**Note:** Example accompanies a photocopy of a child’s short story.

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| **1. When was the example completed?**  Include a specific date or a general timeframe | | | |
| The example was completed over two weeks during our holiday to the coast. | | | |
| **2. Identify all learning areas reflected in the example.**  Mark all relevant learning areas and briefly explain how this example relates to that area | | | |
|  | English | She wrote a short story, learned how to spell new words and structure paragraphs. |  |
|  | Mathematics |  |  |
|  | Sciences | We discussed whale species, migration and biology and learned about marine conservation. She was able show her learning in her story which is about a whale and her calf migrating through the South Pacific. | Indicates integrated learning areas.  Detailing the activity provides evidence that the educational program substantially addresses the learning areas of:  English  sciences  the arts  ICTDT. |
|  | Humanities and social sciences |  |  |
|  | The arts | She included colour drawings of whales in the story by copying photos she took of them. |  |
|  | Languages |  |  |
|  | Health and physical education |  |  |
|  | Information and communication technology and design technology | She typed the story and formatted it to look nice with space for pictures after it was printed. She took photos of whales and looked them up on the internet and used these as the basis of her illustrations. |  |
| **3. What learning took place leading up to the example?**  Summarise the activities or explorations your child completed in preparation for the example. | | | |
| My daughter developed an interest in whales after watching a documentary with me. She spent weeks researching these beautiful creatures on YouTube and her walls were filled with sketches and paintings.  We took the chance to explore this interest during our family holiday along the coastline. We were lucky to see so many whales migrating north and read about the migratory species online. She made a record of all the whales she saw, took photos on my phone, and wrote about them in emails to her grandparents, which she does to practise reading and writing.  After we returned home, we talked about a short story she could write about the whales she saw. She naturally asked how many whales there are in the oceans, which led to a talk about endangered species and the threats to whales through whaling and global warming. | | | Detailing the activity provides further explanation of how the above learning areas are being substantially addressed.  This description also touches on humanities and social sciences (geography), which the parent has not indicated in the section above. |

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| **4. How did you support your child in completing the example?**  Outline the support you offered your child, including comments on the guidance you provided to help them complete the example. | |
| I took her on a great holiday to see her favourite animals in the wild! I also made sure she had heaps of resources, including picture books and child-friendly websites.  My daughter has dyslexia so when it came to writing I helped and gave her a lot of encouragement. We used her whale books as references for understanding how to structure a paragraph. I also helped her sound out words when she became stuck on spelling.  I shared all the facts I knew about whales and helped her research more using books and the internet. I encouraged her to explore this topic in any way she wanted. |  |
| **5. What resources were used to support your child in completing the example?**  List the specific resources your child used to complete the example, potentially including texts, websites, community resources, specialist supports, tools and equipment. | |
| Our most useful resource was the beautiful coastline, which allowed us to see these magnificent creatures. We also used colour pencils, paper, a computer for writing, researching on the internet and accessing YouTube, and a phone to take photos.  We used the WWF website to get facts and information as well as our map of Australia to record the migration path. We also explored the whale exhibits at the Melbourne Museum. |  |
| **6. What other information would you like to share as you reflect on the learning?**  Please include any other comments you would like to share based on the example and the related learning. | |
| My daughter really enjoyed learning about whales. She loved the trip along the coast and was really excited to write about what she had learnt. I was amazed at how many different learning areas can connect to one short story. |  |

This integrated activity also addresses humanities and social sciences. Although the parent hasn’t identified it, geography was clearly integrated into the learning activity.

