

Goal-directed Home education program for My Child 2025

Educational and personal goals

Short term (this year)
- To help My Child to re engage and enjoy learning by encouraging independence. - To support him to keep advancing his literacy and mathematical skills. - To provide opportunities to learn practical life skills with a focus on cooking skills. - To have some work experience opportunities.
Long term (future years)
- My Child is interested in avionics and being a commercial pilot. - Provide what him with what he needs to become more confident and make more friends. - To learn life and work skills to be an independent adult. - To obtain his Ls.

Overview of my child (the learner)

My child's learning background and individual needs
My Child is a very clever and funny 15 year old boy, who is becoming a sweet, intelligent, young man. His attitude at home is excellent, he's always willing to help if given direction. My Child was born primed to learn – he has always been very curious about the workings of the world, and he is well read on a variety of subjects.. Academically, he has always done well when he applies himself, even minimally. He is at or above peer level. My Child started refusing to go to school as he was overwhelmed by the combination of heat, uncomfortable uniform, stress of an academically advanced program, which also led to him becoming a bullying target in highschool. He is fairly self motivated and has performed well while enrolled in distance education but has been frustrated by the time restraints to complete assigned work. My Child enjoys riding his bike and catching up with his friends. He enjoys gaming (warframe, etc), and enjoys comedy and action shows/films. Researching his interests is a big hobby.
My child's learning style/s
My Child learns well in all situations through all modalities including listening, engaging, observing and doing. He prefers to learn on his own as he gets frustrated when working in small groups. He is a keen learner and likes to get as much information across various topics as possible.
Teaching strategies to support my child's individual needs and learning style/s
My Child wants to improve his health – the sedentary mode of Distance Education has had some adverse outcomes physically so we really want to focus on increased movement and physical activity. I want to make sure that we help My Child reach his potential and re-engage his love of learning. I would like to support My Child to be engaged via topics he is interested in and help him to learn in a practical way that is relevant to his life. I intend to visit the library, GOMA, SparkLab, QPAC, other local theatres, the botanic gardens and various wildlife sanctuaries (LonePine, Wildlife HQ, Australia Zoo etc). I will support him with researching online and at the library, in the environment etc., with observation based assessment against the prescribed outcomes. I want My Child to develop his critical thinking and reasoning skills. I will incorporate all manner of tools and resources to extend his learning. I intend to utilise more Project-based learning

and as well as technology, and involve an open-ended approach to work on an engaging, intricate curriculum-related questions or challenges.

In addition, I will use the following teaching strategies to assist with ensuring he has understanding and extending his thinking and knowledge.

- Bloom's taxonomy for reflective thinking to scaffold thinking and develop questions to guide reflective thinking.
- Compare and contrast with texts, objects, or locations.
 - o "I used to think ... but now I know" to help to check for understanding.
- He will be asked to reflect on his learning to compare before and after learning new ideas.
 - o Reflect – Connect – Apply for practical learning applications Predict, observe, and explain to encourage him to analyse and interpret demonstrations or experiments in greater depth. Using digital tools to record and review his thinking.

Description of home learning environment

Physical environment e.g. private/shared study spaces, light, ventilation, display areas, storage, IT access, indoor/outdoor facilities

We have a large home with plenty of spaces for learning. We have reverse cycle air-conditioning and ceiling fans, so the space will be warm in winter and cool in summer. We learn at the big dining table together for larger projects. My Child also has his own desk and PC for online and private learning. We have a big yard and lots of garden space. We have a pool and a gym as well as close access to a lovely nature reserve.

Motivational environment e.g. indoor/outdoor activities; hands-on/ real-life experiences; daily routines/tasks; variation of routines/tasks; individual/group learning opportunities; interactive learning

We will be visiting GOMA, Botanic Gardens, the Planetarium, the Museums, SparkLab, Australia Zoo. I would like to get My Child some hands on cooking classes. My Child enjoys spending his free time online with his peers playing games and using our pool and gym. He enjoys riding his bike and catching up with his friends.

Social opportunities

Peer and other interactions e.g. friends, home education groups, sporting clubs/associations, religious activities, classes, travel/excursions

My Child attends orchestra weekly and catches up with a long time friend from school regularly. We will also be attending activities arranged through home schooling groups, and martial arts once a week. My Child lives with his parents, two sisters and maternal grandmother.

