Model for programming
Life Skills outcomes and content

Step 1  Select the Life Skills outcomes and content that will be addressed in a particular syllabus or unit of work.

The student’s learning needs should determine the Life Skills outcomes and content selected. Students do not need to address or complete all the Life Skills outcomes to satisfactorily complete the Life Skills component of the particular subject.

It is important to prioritise outcomes in a particular unit or theme so that assessment is manageable over a period of time.

Each syllabus has content for each outcome which forms the basis of the learning activities and also provides opportunities for teachers to make judgements about student achievement of outcomes.

Students do not need to complete all the content to demonstrate achievement of the outcome.

Step 2  Identify the required evidence of learning that will enable students to demonstrate achievement in relation to 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 a student communicates
- the time required for some students to communicate
- the support that will be required for the student to demonstrate achievement in relation to outcomes, including modifications to equipment, furniture and environment; oral, visual and/or physical prompts; and physical assistance.

Evidence of learning links observable behaviour and student products to achievement in relation to outcomes.

Some strategies for gathering evidence of learning may include:

- observation of a physical response
- observation of engagement in the teaching and learning activity
- observation of performance in practical activities
- observation of participation in group work
- written responses such as diary entries, design portfolio
- responses using augmentative and alternative communication (AAC) systems
- oral reports and presentations
- visual display such as collage, sketching/graphic communication.
Step 3  **Plan the instruction, teaching and learning experiences and assessment opportunities appropriate to the outcomes.**

To cater for the range of needs of students in any given classroom it is important that teachers develop whole-of-class programs that can accommodate the learning needs of all students.

It is important when developing teaching and learning activities that teachers consider:

- the sequence of the teaching and learning activity
- the appropriate placement of the student in that sequence
- a range of adjustments to enable individual students to participate effectively
- age-appropriate activities and materials
- the student’s individual communication system
- the provision of opportunities for the student to generalise skills into other contexts.

Step 4  **Ensure that appropriate and meaningful feedback is given to the student throughout the learning experience to guide further learning and encourage participation.**

Teachers should consider the most effective form of feedback for individual students in relation to their learning.

Step 5  **Reflect on student progress towards outcomes, including generalisation across school, community and workplace contexts and maintenance of achievement over time.**

Outcomes need to be revisited and reviewed often to ensure generalisation and maintenance of knowledge, understanding and skills.

Students should be given structured opportunities to generalise knowledge, understanding and skills.

Step 6  **Adjust teaching and learning experiences accordingly.**

Information gathered as part of the teaching, learning and assessment cycle will inform any changes that are needed to teaching strategies.