Personal Learning Plan

2016 Subject Outline

Stage 1

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Introduction

Subject Description

The Personal Learning Plan (PLP) is a compulsory 10-credit subject undertaken at Stage 1.

Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

The PLP helps students to:

* plan their personal and learning goals for the future
* make informed decisions about their personal development, education, and training.

Developing goals for the future will engage students in activities such as:

* selecting subjects, courses, and other learning relevant to pathways through and beyond school
* investigating possible career choices
* exploring personal and learning goals.

Schools will generally organise for students to start the subject in Year 10 so they can plan for Years 11 and 12. Schools decide on:

* teaching and learning methods
* assessment timelines that best meet the needs of their students and the school community.

Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

* providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
* recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
* drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
* promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Personal Learning Plan.

In this subject, students are expected to:

1. identify, explore, and develop personal and learning goals, and strategies to achieve them

2. select, understand, and explain one or more capabilities relevant to achieving their goals

3. develop the selected capability or capabilities

4. review their learning.

Content

The Stage 1 Personal Learning Plan is a 10-credit subject.

The content in the Stage 1 Personal Learning Plan comprises:

* The Seven Capabilities
* Personal and Learning Goals
* Suggested Topics.

The Seven Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The capabilities that have been identified are:

* literacy
* numeracy
* information and communication technology capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

Students develop their knowledge and understanding of the seven capabilities through their learning in the pre-SACE years, and extend this learning through the Personal Learning Plan.

Students select and develop one or more capabilities relevant to achieving their personal and learning goals.

Students review how they developed their selected capability or capabilities, and how this helped to achieve their personal and learning goals.

Literacy

In the Personal Learning Plan, students develop their capability for literacy by, for example:

* learning about and understanding this capability
* exploring how this capability is relevant to their personal and learning goals
* identifying and developing literacy and communication skills, appropriate to personal and learning goals, further study, pathways, work, and specific workplaces
* choosing and using appropriate language and ways to communicate with a range of people, in different situations and contexts
* interpreting information from a variety of texts (oral, written, and multimodal) to support decisions about personal and learning goals and pathways
* explaining, discussing, and reviewing their personal and learning goals, as well as decisions about the future, using appropriate communication.

Numeracy

In the Personal Learning Plan, students can develop their capability for numeracy by, for example:

* learning about and understanding this capability
* exploring how this capability is relevant to their personal and learning goals
* identifying and developing numeracy skills appropriate to personal and learning goals, further study pathways, work, and specific workplaces
* interpreting information in diagrams, maps, graphs, and tables
* drawing conclusions to make future decisions based on current trends, in such areas as workforce projections, rates of pay, and workforce demographics
* explaining, discussing, and reviewing their personal and learning goals, and decisions about the future, using numerical representations to support their work.

Information and Communication Technology Capability

In the Personal Learning Plan, students can develop their capability for information and communication technology by, for example:

* learning about and understanding this capability
* exploring how this capability is relevant to their personal and learning goals
* identifying and developing information and communication technology capabilities appropriate to personal and learning goals, further study pathways, work, and, specific workplaces
* using information about the impact of current and emerging technologies on workforce projections and demographics when planning career choices
* explaining, discussing, and reviewing their personal and learning goals, and decisions about the future, using appropriate technologies.

Critical and Creative Thinking

In the Personal Learning Plan, students can develop their capability for critical and creative thinking by, for example:

* learning about and understanding this capability
* exploring how this capability is relevant to their personal and learning goals
* identifying and exploring the usefulness of different strategies to achieve personal and learning goals
* posing questions and identifying and clarifying information and ideas
* imagining possibilities and courses of action to achieve personal goals, explore learning directions, and identify work and training opportunities
* making informed decisions about their learning by monitoring, reviewing, and refining their progress towards personal and learning goals
* explaining, discussing, and reviewing their learning and their participation in paid, unpaid, and voluntary work, and its relationship to personal and learning goals
* exploring the place of creativity and innovation in learning, the workplace, and community life
* examining the nature of entrepreneurial enterprise.

Personal and Social Capability

In the Personal Learning Plan, students can develop their personal and social capability by, for example:

* learning about and understanding this capability
* exploring how this capability is relevant to their personal and learning goals
* identifying and understanding how personal skills, abilities, and achievements relate to personal and learning goals
* developing personal attributes and aptitudes, in areas such as confidence, self-discipline, goal-setting, independence, resilience, initiative, and adaptability
* recognising how community involvement develops an appreciation of diverse perspectives, makes a contribution to civil society, and creates an understanding of relationships
* building interpersonal and intrapersonal skills in areas such as effective communication, working collaboratively, decision-making, conflict resolution, and leadership
* working effectively in teams and handling challenging situations constructively
* building links with others — locally, nationally, and/or globally.