Program overview

Goal title	Key goal	Time allocation
Literacy and Work Skills	To develop literacy to read, appreciate, interpret, and evaluate a range of spoken, written and multimodal texts and be skilled to be able to work independently as a young adult.	ongoing
Maths and Coding Skills	To learn to code and continue to learn more mathematical skills for life and for his future in avionics.	ongoing
Expand his Science Research and Investigation Skills	To investigate learning via Project investigations – with a focus on Physics and Chemistry.	Ongoing
WWI and WWII Investigations.	Research the machinery of WWI and WWII and investigate how machinery influenced the outcomes of various battle campaigns.	2 terms
Environmental Psychology - Learn more about the World	Investigate how climate and environment of regions impact psychology, beliefs and society.	10 weeks – 2 terms
Further his Home Economic skills and Life skills.	Develop his life skills for living and extend his culinary skills.	ongoing

Teaching, learning, resources, monitoring and recording

Elaborate in detail on the key goals listed in your program overview. Detail the plans you have for facilitating the achievement of these.

Key goal 1 – Literacy and Work Skills		Time allocation e.g. 10 weeks
To develop literacy to read, appreciate, interpret, and evaluate a range of spoken, written and multimodal texts and be skilled to be able to work independently as a young adult.		Ongoing
Sub-goals / steps <i>What are the steps/sub-goals required to achieve the key goal?</i>	Learning <i>What topics/content/learning areas am I planning to incorporate? What knowledge, thinking skills or practical skills will be developed? What learning experiences/activities will my child have?</i>	Resources <i>What resources will my child and I use? Include a variety of specific titles, levels and websites.</i>
• My Child is a hesitant writer who has an excellent grasp of English and does writes well. • He has some fine motor control issues and finds it difficult to hand write and he needs work to improve his touch typing. • He is an avid reader and is above year level. • I want to expand his vocabulary and spelling with some wild words. • He enjoys reading authors such as Robin Hobb and he enjoys fantasy and science fiction • Expand his reading to a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes.	• Explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings • Continue to enjoy reading fiction and non fiction books in a range of genres. • Develop more text that are complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. • Create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. • Research and prepare a presentation of his choosing to share the information (eg WW1). • Produce different text types by presenting learning in different mediums. • Practice touch typing skills regularly. • Prepare a Resume • Investigate roles of volunteers in the aviation industry. • Learn more about himself through researching his own family • Learn about the agencies associated with employment support, recruitment selection and the skills required. • Analyse the future needs for enhancing the success - through the development of his own entrepreneurial skills. • Learn more about himself though personality testing such as Myers Briggs.	Audio Books and podcasts , Reading https://readtheory.org/ . A selection of books from home and Library Role playing games warfare, Assassin’s creed and Skyrim, Survival and foraging games. Strategy card games eg Exploding kittens and Secrets (Cold War game). Myers Briggs https://www.truity.com/test/type-finder-personality-test-new ; https://www.mbtionline.com/
Teaching <i>What strategies am I planning to incorporate to support my child’s learning?</i>		Associated experiences <i>What social/other experiences (e.g. excursions, community interactions) will my child have?</i>
Encourage oral presentations or dramatic retell of poems, texts or events that captured his attention. Use Podcasts and audio books to generate discussions when driving. Use and expand his love of history to create historical texts. Work on skills for joining the workforce to make writing relevant Learn more about himself.		Entrepreneurial learning - https://venturelab.org/middle-high-school-curriculum/ Virtual workplaces tours. of industries and workplaces Work experience opportunity.
Monitoring and recording <i>How will I monitor and record my child’s progress towards the key goal/sub-goals? What work samples will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
I will keep copies and date all works including drafts as necessary. Any writing will be kept in a writing portfolio. A reading log will be kept and I will make notes in a Diary of our discussions. Take photos and record her progress.		

