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Victorian Pathways Certificate

**PERSONAL DEVELOPMENT SKILLS**

CURRICULUM DESIGN

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Victorian Pathways Certificate Personal Development Skills

Important information

Accreditation period

1 January 2023 – 31 December 2027

Implementation of this study commences in 2023.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The *Bulletin* regularly includes advice on Victorian Pathways Certificate (VPC) studies. It is the responsibility of each teacher to refer to each issue of the *Bulletin*. The *Bulletin* is available as an e-newsletter via free subscription on the VCAA’s website at: [www.vcaa.vic.edu.au](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx).

To assist teachers in developing courses, the VCAA publishes an online companion document to the curriculum called VPC Personal Development Skills Support material. The Support material provides:

* curriculum development and assessment advice
* examples of teaching and learning activities
* lists of resources
* advice on how to deliver the VCE Vocational Major and VPC in the same classroom
* advice on how to integrate other VPC units with the Personal Development Skills units
* advice on teaching students with additional needs, including adjustment advice for students with disabilities.

The [*VPC Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

Providers

Throughout this curriculum the term ‘school’ is intended to include both schools and non-school providers.

Copyright

Schools may reproduce parts of this curriculum for use by teachers. The full VCAA Copyright Policy is available at: [www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx](http://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx).

Introduction

Scope of study

VPC Personal Development Skills (PDS) takes a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community.

The foundational pillars of this study are physical, social and emotional health and wellbeing, which are realised by self-reflection of the students. Students are supported through the curriculum to make positive connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing. They look at the significance of self-care in a range of contexts including physical care, relationships and online environments. Students articulate concepts of consent, equity and access, and reflect on how to express themselves in safe and effective ways.

This study has a major focus on the links between personal development and community engagement. Students take a broad approach to defining community, and look through a personal lens at belongingness, community participation and what it means to be part of a democratic society. They investigate how young people can become involved in their local communities and consider how the engagement of individuals contributes to community development.

PDS emphasises student participation in activities that explore and utilise skills that are essential to self-development, the pursuit of health and wellbeing, and the capacity to contribute to community.

Rationale

VPC Personal Development Skills provides a framework through which students can increase their self-understanding, build their capacity for self-care and engage meaningfully with both their student cohort and the broader community. This study equips students to set and achieve challenging personal goals, and to take action to improve their health and wellbeing.

Through coursework and participation in both independent and collaborative activities, students develop skills that contribute to personal development, build experience and create opportunities, for example teamwork, communication, time management and problem-solving.

PDS enables students to explore and address personal and collective questions and challenges. It builds the capacity of students to be motivated, independent and purposeful individuals and community members, prepared to navigate the future world of work, education and personal relationships.

Underpinned by applied learning

VPC Personal Development Skills is based on an applied learning approach to teaching, ensuring that every student feels empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Applied learning incorporates the teaching of skills and knowledge in the context of ‘real life’ experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world. Applied learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible.

Applied learning is about nurturing and working with a student in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences to ensure a flexible and independent approach to learning. Applied learning emphasises skills and knowledge that may not normally be the focus of more traditional school curriculums. It also recognises individual differences in ways of learning and post-educational experiences. Real-life application often requires a shift from a traditional focus on discrete curriculum to a more integrated and contextualised approach to learning, as students learn and apply the skills and knowledge required to solve problems, implement projects or participate in the workforce.

This study design acknowledges that part of the transition from school to further education, training and employment is the ability to participate and function in society as an adult. Moving students out of the classroom to learn allows them to make the shift to become more independent and responsible for their own learning and increase their intrinsic motivation. Best practice applied learning programs are flexible and student-centred, where learning goals and modules are individually designed and negotiated with students.

Applied learning may also involve students and their teachers working in partnership with external organisations and individuals to access VET and integrated work placements. These partnerships provide the necessary contexts for students to demonstrate the relevance of the skills and knowledge they have acquired in their study and training.