Ethical Understanding

In the Personal Learning Plan, students can develop their capability for ethical understanding by, for example:

* learning about and understanding this capability
* exploring how this capability is relevant to their personal and learning goals
* understanding how ethical issues and dilemmas arise in personal and public situations
* reflecting on actions and their consequences, in areas such as learning and workplace decision-making
* exploring personal values and various points of view to understand individual and group rights and responsibilities
* considering workplace safety and ethical principles, practices, and procedures
* developing ethical sustainable practices in the workplace and the community.

Intercultural Understanding

In the Personal Learning Plan, students can develop their capability for intercultural understanding by, for example:

* learning about and understanding this capability
* exploring how this capability is relevant to their personal and learning goals
* learning about and developing respect for people’s social and cultural backgrounds, to enable people to live and work together
* developing empathy and understanding by interacting and creating connections with others in a variety of situations
* exploring the concept of global citizenship, including the impact on their roles and responsibilities in future learning and work environments
* developing skills to relate to, and move between, cultures
* acknowledging the social, cultural, linguistic, and religious diversity of a nation, including Aboriginal and Torres Strait Islander societies in Australia.

Personal and Learning Goals

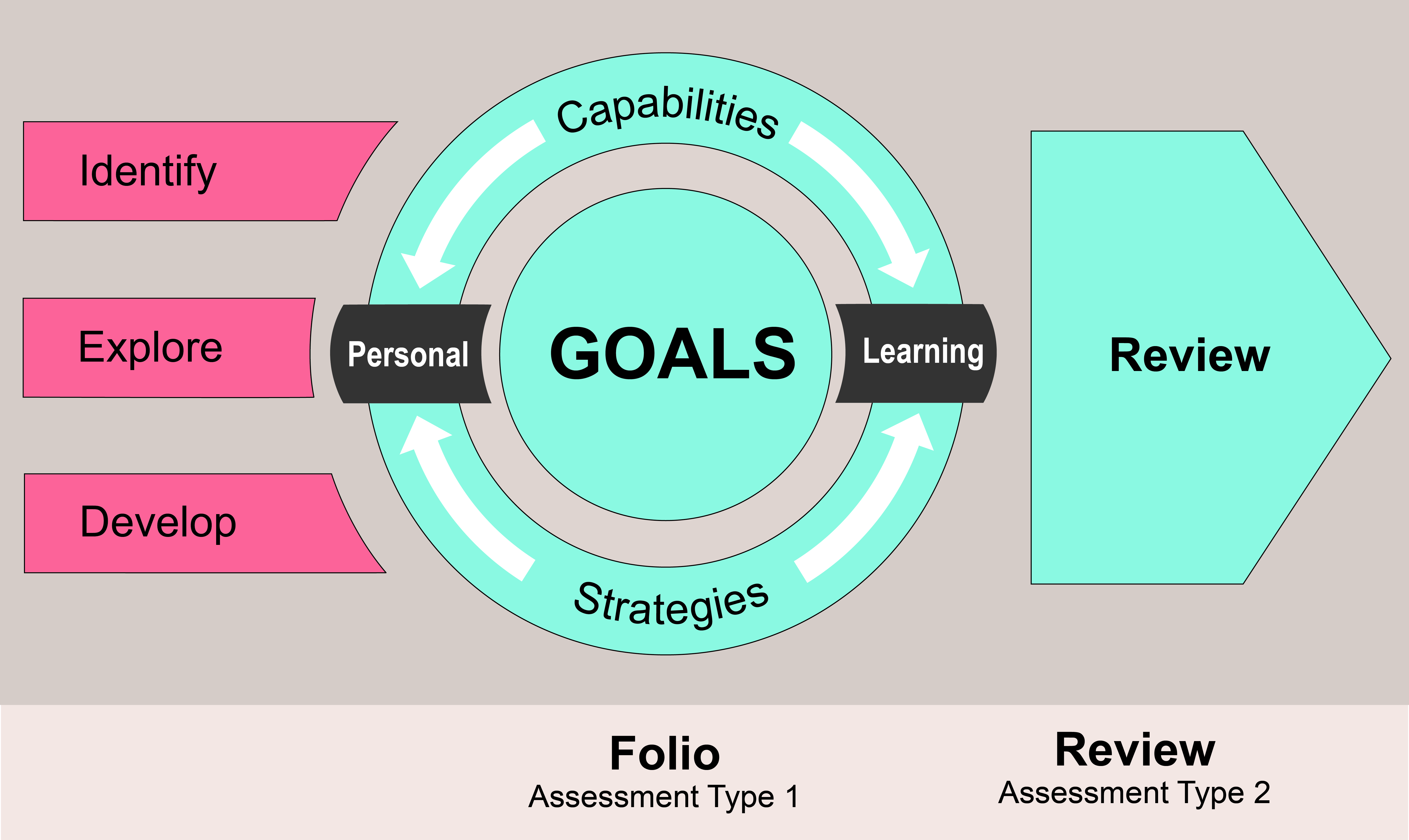
Students identify, explore, and develop personal and learning goals, and strategies to achieve them. They learn a variety of ways to plan to achieve their personal and learning goals by, for example:

* selecting subjects, courses, and other learning relevant to pathways through and beyond school
* investigating possible career choices.

