



Connect 'n' Grow[®]

A WORLD WHERE HEALTH PATHWAYS HAPPEN THROUGH QUALITY EDUCATION

RTO 40518

DELIVERY AND ASSESSMENT GUIDE

**Students Exploring
Life's Foundations**

THE S.E.L.F. PROGRAM

connectngrow.edu.au



Connect 'n' Grow[®]

A WORLD WHERE HEALTH PATHWAYS HAPPEN THROUGH QUALITY EDUCATION

RTO 40518



BACKGROUND

- 1.1** The SELF program is owned by Connect 'n' Grow with presentations on-line by Kathryn Wiseman (Personal Life Coach and author of "Hiding in the Shade: Discover your purpose, follow your dreams").
- 1.2** The SELF program is available to schools under license from CnG with a nominal student enrolment fee being paid. Students will be provided with a student resource workbook upon enrolment. Further resources will be provided to learners and teacher on the Connect 'n' Grow website. Connect 'n' Grow has the staff and IT capacity to -
- communicate with QCAA,
 - comply with QCAA policies and procedures,
 - provide information of each student's LUI,
 - register, enrol and report student results,
 - collect and submit one complete student work sample annually to QCAA,
 - store student work sample for one year,
 - submit annual compliance advice to QCAA by required date,
 - adhere to QCAA timelines and due date.
- 1.3** Foundation skills such as learning, oral communication, reading and writing have been contextualised and integrated within the program. It provides the foundational tools and strategies for students to make their journey of self-discovery a prosperous one: a lifelong one, and the first steps along a journey towards exploring who they are, why they are here and personal wellbeing strategies.
- 1.4** The method of delivery and time allocation is flexible however it is anticipated that it will require 55 hours of delivery time. The programme can be delivered for example:
- to Year 10 students through pastoral care time, as a wellbeing program or a personal development program focusing on self-awareness,
 - to Year 11 and 12 students seeking to make informed decisions, to set realistic goals and to develop strategies for their personal wellbeing.

It can be timetabled in weekly lessons of 2 ½ hours per week for a semester or delivered in a block time of one day a week for a term or one afternoon a week for a semester, or a period of 55 hours over 12 months or longer.

- 1.5** As the course is not linked to VET competencies, it can be delivered by teachers, or other appropriate school personnel or visiting experts. Non-teaching staff will comply with the blue card requirements of Queensland.

Professional Development opportunities will be provided to teachers through Connect 'n' Grow annual conferences, zoom workshops and webinars to ensure currency of knowledge and skills.

2. RATIONALE

2.1 Purpose and aim

SELF is a life skills program that aims to develop the skills young people need for a healthy and authentic sense of self awareness in order to make informed decisions about their life and their personal wellbeing.

2.2 Learning outcomes

The knowledge and skills to:

- Grow in self-awareness and self-confidence.
- Determine personal goals.
- Make informed decisions.
- Achieve goals through motivation and accessing support.
- Develop strategies for personal wellbeing.

2.3 Audience

The course is designed as a short course for senior students in Year 10-12.

2.4 Pathways

The course is not linked to any specific further study or qualification but benefits students in developing self-awareness, a sense of direction, motivation, greater resilience and fulfilling relationships. These skills are vital to young people in their senior years as they face competing demands on their time, the influence of social media and the important decisions they are faced with during this time and throughout their adult life.

The 21st century workforce is seeking more than technical skills of their employees. Much has been written about the soft skills that are important to the workplace such as communication, teamwork, motivation, enthusiasm, problem solving, adaptability and emotional intelligence.