**Note:** Example accompanies a photocopy of a hand-written letter and a photo of a doll in a homemade costume.

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| **1. When was the example completed?**  Include a specific date or a general timeframe | | | |
| The doll in the photo was made in just a few days. All the different parts of the project happened over months (maybe 6 months), in between doing other things. My daughter worked on the different parts of the project when she felt like it (she took a bit of convincing to get the letter finished!). | | | |
| **2. Identify all learning areas reflected in the example.**  Mark all relevant learning areas and briefly explain how this example relates to that area | | | |
|  | English | She wrote a letter to the woman who started the doll transformation project, and thanked her for sharing how to make them on the internet and shared some of the ones she made. |  |
|  | Mathematics | She worked out how much the second-hand dolls and materials would cost. She measured all materials to make sure the doll costumes were the right size. |  |
|  | Sciences | She researched why the particular materials that were used work to remove the paint from the old dolls’ faces. The woman who started the project began because she was retrenched from CSIRO so it was an opportunity to talk about what the CSIRO does. |  |
|  | Humanities and social sciences | She researched reasons for changing the appearance of the dolls; in particular, how modern society views the human body (males and females) and some other cultural perspectives, especially from the past, such as in Ancient Greece. | Indicates an integrated learning activity across all learning areas except languages |
|  | The arts | Used art materials to change the appearance of the doll and creative design to make new clothes for the doll and a collage representing body image. |  |
|  | Languages |  |  |
|  | Health and physical education | She researched anorexia and bulimia. She explored groups, such as dancers, with high rates of eating disorders and the relationship to body image. |  |
|  | Information and communication technology and design technology | Researching the internet to find information/videos. Using the sewing machine. |  |
| **3. What learning took place leading up to the example?**  Summarise the activities or explorations your child completed in preparation for the example. | | | |
| My daughter saw on ABC TV a woman who started up a business changing the appearance of modern dolls, like Bratz and Barbie, to make them look more like real people. She really liked how the dolls looked after their faces were repainted and their clothes were changed.  We talked about why my daughter liked them and why the dolls may have been made to look like that in the beginning. This stimulated a discussion about advertising. We found a YouTube video that showed the story of the woman who made dolls and how they were done.  My daughter quickly developed a strong interest in these dolls, so I saw the opportunity to expand into other learning areas (as I explained above). She took notes and budgeted costs on doll making and made a body image collage.  She has really enjoyed this project and today still makes dolls. | | | The explanation with the accompanying photo provides evidence that the educational program substantially addresses the learning areas of:  English  the arts  ICTDT  mathematics. |
| **4. How did you support your child in completing the example?**  Outline the support you offered your child, including comments on the guidance you provided to help them complete the example. | | | |
| I helped my daughter by encouraging her. She was self-motivated and nagged me to buy the substances needed to remove the faces from the dolls. She researched and made her own list. We already had paint and brushes. She handled the money and worked out how much it would cost.  She kept a record of her expenses. I helped by taking her to the shop to purchase materials and supervised at home while she made the first doll, just to be sure she handled the substances safely. She needed a little extra help when it came to making the clothes. I taught her how to thread a sewing machine and she learned the parts of the machine – just the basics she needed to sew some simple clothes.  I helped her to write the letter to the woman. My child has dyslexia so she is very resistant to writing to a stranger. This part of the project took a little more encouraging but she really wanted to make a connection with the woman, so I persisted. We found times that were best for her writing, like after she had woken up properly but not too late in the day. She got there in the end. She definitely had the interest and the initial idea. I helped her to make it happen and expand it into other learning areas. | | | The explanation provides evidence that the educational program substantially addresses the learning areas of:  English  the arts  ICTDT  mathematics. |
| **5. What resources were used to support your child in completing the example?**  List the specific resources your child used to complete the example, potentially including texts, websites, community resources, specialist supports, tools and equipment. | | | |
| * Nail polish remover, eucalyptus oil, cotton wool/buds   Listing the resources used gives further context of the learning activity and the instruction behind the activity.   * Acrylic paint, paint brushes * Scissors, glue * YouTube, iPad, internet * Supermarket, op shops * Second hand Bratz and Barbie dolls * Cardboard, magazines * Sewing machine, cotton thread, scraps of material | | | |
| **6. What other information would you like to share as you reflect on the learning?**  Please include any other comments you would like to share based on the example and the related learning. | | | |
| Until I started home schooling, I never knew how much my child could learn by being interested in what looks like just one activity. I’ve learnt that when I let my daughter decide the type of thing she wants to focus on, that she is really much more motivated.  I have known for a while that my daughter has a reading difficulty but I now have a better idea of the areas that are a struggle for her and how I can help make that easier, especially changing the time of day she does that kind of learning.  The discussions about body image were interesting for the whole family. It opened up things we didn’t know about each other. Since she started, she has changed about 20 dolls which she now adapts with particular friends in mind and gives as gifts. Who knew learning could be so much fun!!? | | |  |

Parent could improve reflections by expanding on how the sciences and health and physical education were addressed in the activity.