Approaches to applied learning

This VPC Personal Development Skills curriculum design is based on an applied learning approach to teaching this study. Applied learning principles and practices are embodied in the following five categories.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Motivation to engage in learning | Applied learning practices | Student agency in learning | A student-centred and flexible approach | Assessment practices which promote success |
| * Ensure what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible * Engage students in demonstrations, activities, investigations and problem-solving in the classroom, community, workplace and other educational settings * Undertake activities that challenge the student’s level of competence and support them to succeed and build self-efficacy. | * Ensure students apply what they have learnt by utilising the learning cycle of doing, experiencing, reflecting and relating new knowledge and skills to the real world * To cater for individual student needs, use authentic materials and resources drawn from everyday life rather than mass-produced textbooks or materials * Utilise the experience and knowledge of community members including employers, cultural and community leaders and former students * Ensure learning reflects the integration that occurs in real-life tasks, incorporating skills and knowledge relevant to the whole task and the whole person such as collaboration, communication, problem solving and interpersonal skills * Present learning activities in different modalities: visual, auditory and kinesthetic, to allow the greatest uptake of knowledge * Explicitly teach the technical language of the content that can be applied by students in talking, reading, writing and listening, using authentic examples. | * Engage in a dialogue with students about the curriculum and how they can make connections * Ensure students are moving to equal partners in determining the learning process as they develop greater independence and responsibility for their own learning * Encourage students to collaborate with peers and identify and utilise individual and group strengths, and reflect on each stage of their learning journey * Share knowledge and recognise the intellectual, cultural and practical knowledge students bring to the learning environment * Value students’ own approaches to the study including effective use of supporting technologies * Support students to learn through interaction and cooperation via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups. | * Understand the students’ knowledge and skills prior to commencing the study and use this as the starting point for their learning * Understand and encourage students’ personal, education and pathway goals * Consider the whole person and celebrate successes and connections to build resilience, confidence and self-worth * Build on the positive strengths of each student, including learning strengths and character strengths * Teach concepts in contexts relevant to the students’ backgrounds, interests and experiences * Facilitate mutually beneficial relationships with a range of local communities while raising awareness about social and community issues and practices that influence and impact on students’ lives and futures. | * Use the assessment method that best fits the content and context and allows for incremental indications of success * Afford students multiple opportunities for success and assessment. |

Aims

This study enables students to:

* reflect on personal values, feelings and behaviours
* articulate their strengths, abilities and potential, and to set personal goals
* understand the fundamental pillars of health and wellbeing
* practise physical, social and emotional self-care
* maintain respectful, positive and safe relationships
* analyse relationships between personal development and community connection
* outline the rights and responsibilities of living in a democracy
* analyse the significance of community support systems
* participate in independent, team and community-based activities.

Structure

This study is made up of two units with a further two units for Units 3 and 4 to be developed. Each unit contains two modules. The Learning Goal of each module describes the intended knowledge and skills to be gained by the student. The Application describes examples of evidence that will show a student has achieved the learning goal. The approach to achieving the learning goal is centred on applied learning principles and is detailed through the application of key knowledge and skills.

The units have been designed as standalone and can be completed in any order. The units can be delivered in a flexible manner and do not have to be delivered sequentially.

Entry

There are no prerequisites for entry into any of the units in this course.

Duration

Each unit requires 100 nominal hours, of which at least 50 hours are scheduled classroom instruction. The VPC is designed to be delivered flexibly to suit the needs and circumstance of individual students. This can include face to face learning and can also consist of activities such as work experience, volunteering, community involvement and sports leadership..

Changes to the curriculum

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The *Bulletin* is the only source of changes to regulations and accredited studies. It is the responsibility of each teacher to monitor changes or advice about studies published in the *Bulletin*.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VPC Personal Development Skills to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VPC Administrative Handbook*. Schools will be notified when they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The VPC Personal Development Skills Support material provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Resources

There are no specialist resource requirements for VPC Personal Development Skills

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 870 Child Safe Standards – Managing the Risk of Child Abuse in Schools*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education and Training](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

Assessment and reporting

Satisfactory completion

Completion of a module is based on the teacher’s decision that the student has demonstrated achievement of the learning goal specified in that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory completion.

Schools will report a student’s result for each module to the VCAA as S (Satisfactory) or N (Not Yet Complete).