3. CONTENT

3.1 Aims and objectives

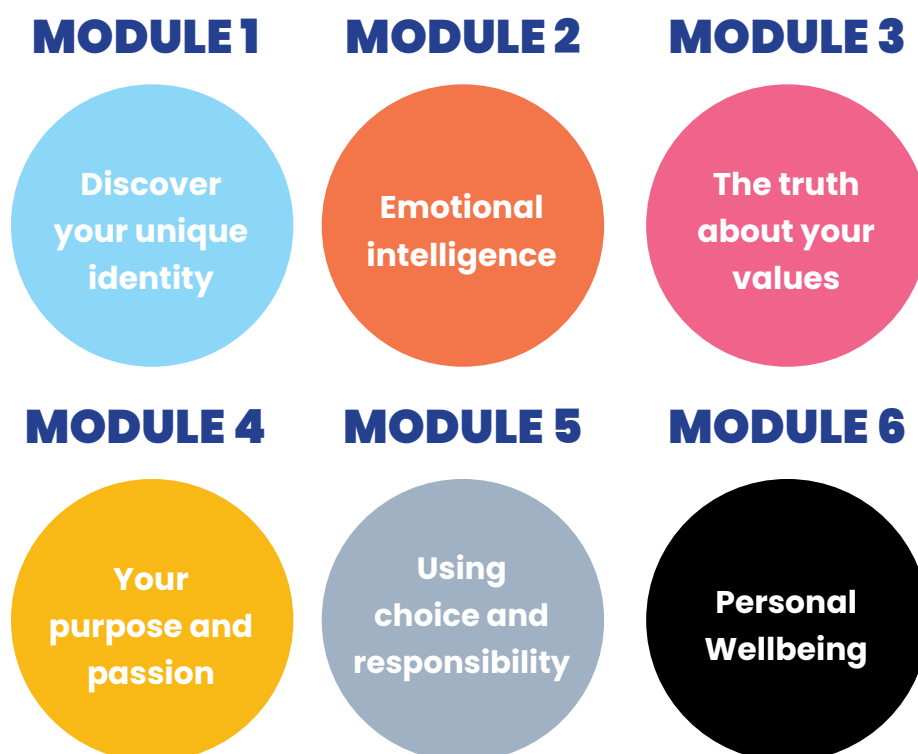
The SELF program aims to ensure students have a solid foundation in self awareness and thus reduce anxiety, increase self-confidence and achieve a sense of wellbeing and happiness in order to be successful in a life of their choosing.

3.2 Course organisation

The SELF program is organised around six key topics. Five topics contain an on-line presentation by Kathryn Wiseman and all topics are supported by a workbook and reflective journal. Students will work individually or in groups to complete the short responses and activities in the workbook and at the end of each topic will be required to write up their journal entries.

A Facilitator's Guide will provide a range of activities and resources for each topic which can be accessed in the workbook. Teachers will observe students participating in activities and group discussions and complete an observation checklist. The observations will be shared with students individually through an interview process and will provide constructive feedback to enable further learning.

The final page of the student resource workbook which confirms learner declaration, teacher declaration and evaluation of program must be emailed through to Connect'n'Grow to provide evidence of course completion before the student is issued a Statement of Participation.