The diagram below represents a suggested planning process for students to:

* identify, explore, and develop strategies to achieve personal and learning goals
* understand, explain, and develop the selected capability or capabilities
* review their learning.

The stages can be completed in any order. See notes following the diagram for information on these stages. The diagram also shows the relationship between the learning and assessment requirements (see pages 2 and 9).



Identifying Goals

Students identify their personal and learning goals for the future.

Exploring and Developing Goals

Students explore and develop their personal and learning goals.

Developing Strategies to Achieve Their Goals

Students develop and refine strategies to achieve their personal and learning goals. In developing and refining these strategies, they interact with others in the school and/or the wider community and/or online.

Understanding and Explaining the Capabilities

Students select from the seven capabilities one or more that are relevant to achieving their goals. They consider and explain why the capability or capabilities are relevant and how they can be developed.

Developing the Selected Capability or Capabilities

Students develop the selected capability or capabilities, using their skills in planning and organisation.

Reviewing their Learning

Students review their personal and learning goals and reflect on the effectiveness of the strategies they developed to achieve their goals.

They also review:

* how they developed their selected capability or capabilities
* how the development of their selected capability or capabilities helps to achieve their goals.

Suggested Topics

Teachers, together with their students, select areas for study. They can choose a whole topic, elements from one or more of the suggested topics, or they can develop new topics. The suggested topics help students to:

* understand the capabilities
* develop their selected capability or capabilities
* identify, explore, develop, refine, and review their personal and learning goals.

The topics are not compulsory, and the list is not exhaustive.

1. Communication

* Learning about different ways of communicating (e.g. verbal and non-verbal, formal and informal, intermodal) and their conventions and protocols
* Learning how new and emerging technologies change and shape communication and relationships, both personal and public, and how new protocols are developed to address issues such as personal and group safety, and ethical behaviors
* Understanding, planning for, and responding to people’s preferred ways of communicating (e.g. across different generations, or locations, or within and across cultures)
* Adapting communication for different audiences and contexts
* Interacting with others to identify and refine goals.

2. Social Living and Responsibility

* Factors that contribute to being a member of a social group
* Identifying and respecting different kinds of social and community groups, including the diversity of cultural backgrounds in the wider Australian community
* Skills required to contribute to the community
* The individual and the community: roles and responsibilities, and ethical behaviour
* Recognising and valuing community involvement and its contribution to social cohesion
* Ethical issues and dilemmas, how they arise and ways to resolve them, such as: arising from discrimination and stereotypes, or personal and group relationships.

3. Personal Development

* Identifying and developing strengths or talents
* Ways of mapping and evaluating current skills
* Identifying and fulfilling aspirations, and reviewing strategies to achieve goals
* Skills in planning and personal organisation
* Factors that contribute to personal health and well-being
* Improving social abilities and living and working in a diverse culture.

4. Work Skills

* Generic workplace competencies (e.g. employability skills) and job-specific skills
* Entering the workforce and career development
* Making informed decisions based on exploration of goals
* Recognising the civic contribution, and personal development, that result from community involvements, including: sport and recreation, volunteerism, ‘family carer’, and full-time and part-time work
* The changing nature of work in local, national, and global environments, and skills and aptitudes for work now and in the future
* Rights and obligations of workers, and ethical behaviour
* Work, health, and safety.

5. Learning and Thinking Skills

* Exploring and evaluating different approaches to learning
* Conditions for effective learning
* Models and strategies for developing thinking skills
* Creative, analytical, and logical thinking skills
* Imagining possibilities and courses of actions to achieve goals
* Interacting with others to identify and refine goals.
* Decision-making, processes, and personal values as they relate to ethical behaviour
* Reviewing and reflecting skills.

6. Planning and Decision-making Skills

* Decision-making and planning for short-term and long-term goals
* Ethical and culturally appropriate practices in decision-making processes
* Making informed decisions about personal learning in different contexts and for different purposes, including how to develop different questioning techniques for different contexts
* Using support networks to help implement decisions
* Imagining possibilities and planning courses of action to achieve preferred futures.

