrying out the Project

- The teacher takes full responsibility for providing real and meaningful learning opportunities but utilises the expertise of the support staff who work specifically with individual students, and incorporates their knowledge and skills into the plan of delivery, and the collating of evidence.
- Evidence collation uses identified paper work systems to promote consistency. Learner evidence is to be presented in a format that best meets individual student needs and matches the activity, for example visual, written, or multimodal.

Key Area 2: Carrying out the Project (continued)

Group Project: Individual Experience

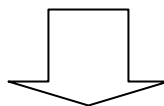
- Identified steps to attain required learning outcomes and goals are to be delivered to the group as a whole, when all individuals would benefit from the development of the skills i.e. travel training, time, cooking etc. Only the individual who has identified the specific area as their Research Project will need to generate evidence and be assessed.
- Teacher develops group programs for students to collaboratively carry out their project around a common theme.
- Each student develops an individual topic on one or more aspects of a common theme and conducts an independent project that reflects their own interests and capabilities.
- Collation of evidence of each student's contribution to the group project uses identified paper work systems to promote consistency, and the learner evidence is presented in a format that best meets individual learner needs and matches the activity, for example visual, written, or multimodal.



Key Area 3: Communicating the Project Outcome

Group Project: Individual Evidence

- With appropriate support, the student communicates the outcome of their project in a presentation to others. Evidence of their achievement in this learning experience reflects the personal learning goals developed through the project. The teacher takes full responsibility for presentation mode, but utilises the expertise of the support staff who work specifically with individual learners, incorporating their knowledge and skills into the collecting of evidence.
- Evidence collation uses identified paper work systems to promote consistency and the learner evidence is presented in a format that best meets individual student needs and matches the activity, for example visual, written, or multimodal.



Key Area 4: Reflecting on the Project:

- Reviewing and reflecting on the outcome of their project may take place during the 1:1 tutorials.
- Evidence that has been collated by the teacher, parents/carers, and other significant people in the student's life (e.g. school personnel, and agency and community support providers)
- Assessment uses the standardised paperwork systems, and, in readiness for moderation, is supported by student evidence and the tutor witness statements.