3.3 Units of Work

MODULE and sample delivery sequence and time	CONTENT	EVIDENCE TO GATHER
<p>Discover your unique identity</p> <p>3 weeks (2.5 hrs per week)</p>	<ul style="list-style-type: none"> ■ Identity- body, soul, spirit ■ Developing self awareness ■ Positive and negative vibes ■ Comparing and competing ■ Self-acceptance 	<p>Workbook – short responses</p> <p>Reflective journal</p>
<p>Emotional intelligence</p> <p>3 weeks (2.5 hrs per week)</p>	<ul style="list-style-type: none"> ■ Self-talk ■ Character descriptors ■ Emotional responses ■ Dealing with stress and anxiety ■ Understanding your spirit ■ Being authentic with self and others 	<p>Workbook – short responses</p> <p>Reflective journal</p>
<p>The truth about your values</p> <p>3 weeks (2.5 hrs per week)</p>	<ul style="list-style-type: none"> ■ Identifying core values ■ Making empowered choices ■ Emotional self-regulation ■ Measuring values against life choices 	<p>Workbook – short responses</p> <p>Reflective journal</p>
<p>Your purpose and passion</p> <p>3 weeks (2.5 hrs per week)</p>	<ul style="list-style-type: none"> ■ Internal and external purpose ■ Discovering ‘who I am’ ■ Describing and presenting self to others ■ Defining a purposeful life 	<p>Workbook – short responses</p> <p>Reflective journal</p>
<p>Using choice and responsibility</p> <p>3 weeks (2.5 hrs per week)</p>	<ul style="list-style-type: none"> ■ Rights and responsibilities ■ Living below and above the line ■ Tools for decision making ■ Implementing change 	<p>Workbook – short responses</p> <p>Reflective journal</p>
<p>Personal wellbeing</p> <p>3 weeks (2.5 hrs per week)</p>	<ul style="list-style-type: none"> ■ Wellbeing definitions ■ Strategies to improve wellbeing ■ Principles of positive psychology ■ Selfcare strategies and resources 	<p>Workbook – short responses</p> <p>Reflective journal</p> <p>Self-assessment</p> <p>Observation checklist</p> <p>Third party report/reference/testimonial</p>

4. ASSESSMENTS AND JUDGEMENTS

4.1 Assessment tasks will provide students with an opportunity to reflect on their learning, to practice and demonstrate their knowledge and skills through workbook and class activities and to receive constructive feedback that will enable further learning. All assessment tasks are required to be completed with all tasks having equal weighting. Satisfactory completion of the program is determined by active engagement and reflection and is not based on “right” or “wrong” responses. Successful completion, unsuccessful or withdrawal will be recorded and saved for each student on the Connect ‘n’ Grow portal.

In order to successfully complete the program, students will be required to satisfactorily –

- ✓ complete workbook short responses and activities,
- ✓ maintain a reflective journal,
- ✓ show successful participation from teacher observation checklist,
- ✓ complete a self-assessment,
- ✓ present a third party report/reference/testimonial,

4.2 Results will be indicated as satisfactory or unsatisfactory with no credit for partial completion. For a student to have satisfactorily completed the program and receive a Statement of Participation, the following evidence (back page of workbook) will be email to Connect ‘n’ Grow –

- Teacher verification of participation in workbook activities
- Teacher verification of participation in reflective journaling
- Observation checklist with comments from teacher uploaded
- Self-assessment uploaded
- Third party report
- Student and teacher declaration of authenticity (*see example on page 9*)

4.3 Types of assessment

- **Workbook** containing short responses which will be completed individually and supported by group discussions. This will contain personal information and the teacher is only required to verify engagement and participation.
- **Reflective journal** to document the learning journey. This will contain personal information and the teacher is only required to verify engagement and participation.
- **Observation checklist** involve teachers observing students according to criteria from the learning outcomes, as they participate in activities. Teacher observations will occur continually as a natural part of the learning and teaching process and will be used to gather a broad range of information about students’ demonstrations of learning outcomes. This will be submitted as evidence via the portal.
- **Self-assessment** to document and reference their own knowledge and skills and opportunities for further learning. This is to be submitted.
- **Third party report** can take the form of an evaluation undertaken by teachers, community members or peers, a reference or testimonial. This is to be submitted.

4.4 Assessment Plan

Assessment item	When it will occur	Conditions
Workbook	On-going with written responses completed in the workbook at the end of each topic.	Short individual written responses however responses are private and confidential. Teacher verification of individual workbooks on the portal.
Reflective journal	On-going with journal entries being written at the end of each topic	Short individual written responses however responses are private and confidential. Teacher verification of individual workbooks on the portal.
Observation checklist	Observation notes to be documented throughout the program	Students will be observed participating in activities by the teacher with feedback being provided through conversation or interview throughout the program. Observation checklist uploaded to the portal.
Self-assessment	Students will review their own learning and performance for identified activities	Students will be required to honestly assess their authentic self and be able to present that 'self' with confidence. Uploaded to portal.
Third party report	Feedback will be sought from a third party in the form of a report, reference or testimonial	On receipt of feedback, individual discussions will be held with the students to determine areas for improvement and the resetting of goals if required. Uploaded to portal.