7. Interpersonal and Relationship Skills

* Strategies for developing effective interpersonal skills
* The nature of friendships and positive relationships
* Common difficulties in relationships (both personal and professional) and ways of working through them in ethical and culturally sensitive ways, and by valuing diverse points of view
* Developing and using personal support networks in a variety of situations
* Collaborating and working in teams.

8. Other topics suggested by teachers or students

Assessment Scope and Requirements

Assessment at Stage 1 is school based.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in the Stage 1 Personal Learning Plan:

* Assessment Type 1: Folio
* Assessment Type 2: Review.

Students provide four or five pieces of evidence of their learning for assessment. Each assessment type should have a weighting of at least 20%.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used to:

* clarify for the student what he or she needs to learn
* design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers look for as evidence that students have met the learning requirements.

For this subject, the assessment design criteria are:

* understanding the capabilities
* developing personal and learning goals
* reviewing the learning.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the time they complete the subject.

Understanding Capabilities

The specific feature is as follows:

UC1 Understanding and explaining the selected capability or capabilities.

Developing Personal and Learning Goals

The specific features are as follows:

DP1 Identifying and exploring personal and learning goals and developing strategies to achieve them.

DP2 Interacting with others in developing and refining their strategies.

DP3 Developing the selected capability or capabilities relevant to achieving their goals.

Reviewing the Learning

The specific features are as follows:

RL1 Reviewing personal and learning goals and reflecting on the effectiveness of strategies to achieve them.

RL2 Reviewing the development of the selected capability or capabilities, and how this helps to achieve their goals.

School Assessment

Assessment Type 1: Folio

Students provide evidence of:

* identifying, exploring, and developing personal and learning goals
* developing strategies to achieve their goals
* interacting with others in developing and refining their strategies
* understanding and explaining the selected capability or capabilities relevant to achieving their goals
* developing the selected capability or capabilities.

Students produce two or three pieces of evidence for assessment of the folio. This evidence may take a variety of forms, such as:

* a plan
* a flowchart
* a resumé
* a diary
* an electronic portfolio
* interview or discussion notes or records.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

* understanding capabilities
* developing personal and learning goals.

Assessment Type 2: Review

Students review their personal and learning goals and reflect on the effectiveness of the strategies they developed to achieve their goals.

They also review:

* how they developed their selected capability or capabilities
* how the development of their selected capability or capabilities helps to achieve their goals.

The review may occur at different stages of the planning process. Students can choose to refine their personal and learning goals as part of their review.

Students produce at least one piece of evidence for assessment of the review. This evidence may take a variety of forms, such as:

* a revised statement of personal and learning goals and commentary on the proposed strategies to achieve them
* an oral presentation
* a multimedia presentation
* a round-table discussion
* a notebook
* a feedback form
* a personal web page.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criterion:

* reviewing the learning.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* taking into account the weighting of each assessment type
* assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).Performance Standards for the Stage 1 Personal Learning Plan

Assessment Type 1: Folio Assessment Type 2: Review

|  | Understanding the Capabilities | Developing Personal and Learning Goals | Reviewing the Learning |
| --- | --- | --- | --- |
| A | Clearly explains understanding of the selected capability or capabilities, with insightful and detailed examples. | Clearly identifies personal and learning goals and purposefully explores them in detail. Develops a range of effective strategies to achieve them.  Interacts purposefully with others, in developing and refining strategies.  Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways. | Clearly reviews personal and learning goals with insightful reflection on the effectiveness of strategies to achieve them.  Reviews the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals. |
| B | Explains understanding of the selected capability or capabilities, with some detailed examples. | Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them.  Generally interacts effectively with others, in developing and refining strategies.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative. | Reviews personal and learning goals, with some insights into the effectiveness of strategies to achieve them.  Reviews the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals. |
| C | Gives some explanation of what the selected capability or capabilities are, with brief examples. | Identifies personal and learning goals and explores some aspects of these goals. Develops at least one effective strategy to achieve them.  Interacts with others, in developing and making some refinement to strategies.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity. | Reviews personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them.  Reviews the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals. |
| D | Gives some basic description of the selected capability or capabilities, with limited examples. | Identifies one or more personal or learning goals and locates some information that may be relevant to the goal(s). Describes aspects of a possible strategy that may help to achieve the goal(s).  Interacts with others with limited effectiveness, to talk about possible strategies.  Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear. | Describes one or more personal or learning goals with some recount of learning in the subject.  Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals. |
| E | Attempts to describe at least one capability and give an example. | Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal.  Gives limited responses to questions from others about possible strategies.  Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal. | Gives limited responses to questions about learning in the subject.  Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal. |

Assessment Integrity

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).