Key goal 2 - Maths		Time allocation e.g. 10 weeks
To learn to code and continue to learn more mathematical skills for life and for his future in avionics.		Ongoing
Sub-goals / steps <i>What are the steps/sub-goals required to achieve the key goal?</i>	Learning <i>What topics/content/learning areas am I planning to incorporate? What knowledge, thinking skills or practical skills will be developed? What learning experiences/activities will my child have?</i>	Resources <i>What resources will my child and I use? Include a variety of specific titles, levels and websites.</i>
- My Child does well in maths when supported and working at his own pace. - Spend time building his confidence in maths and finding the right method for teaching him.. - To continue his progress through the maths curriculum supporting him to extend his skills. - To with increasing his level of maths complexity and extend his problem-solving skills. - To learn about the financial costs requirements with running a small business. - To build solid math understanding for avionics requirements.	- Budgeting for our family to show value of money and apply math concepts in a concrete way. - Guide him through personal financial planning - Library resources such as Money Magazine https://barefootinvestor.com/resources/ - Expand use of spreadsheets to present some of his research. - We will utilise Khan Academy and various Maths apps, games, worksheets, and workbooks to progress through the maths concepts and understanding. - Utilise some of the online Coding courses to extend and investigate the learning to code. - Undertake some online short courses in Avionics - PowerPoint and oral presentation - Write a budget plan for savings, understand how loans work and costs involved.	Signpost Maths Khan academy YouTube tutorials A Tutor Study.com Avionics Courses https://study.com/articles/Online_Avionics_Course_Information.html https://www.aviationaustralia.aero/ https://www.youcubed.org/ , Alcumus https://artofproblemsolving.com/alcumus , https://www.moneysmart.gov.au https://www.econedlink.org/resources/grade/9-12/ moneysmart.gov.au games eg chess, rummy card, Cluedo, monopoly
Teaching <i>What strategies am I planning to incorporate to support my child's learning?</i>		Associated experiences <i>What social/other experiences</i>
Range of fun, practical, hands on games continue to grow maths confidence Encourage independence with self paced maths program such as Khan Academy. The practical application of maths in everyday living. Consider a Math Tutor to assist.		Extend budgeting and business skills as needed. Reflect on what you learnt about setting up a business and decide if this is something to pursue Investigate more about writing a successful business plan – what else should I learn about, who can I talk with to learn more? Create a game from the code experiences..
Monitoring and recording <i>How will I monitor and record my child's progress towards the key goal/sub-goals? What work samples will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
Work will be dated and kept, copies of progress on online programs noted or printed to monitor progress and struggles, photos of practical math use in our home and shopping. I will note real life investigations through keeping records via a Journal and checklists. Photos of games, Screenshots of progress using online programs, Exercise books for sums needed for practical applications.		

Key goal 3 Expand his Science Research and Investigation Skills		Time allocation e.g. 10 weeks
Continue to investigate learning via Project investigations – with a focus on Physics and Chemistry.		Ongoing
Sub-goals/steps <i>What are the steps/sub-goals required to achieve the key goal?</i>	Learning <i>What topics/content/learning areas am I planning to incorporate? What knowledge, thinking skills or practical skills will be developed? What learning experiences/activities will my child have?</i>	Resources <i>What resources will my child and I use? Include a variety of specific titles, levels and websites.</i>
- Thermal, nuclear and electrical physics - Linear motion and waves - Gravity and electromagnetism - Chemical fundamentals: structure, properties and reactions - Molecular interactions and reactions.	- Identifying, researching and constructing questions for investigation; proposing hypotheses; and predicting possible outcomes - Designing and conducting investigations, including the procedure/s to be followed, the materials required. - Representing data in meaningful and useful ways; using evidence to construct and justify conclusions. - Interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems - Understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties - Understanding of the factors that affect chemical systems, and how chemical systems can be controlled to produce desired products - Ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions - Ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature. - Investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits. - Describe, explain and predict linear motion, and investigate the application - To describe, explain and predict a very high speed motion and very small scale objects. - Investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance, and use the theory of electromagnetism to explain the production and propagation of electromagnetic waves	YouTube, CSIRO website Complete Russian Beginner to Intermediate course and supplemented by a tutor from preply.com Make use of the local library to obtain books relevant Khan Academy – Physics courses https://www.khanacademy.org/science/physics Coursera https://www.coursera.org/ physics 40 Best Online Physics Course for Free in 2020 https://www.guru99.com/online-physics-course.html Udemy https://unilearn.net.au/course/chemistry/ Future Learn https://www.futurelearn.com/subjects/science-engineering-and-maths-courses/chemistry Ed Ex https://www.edx.org/learn/chemistry https://coursesity.com/free-tutorials-learn/chemistry
Teaching <i>What strategies am I planning to incorporate to support my child's learning?</i>		Associated experiences <i>What social/other experiences (e.g. excursions, community interactions) will my child have?</i>
We will take a science based approach and pose questions, predicate outcomes, conduct experiments, collect and present observations and communicate findings based on those science projects. Utilise online Chemistry and Physics courses.		
Monitoring and recording <i>How will I monitor and record my child's progress towards the key goal/sub-goals? What work samples will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
Photos, copies of reports, Presentations of results in a physical form; a poster or PowerPoint or spreadsheet. Photographing and writing about the results. Keeping records or copies of written work. Keeping a Learning Diary on things I note and observe with our discussions.		

