PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Personal Learning Plan**

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **P** | **L** | **P** | **10** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

**Endorsement**

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Personal Learning Plan

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **UC** | **DP** | **RL** |
| **Assessment Type 1: Folio**  **Weighting 60%** | **Folio Task 1 - Work Experience**  Students undertake a week long work experience placement, chosen to correspond with their interests in future careers. Students are required to complete a journal to keep account of their daily work duties and also to help them explore the capabilities and the ways in which they are evident in the workplace.  The assessment task is a reflective piece on the students’ interactions, development and growth within the workplace. This written piece will discuss:   * the students role and responsibilities within the workplace, training provided, interactions with employees * the students experience and how it linked to their personal and learning goals * the capabilities that were developed and improved during work experience, providing examples of how this was achieved * how the development of the selected capability or capabilities will help the students to achieve their personal and learning goals * how the work experience has informed the students future career direction. | 1 | 1,2,3 | 2 | A written reflective report up to 500 words |
| **Folio Task 2 - Resume, cover letter, mock interview**  Students select an area of work that they wish to pursue for their career path, these have been explored in previous assignments. Students are required to write a resume and cover letter before their mock interview.  Staff from school/organisation hold the mock interviews and provide feedback for the students. Following the interview students will write a reflective piece covering:   * a summary of the job applied for * how the job relates to future career aspirations, and if there have been changes in these aspirations * groups and individuals that the student can connect with to ensure future career directions are successful * strengths and weaknesses from the interview * how the interview helped the student to demonstrate the capabilities * how the interview helped the student to work on some of the identified personal and learning goals. |  | 1,2 | 2 | A written reflective report up to 500 words |
| **Folio Task 3 - Futures planning**  This task allows students to reflect and develop their learning goals and career pathways. It provides the opportunity to plan future personal and learning goals.  Students select a personal and learning goal and identify how this will assist them in following two possible career paths. Students explore each career path including the qualifications required, skills needed, market demand, and expected work environment.  The research into prospective future careers takes place throughout the semester and through the completion of *Guiding Circles* tasks the students will explicitly map their personal qualities. In addition to the formative assessment tasks on personal attributes, students will also complete an action plan booklet whilst carrying out their research and produce an action plan statement that summarises the research and chosen pathways. |  | 1,3 | 1 | Written task  500-word statement and action plan booklet  Preparation and sourcing of materials will be undertaken across the program to be developed and written in Term 3. |
| **Assessment Type 2: Review**  **Weighting 40%** | **Review - Task 4 - Circle of Self**  Aligning with the format of the *Guiding Circles* program, students complete a ‘Circle of Self’. This visual display and presentation involves students undertaking a variety of personality tests, career aptitude tests and multiple intelligence quizzes that allow students to critically evaluate their personality celebrate and display their findings in a creative manner.  Students will also reflect on the capabilities and their strengths and changes in these areas. | 1 | 3 | 2 | 400–600 words  4 weeks allocated to this task |
| **Review - Task 5 - Palms of Support**  Students will develop and create a visual display that explains their social, educational and family support networks. Students identify five people in their personal lives who are important to them and five key people in their lives that will help them achieve their personal and learning goals. After drawing around their hands these names are added to each hand with one reason why they are important or one way in which they have helped or will help.  These hands form the basis of a poster which students are free to design in a creative way, the only stipulation being that the names of the identified people run along each finger. Accompanying this will be a written reflection that will explain how these relationships foster positive and productive futures for each student. It will also address any restorative actions that students may need to undertake to maintain or improve these relationships.  Students should link the information from their palm display and written statement to the Mind Matters framework. |  | 2 | 1 | A3 poster  Written report  400-word maximum |

***Four or five assessments.*** *Please refer to the Stage 1 Personal Learning Plan subject outline.*

*This Learning and Assessment Plan is used with kind permission of Whyalla, Edward John Eyre and Stuart High Schools.*