4.5 Assessment process

- Students enrol on Connect 'n' Grow online portal/enrolments to QCAA portal
- Lectures/presentations available online on the Connect 'n' Grow Website
- Workbook activities, journaling and other class activities completed throughout the program.
- Assessment items will be completed and verified by teachers using relevant criteria.
- On submission of evidence, students and teachers will complete a declaration checklist and program evaluation.
- Successful completion of all tasks will enable students to print a Statement of Participation
- Results will be forwarded to QCAA portal by Connect 'n' Grow.

STUDENT PROFILE – SELF

LEARNER DECLARATION – LEARNER TO COMPLETE

I declare:

- The work submitted is my own work and has not been written by any other person.
- References and sources of information have been credited where necessary.

LEARNERS SIGNATURE: DATE:

STUDENT NAME:

LUI:

SUPERVISOR'S NAME: SCHOOL:

TOPIC	WORKBOOK SIGHTED	JOURNAL SIGHTED	OBSERVATION CHECKLIST	SELF ASSESSMENT	THIRD PARTY REPORT	s/US
Discover your unique identity						
Emotional intelligence						
The truth about your values						
Your purpose and passion						
Using choice and responsibility						
Personal wellbeing						

Satisfactory achievement Yes No Forward to Connect'n'Grow Date forwarded:

Supervisor's signature: Student signature

Office Use Only: Date received by CnG Date forwarded to QCAA

4.6 Policies and Procedures

<p>Validity</p>	<ul style="list-style-type: none"> ■ All assessment tasks are completed and submitted as required in order to be awarded “satisfactory”. ■ A variety of appropriate assessment methods are used and can be varied over time. ■ Engagement with industry representatives to ensure information is current and relevant.
<p>Reliability</p>	<ul style="list-style-type: none"> ■ Responses to short questions and reflective journal are personal. ■ Clear guidelines have been provided for other assessment tasks to students and teachers that identifies what, when and how evidence is to be collected. ■ Student and teacher declaration of authenticity. ■ Moderation processes ensure assessment judgements made on student assessment are consistent and dependable.
<p>Accessibility</p>	<ul style="list-style-type: none"> ■ Assessment can be adapted to meet the needs of learners. ■ The learner is provided with clear information about the assessment process and what is expected of them. ■ Observation checklist criteria is to be observed and verified that each key point has been demonstrated satisfactorily. Feedback is to be provided to students. ■ The learner has an opportunity to appeal an assessment decision and be reassessed if necessary.. ■ Student support policies of Connect ‘n’ Grow include: <ul style="list-style-type: none"> ● equity in assessment for people with disabilities and culturally appropriate processes ● appropriately written instructions and tasks to cater for LLN skills of learners ● opportunity to resubmit tasks and to seek additional time to complete tasks ● access to learning support materials and personnel whilst completing assessments.
<p>Moderation</p>	<p>Moderation will take place annually as a video conferencing session during November. Teachers from five identified schools will be forwarded five de-identified assessment folios for review prior to conferencing. The conferencing process will enable discussions relating to assessment tasks, consistency of assessment decisions and an evaluation of the program.</p>
<p>Appeals process</p>	<p>A student has the right to raise an appeal and expect every effort will be made to resolve it without prejudice or fear of reprisal or victimisation.</p> <p>An appeal can be made by a student when a disputable matter has not been able to be resolved with the trainer/assessor. The appeal must be formally submitted within 14 calendar days of the date the mark for assessment task was notified to the student or the final result was published.</p>

5. Resources

- Workbook
- Reflective Journal
- On-line lectures/presentations
- Assessment instruments – observation checklist, self-assessment, third party report template.
- Teaching manual and additional resources provided on the Connect 'n' Grow teacher portal as word documents that can be downloaded and printed.