Key goal 4 WWI and WWII Investigations		Time allocation e.g. 10 weeks
Research the machinery of WWI and WWII and investigate how machinery influenced the outcomes of various battle campaigns.		2 Terms
Sub-goals/steps <i>What are the steps/sub-goals required to achieve the key goal?</i>	Learning <i>What topics/content/learning areas am I planning to incorporate? What knowledge, thinking skills or practical skills will be developed? What learning experiences/activities will my child have?</i>	Resources <i>What resources will my child and I use? Include a variety of specific titles, levels and websites.</i>
My Child loves learning all about WW1 and WWII. We will utilise these interests to delve into all aspects and learn more. What impact did technology have on World War I? Difference Between WWI and WWII While WWI was fought in the lines of trenches, WWII was fought in a broader scale using modern weapons and methods including the atomic bomb.	- What is the difference between WW1 and WW2 machine guns? https://www.quora.com/What-is-the-difference-between-WW1-and-WW2-machine-guns 11 Secret Weapons Developed By Japan During World War II https://www.gizmodo.com.au/2016/04/11-secret-weapons-developed-by-japan-during-world-war-2/ - WWI was fought between 1914 and 1918 while WWII was fought between 1939 and 1945. What were the main influence in the way war was fought and why? - Investigate the main machinery in use from the two warring groups of WWI were the Allied Powers and the Central Powers while the two warring groups of WWII were The Allies and The Axis powers. 10 Most Powerful Machines of World War II https://www.wonderslist.com/10-most-powerful-machines-of-world-war-ii/ - They include lists of aircraft, ships, vehicles, weapons, personal equipment and uniforms, and other equipment - Difference Between WWI and WWII http://www.differencebetween.net/miscellaneous/politics/difference-between-wwi-and-wwii/ - Military Developments of World War I https://encyclopedia.1914-1918-online.net/article/military_developments_of_world_war_i	Library, documentaries, YouTube channels, German War Machine https://germanwarmachine.com/ Lists of World War II military equipment https://en.wikipedia.org/wiki/Lists_of_World_War_II_military_equipment Military Factory - Site detailing past and present military systems and technology including aircraft, vehicles, guns and navy vessels of the world. (n.d.). Retrieved 9 29, 2020, from http://www.militaryfactory.com World War I - Battles, Facts, Videos & Pictures www.history.com www.FirstWorldWar.com - Weapons of War: Machine Guns Technology In World War 2 What impact did technology have on World War I? https://www.enotes.com/homework-help/what-impact-did-technology-have-on-world-war-i-439378
Teaching <i>What strategies am I planning to incorporate to support my child's learning?</i>		Associated experiences <i>What social/other experiences (e.g. excursions, community interactions) will my child have?</i>
Support and guidance to enable him to undertake the research and present his findings in a clear manner Utilise the library. Focus his learning around his interests		Visit local museums and machinery exhibitions. Propaganda and World War II https://www.teachinghistory.org/teaching-materials/lesson-plan-reviews/25185
Monitoring and recording <i>How will I monitor and record my child's progress towards the key goal/sub-goals? What work samples will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
Photos. Summary of findings Presentation in a poster or PowerPoint. Notes in my learning diary.		

