After selecting the appropriate Life Skills outcomes, teachers should:

- determine the evidence of learning that needs to be collected in relation to the outcomes for individual students
- determine how the evidence of learning in relation to outcomes will be gathered
- plan teaching, learning and assessment activities that address the learning needs of all students in the class
- provide appropriate feedback to students in relation to their learning
- reflect on the student’s performance in relation to the selected Life Skills outcomes
- adjust teaching strategies accordingly.

The diagram overleaf demonstrates a model for developing programs based on Life Skills outcomes and content that incorporates ongoing assessment.
Developing integrated teaching, learning and assessment activities

The selection of Life Skills outcomes for individual students is central to the teaching and learning cycle
Identify the Life Skills outcomes that will be addressed in the particular syllabus or unit of work.
Students do not need to address all the Life Skills outcomes in each syllabus. The student’s learning needs should determine which Life Skills outcomes and content are addressed.

Students will be assessed in relation to the selected Life Skills outcomes
Evidence of learning for students undertaking Life Skills outcomes and content must be specific to the individual student.
Teachers need to become aware of:
- the way in which the student communicates
- the time required for the student to communicate
- support that will be required for the student to demonstrate achievement in relation to outcomes, including modifications to equipment, furniture and environment; verbal, visual and/or physical prompts; and physical assistance.

1. What evidence of learning is required?

2. How will this evidence be gathered?

3. What content, learning experiences & instruction will allow students to demonstrate these outcomes?

4. How will feedback be provided?

5. Is there sufficient evidence that students have made progress as a result of these experiences?

Teachers reflect on student performance in relation to Life Skills outcomes
Teachers should identify opportunities for maintenance of knowledge and skills and generalisation of achievement of outcomes.
Outcomes need to be revisited and reviewed often to ensure maintenance and generalisation of knowledge, understanding and skills.

Feedback to students
Appropriate feedback during and at the end of activities guides and affirms student behaviour towards achievement of outcomes.
Teachers should consider the most effective form of feedback for individual students. This may include oral, visual or tangible forms.

Content and learning experiences
Each syllabus has content for each outcome that may be selected according to individual student’s learning needs.
Teachers plan the instruction, teaching and learning experiences appropriate to the outcomes. It is important that teachers develop whole-of-class programs that can accommodate the learning needs of all students.

Select strategies for gathering evidence of student performance to outcome products to behaviour and student
Link observable behaviour and student products to achievement in relation to outcomes.