Assessment

The standards of this course are described in the learning goals and applications, which will guide teachers and students as to what students are expected to know, understand and do as a result of the learning. Development of the assessment tasks identified to gather evidence of the designated learning will be done within the specific context of the setting and will be related to applied learning principles by having authentic purposes and practical outcomes. Teachers will then design the learning experiences and instruction necessary for students to meet the goals, following the backward design model.[[1]](#footnote-2)

Evidence of achievement must be ascertained through a range of assessment activities and tasks that demonstrates achievement of the modules. A key indicator of the level of achievement of the standard are the active verbs at the start of each statement, based on the hierarchy of knowledge in Bloom’s Taxonomy[[2]](#footnote-3). This decision will be supported by additional advice on rubric development and practical examples in the VPC Personal Development Skills Online Support material. The teacher’s understanding of, and use, of such resource materials will be supported by the Curriculum and Assessment Audit.

Teaching, learning and assessment strategies should be based on the Applied Learning Principles.

The learning goal and application sections of this document, alongside the Applied Learning Principles, should be used for course design and for the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in the classroom within a predetermined timeframe.

Assessment tasks should be designed to assess the attainment of knowledge and skills through practical application. It will require the collection of evidence from a range of assessment activities and tasks.

Assessment within the VPC should be based on the following principles:

*Assessment should be valid and reliable*

* Assessment tasks/activities should be designed to reflect the nature of the learning goals/elements of the study.
* Students should be assessed across a range of different tasks/activities and contexts.
* Students should be provided with multiple opportunities when required to satisfy the learning goal.

*Assessment should be fair*

* Assessment tasks/activities should be grounded in a relevant context and be sensitive to gender, culture, linguistic background, disability, socioeconomic status and geographic location.
* Instructions for assessment tasks should be clear and explicit.

*Assessment should be flexible*

* Assessment should be open ended and flexible to meet the specific needs of students.
* Students should have the opportunity to demonstrate achievement at their own level and pace.

*Assessment should be efficient*

* Assessment instruments that provide evidence of achievement across a range of learning goals/studies should be used.

Implementing the study

Approach to learning

The teaching, learning and assessment strategies should be based around the applied learning principles on page 8 in this document. Start from the learner’s point of need and use relevant contexts and materials. The teacher needs to tap into the known skills and knowledge of a student and make connections. The connections need to be made between the study and their real world.

Implementing assessment

Assessment will evaluate the student’s practical application of knowledge and skills. It will require the collection of evidence from a range of assessment activities and tasks. Students should be afforded multiple opportunities to demonstrate satisfactory completion.

Consideration should be given to the Applied learning principles on page 8 of this document when determining assessment.

Further support

Students can be supported and guided in their work and in their assessments. Explicit high levels of teacher support, scaffolding, and guidance should be made available where needed. The level of support can include, but is not limited to:

* the provision of highly structured guides and templates
* prompting or questioning to help guide the student
* working alongside the student when learning or undertaking a task – explaining and prompting as they work
* encouraging students to document and report on their work and investigations in a way they feel most comfortable with – orally, in writing, using an audio or video recording, an image/graphic.

Authentication

Work related to the learning goal of each module will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the *VPC Administrative Handbook* for authentication procedures.

Unit 1

Module 1: Understanding self

This module explores personal development through self-reflection and self-care. It makes connections between self-awareness, purposefulness, goal setting and resilience.

Focusing on four skills: teamwork, communication, time management and problem-solving, students will participate in an activity that investigates how personal development can help them achieve their goals. They will investigate influences on motivation, and relationships between purposefulness and health and wellbeing. The module explores self-reflection and self-understanding as foundations for identifying personal goals and future pathways. Students will identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.

Learning goal 1.1

On completion of this module the student should be able to:

* develop and demonstrate an understanding of self through positive, active reflection
* use a range of teamwork, communication, time management and problem-solving skills
* understand and apply the skills required for setting and achieving personal goals.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* identify key influences on the development of personal values
* identify and explore personal passions, skills and goals
* demonstrate the use of tools for self-reflection and to recognise personal strengths
* set goals and develop plans for achieving them
* identify and analyse barriers to self-motivation
* practise strategies for putting self-knowledge into action.

Module 2: Developing self

This module explores relationships between self-development and improved health and wellbeing. With a focus on four particular skills – teamwork, communication, time management and problem-solving – students will examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals. They will consider a variety of influences on personal health and wellbeing. Students will investigate key pillars of physical, social, emotional health and wellbeing, and how to practise self-care in a range of contexts – including relationships and online environments – in order to protect and improve their own health and wellbeing. Students will explore concepts of consent, equity and access, and how to express themselves in safe, assertive and effective ways.