**Note:** coversheet accompanies screenshots of the child’s profile on a language learning app.

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| **1. When was the example completed?**  Include a specific date or a general timeframe | | | |
| We follow the suggestions on the app: daily for around 10 minutes, plus other conversations as a family. Her app profile reflects roughly 3 months of progress from learning with the app. | | | |
| **2. Identify all learning areas reflected in the example.**  Mark all relevant learning areas and briefly explain how this example relates to that area | | | |
|  | English |  | Detailing the activity provides evidence that the educational program substantially addresses the learning areas of:  languages  ICTDT. |
|  | Mathematics |  |  |
|  | Sciences |  |  |
|  | Humanities and social sciences |  |  |
|  | The arts |  |  |
|  | Languages | We are learning to speak Indonesian together. This app develops speech and understanding of a chosen language, and helps learning to read that language. |  |
|  | Health and physical education |  |  |
|  | Information and communication technology and design technology | We use an app on our device (phone or tablet) and a website on the computer. We navigate around the app and the website to practice IT skills. I keep passwords to help her log in. |  |
| **3. What learning took place leading up to the example?**  Summarise the activities or explorations your child completed in preparation for the example. | | | |
| My daughter wanted to learn Indonesian so that she can speak it to her friend who was born in Indonesia. I am also trying to speak it with the friend’s parents. My daughter and I complete units through the app. The lesson from the day before follows on to the lesson for the next day. | | | Indicates that instruction is regular and efficient. |
| **4. How did you support your child in completing the example?**  Outline the support you offered your child, including comments on the guidance you provided to help them complete the example.  We are using this app to learn Indonesian together, and I try to help make it a fun experience. We sit down at the same time most days and go through the daily lesson. She needs some help with the words because of her dyslexia. After the lesson we share the words we remembered easily and any new words we liked. I started to greet her in Indonesian and replace English with Indonesian words in conversations. She liked that a lot and joined in. | | | Provides evidence that instruction is covering languages. |

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| **5. What resources were used to support your child in completing the example?**  List the specific resources your child used to complete the example, potentially including texts, websites, community resources, specialist supports, tools and equipment.  Provides evidence that instruction is covering ICTDT. | |
| We use the app on my phone and access it on our computer. I’ve researched a lot on the internet about how to make learning a second language easier for someone with dyslexia. |  |
| **6. What other information would you like to share as you reflect on the learning?**  Please include any other comments you would like to share based on the example and the related learning. | |
| It has been challenging but it is good for us as a family to share the learning together. My daughter is faster at it than I am because she loves the app and sees it as a game. It’s great to see her enjoying learning and using it to connect with her friend! |  |

Ongoing daily interests not recorded on calendar:

A monthly planner indicates that instruction is regular and efficient. Listing the learning activities on the planner, combined with the samples and coversheets provided is evidence that there is an educational program in place that substantially addresses the learning areas.

* Designing and making dolls clothes ICTDT, MATH
* Bill Nye Science Guy SCI
* Online Indonesian lessons LAN

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| **Month: January 2018** | | | | | | |
| **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
| Shopping MTH, ENG |  |  | Trip to botanic gardens HUM, HPE  Shopping MTH | Research whales ICTDT, HUM, SCI  Indonesian level test LAN |  | Play date with Sam, practise Indonesian |
| Soccer HPE | Design a frog pond in garden ICTDT, ART, MTH | Build frog pond HPE, D&T | Build frog pond HPE, ICTDT Shopping MTH | Piano lesson ART  Catch tadpoles in creek | Monitor tadpoles MTH, SCI, ART | Monitor tadpoles MTH, SCI |
| Soccer HPE  Museum HUM, ENG, SCI, LAN | Dentist visit SCI | Short story writing ENG, HUM, ART | Shopping MTH, ENG Home ed group SCI, HUM |  | Monitor tadpoles MTH, SCI, ART | Shopping MTH, ENG |
| Soccer HPE  Camping trip | Camping trip HPE, HUM Bake damper ENG, D&T, MTH | Camping trip HPE, HUM Letter to Gran ENG  Whale watching SCI | Camping trip HPE, HUM  Whale watching SCI | Camping trip HPE, HUM | Camping trip HPE, HUM | Camping trip HPE, HUM |
| Monitor tadpoles MTH, SCI  Shopping MTH, ENG |  | Reading ENG, HUM |  | Resit: Indonesian level test LAN | Make up lesson: Piano lesson ART | Swimming HPE  Reading ENG, HUM |