Key goal 5 – Environmental Psychology - Learn more about the World		Time allocation <i>e.g. 10 weeks</i>
How climate and environment of regions impact psychology, beliefs and society.		10 weeks – 2 Terms
Sub-goals/steps <i>What are the steps/sub-goals required to achieve the key goal?</i>	Learning <i>What topics/content/learning areas am I planning to incorporate? What knowledge, thinking skills or practical skills will be developed? What learning experiences/activities will my child have?</i>	Resources <i>What resources will my child and I use? Include a variety of specific titles, levels and websites.</i>
- What does “environmental psychology” mean? - What does it do for us? - How can it be applied? - Pro-environment behavioural change has become a central focus of not only environmental policy but also applied environmental psychology. - The interaction of culture and geography is called human geography, which is the study of people's language, religion, medicine, economics and entertainment and how these practices have been influenced by their location.	- Investigate the argument that individuals with favourable contextual condition and high environmental self-efficacy judgments will have more outcome expectations and will set more challenging goals, and also will engage more in pro-environmental behaviour than individuals with a lower perception of their efficacy to perform such acts. - Human Impacts On The Environment https://www.nationalgeographic.org/topics/resource-library-human-impacts-environment/ - Review and learn about the transactions and interrelationships between people and their physical surroundings (including built and natural environments, the use and abuse of nature and natural resources, and sustainability-related behaviour)." - Learn how the way individuals relate to the natural environment is culturally patterned. Is your beliefs and values are highly shaped by which segment of society you happen to have been exposed to. - Review the cultural differences and similarities in human–nature relations. - Cultural variations in human-centered reasoning and environmentalism. - Cross-cultural differences and similarities: environmental concern, environmental risk perception, and pro-environmental behaviour. - Investigate the characteristics of and changes over time in beliefs about global climate change, who holds these beliefs, and psychological sources of these beliefs; behaviours that contribute to and mitigate climate change, psychological processes that predict these behaviours. - What is Environmental Psychology? https://positivepsychology.com/environmental-psychology/	How to SHIFT Consumer Behaviors to be More Sustainable: A Literature Review and Guiding Framework https://journals.sagepub.com/doi/full/10.1177/0022242919825649 Pro-environmental Behavior from a Social Cognitive Theory Perspective https://www.sciencedirect.com/science/article/pii/S1878029615000067 Psychology and Climate Change: Beliefs, Impacts, and Human Contributions https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199733026.001.0001/oxfordhb-9780199733026-e-33 Culture Shapes Religious Belief https://www.psychologytoday.com/us/blog/the-big-questions/201107/culture-shapes-religious-belief Culture and the natural environment https://www.sciencedirect.com/science/article/pii/S2352250X15002353
Teaching		Associated experiences
Allowing freedom and support to drive his self directed research Utilise the library. Delve into his personal opinions and beliefs.		Further his questioning skills in other learning areas applying his learnt knowledge.
Monitoring and recording <i>How will I monitor and record my child's progress towards the key goal/sub-goals? What work samples will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
Photos. Summary of findings Presentation in a poster or PowerPoint. Notes in my learning diary.		

Key goal 6 Further his Home Economic skills and develop a small business		Time allocation <i>e.g. 10 weeks</i>
Develop life skills for living and extend his culinary skills.		ongoing
Sub-goals/steps <i>What are the steps/sub-goals required to achieve the key goal?</i>	Learning <i>What topics/content/learning areas am I planning to incorporate? What knowledge, thinking skills or practical skills will be developed? What learning experiences/activities will my child have?</i>	Resources <i>What resources will my child and I use? Include a variety of specific titles, levels and websites.</i>
- My Child wants to be more proficient in the kitchen and with maintaining a home. - Create Bank Account - Investigate L plate requirements - Improve his baking and cooking skills. - Sewing - Develop a routine and understanding of maintaining house -washing, cooking, cleaning, yard maintenance etc,	- Look at possible entrepreneurial ideas. Consider materials costs of products required. - Look at average income and profit and loss from those ideas. - Investigate some Food Tech courses on Future Learn course. https://www.futurelearn.com/subjects/nature-and-environment-courses/food-tech - Learn about the nutritional alternatives to common foods. Food Science and Nutrition: From the Farm to You https://www.futurelearn.com/courses/food-science-and-nutrition - Practice cooking and planning meals. - Plan family meal and budget for a few courses. - Learn more about nutritional needs and health maintenance. - We will continue to develop his understanding of correct diet/nutrition and how this helps his body to stay strong, healthy and to fight illness and disease. - Continue to establish the importance of regular physical activity and exercise to keep active minds and healthy bodies.	Non fiction books on the different culinary pathways Websites: Safe Food Qld https://www.safefood.qld.gov.au/food-business/want-sell-supply/ Do I need a food business licence? https://www.lgtoolbox.qld.gov.au/ipswichcitycouncil/topics/food/do-i-need-licence Cook books Healthy eating websites and YouTube, Sport and recreation websites Nutrition/healthy eating https://heas.health.vic.gov.au/early-childhood-services Healthy Eating Recommended by a Dietician. https://phenomenom.com.au/lesson-plans/
Teaching <i>What strategies am I planning to incorporate to support my child's learning?</i>		Associated experiences <i>What social/other experiences (e.g. excursions, community interactions) will my child have?</i>
Allowing freedom and materials to test and trial with support and guidance Utilise the library and local classes to explore technique further. Encouraging and supporting his endeavours. Discussions on healthy eating Importance of providing nutritional and healthy food.		External cooking classes.
Monitoring and recording <i>How will I monitor and record my child's progress towards the key goal/sub-goals? What work samples will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		
I will keep a learning diary of what happens and note my observations and our discussions. All written work, photos and videos will be dated and saved for report time. A presentation of her choice of her findings. Photos of work, copies of drafts.		