Learning goal 1.2

On completion of this module the student should be able to:

* describe the principles of health and wellbeing and the key indicators of self-care
* explain how personal attributes can be enhanced through experience in teamwork, communication, time management and problem-solving
* create tools and/or strategies for practicing self-care
* discuss the concepts of equity and access for young adults, describing the features of respectful, positive relationships and the concept of sexual coercion and consent
* practise the strategies for building skills in online safety, personal assertiveness and effective self-expression.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* identify and understand the key pillars of physical, social and emotional wellbeing such as shelter, food intake, safety, exercise and sleep
* understand and explain the significance of purposefulness and be able to self-monitor health and wellbeing
* explore and understand the features of respectful, positive relationships and the concept of sexual coercion and consent
* demonstrate personal assertiveness and effective self-expression both online and in written and oral communication with peers.

Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for the module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Personal Development Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

|  |  |
| --- | --- |
| **Learning goals** | **Assessment tasks** |
| Module 1 Goal 1.1  On completion of this module the student should be able to:   * develop and demonstrate an understanding of self through positive, active reflection * use a range of teamwork, communication, time management and problem-solving skills * understand and apply the skills required for setting and achieving personal goals. | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:   * a skills audit * a reflective journal * a case study * reflection/ analysis of guest speakers presentation * a video, podcast or oral presentation * a response to structured questions * develop structured questions to interview community group/ members * a visual, oral, pictorial, digital presentation * an evaluation of a team activity * reflection/ analysis of visit/s community project/ organisation * a reflective journal of participation in practical tasks * chair meeting/ take minutes |
| Module 2 Goal 1.2  On completion of this module the student should be able to:   * describe the principles of health and wellbeing and the key indicators of self-care * explain how personal attributes can be enhanced through experience in teamwork, communication, time management and problem-solving * create tools and/or strategies for practicing self-care * discuss the concepts of equity and access for young adults, describing the features of respectful, positive relationships and the concept of sexual coercion and consent * practise the strategies for building skills in online safety, personal assertiveness and effective self-expression. |

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 2

Module 1: Exploring and connecting with community

This module takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students will explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

Learning goal 2.1

On completion of this module the student should be able to:

* understand and discuss the concepts of community
* identify ways to connect with both local and global communities
* explain the rights and responsibilities of being an effective member of a community.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* identify and understand the definitions of local and global community
* explain the characteristics and benefits of a diverse community
* explore and understand the features that facilitate a sense of belonging and inclusion in a community.

Module 2: Community participation

This module explores how communities provide support to members. Students will consider various ways of expressing community belongingness. They will look at how communities are structured through investigation of community leaders and organisations. Students will identify and explore options and opportunities for connecting with their local community.

Learning goal 2.2

On completion of this module the student should be able to:

* research and locate community support systems
* identify and discuss the functions and roles of community leaders and organisations and their ability to assist in creating a sense of belonging
* explain the benefits of community involvement.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* identify and locate community support systems that contribute to individual wellbeing
* identify and understand the different resources and support networks available to community members
* explore and engage in opportunities for young people to be involved in community activities.

Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Personal Development Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

|  |  |
| --- | --- |
| **Learning goals** | **Assessment tasks** |
| **Module 1 Goal 2.1**  On completion of this module the student should be able to:   * understand and discuss the concepts of community * identify ways to connect with both local and global communities * explain the rights and responsibilities of being an effective member of a community. | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:   * creation and collation of survey * creation of debate * a reflection/ analysis of site or organisation visit * an oral, pictorial, digital presentation * an observation checklist * a reflective journal of participation in practical tasks * create structured questions to pose to community group, program coordinator/ guest speaker * a performance or role play * a research task |
| **Module 2 Goal 2.2**  On completion of this module the student should be able to:   * research and locate community support systems * identify and discuss the functions and roles of community leaders and organisations and their ability to assist in creating a sense of belonging * explain the benefits of community involvement. |

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

1. McTighe, J. (n.d.). Understanding by Design. Three Stages of Backward Design: Frequently Asked Questions

   [↑](#footnote-ref-2)
2. Bloom, B 1984 *Taxonomy of Educational Objectives,* Allyn and Bacon, Boston [↑](#footnote-ref-3)