

## Goal-directed

### Home education program for (insert child's name)

#### Educational and personal goals

Short term (this year)
Long term (future years)

#### Overview of my child (the learner)

My child's learning background and individual needs
My child's learning style/s
Teaching strategies to support my child's individual needs and learning style/s

## Description of home learning environment

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

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

## Social opportunities

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

## General curriculum information

Prep (Foundation) – Year 10

The [Australian Curriculum](#) provides specific subject and year level information, select **F-10 Curriculum** drop-down menu on the website or use the hyperlinks included with each of the learning areas below.

[Parent Information](#) provides a general guide about the learning that typically occurs for students in Prep (Foundation) – Year 10.

Senior Secondary (Years 11-12)

The [Queensland Curriculum and Assessment Authority](#) provides a broad range of subject specific information for a range of student pathways. Use the [Years 11 – 12: A – Z Subject List](#) to find curriculum information.

## Goal setting

When preparing a plan for goal-directed learning, the key goals that you set will require careful consideration so that the desired outcome(s) can be achieved. The following information may be helpful when establishing your key goals.

### SMART goals:

Is your goal SMART? Is it:

- **Specific** – does the goal address the who, when, what, where and why?
- **Measurable** – what are the expected outcomes of the goal and how will the results be monitored / recorded?
- **Achievable** (or **Agreed upon**) – is the goals realistic and/or agreed upon by all parties?
- **Relevant** (or **Realistic**) – does the goal work towards developing the skills/knowledge/ area of inquiry you are focusing on as part of the bigger picture?
- **Time-based** – what is the target timeframe in which you hope your child will achieve this goal?

### Examples:

Suggested searches for online resources include 'SMART goals' and 'SMART goal examples'.

## Program overview

Write a list of your key learning goals for the program and indicate the anticipated time allocated for your child to work towards these goals. **Please note, this overview is a summary and does not constitute a complete program.**

Goal title	Key goal	Time allocation

## 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.

<b>Key goal 1</b> <i>(see goal setting)</i>		<b>Time allocation</b> <i>e.g. 10 weeks</i>
<b>Sub-goals / steps</b> <i>What are the <b>steps/sub-goals</b> required to achieve the key goal?</i>	<b>Learning</b> <i>What <b>topics/content/learning areas</b> am I planning to incorporate?</i> <i>What <b>knowledge, thinking skills</b> or <b>practical skills</b> will be developed?</i> <i>What <b>learning experiences/activities</b> will my child have?</i>	<b>Resources</b> <i>What resources will my child and I use?</i> <i>Include a <b>variety</b> of specific titles, levels and websites.</i>
<b>Teaching</b> <i>What <b>strategies</b> am I planning to incorporate to support my child's learning?</i>		<b>Associated experiences</b> <i>What <b>social/other experiences</b> (e.g. excursions, community interactions) will my child have?</i>
<b>Monitoring and recording</b> <i>How will I <b>monitor</b> and <b>record</b> my child's progress towards the key goal/sub-goals? What <b>work samples</b> will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		

<b>Key goal 2</b> <i>(see goal setting)</i>		<b>Time allocation</b> <i>e.g. 10 weeks</i>
<b>Sub-goals / steps</b> <i>What are the <b>steps/sub-goals</b> required to achieve the key goal?</i>	<b>Learning</b> <i>What <b>topics/content/learning areas</b> am I planning to incorporate?</i> <i>What <b>knowledge, thinking skills or practical skills</b> will be developed?</i> <i>What <b>learning experiences/activities</b> will my child have?</i>	<b>Resources</b> <i>What resources will my child and I use?</i> <i>Include a <b>variety</b> of specific titles, levels and websites.</i>
<b>Teaching</b> <i>What <b>strategies</b> am I planning to incorporate to support my child's learning?</i>		<b>Associated experiences</b> <i>What <b>social/other experiences</b> (e.g. excursions, community interactions) will my child have?</i>
<b>Monitoring and recording</b> <i>How will I <b>monitor</b> and <b>record</b> my child's progress towards the key goal/sub-goals? What <b>work samples</b> will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		

<b>Key goal 3</b> <i>(see goal setting)</i>		<b>Time allocation</b> <i>e.g. 10 weeks</i>
<b>Sub-goals/steps</b> <i>What are the <b>steps/sub-goals</b> required to achieve the key goal?</i>	<b>Learning</b> <i>What <b>topics/content/learning areas</b> am I planning to incorporate?</i> <i>What <b>knowledge, thinking skills or practical skills</b> will be developed?</i> <i>What <b>learning experiences/activities</b> will my child have?</i>	<b>Resources</b> <i>What resources will my child and I use?</i> <i>Include a <b>variety</b> of specific titles, levels and websites.</i>
<b>Teaching</b> <i>What <b>strategies</b> am I planning to incorporate to support my child's learning?</i>		<b>Associated experiences</b> <i>What <b>social/other experiences</b> (e.g. excursions, community interactions) will my child have?</i>
<b>Monitoring and recording</b> <i>How will I <b>monitor and record</b> my child's progress towards the key goal/sub-goals? What <b>work samples</b> will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		

<b>Key goal 4</b> <i>(see goal setting)</i>		<b>Time allocation</b> <i>e.g. 10 weeks</i>
<b>Sub-goals/steps</b> <i>What are the <b>steps/sub-goals</b> required to achieve the key goal?</i>	<b>Learning</b> <i>What <b>topics/content/learning areas</b> am I planning to incorporate?</i> <i>What <b>knowledge, thinking skills</b> or <b>practical skills</b> will be developed?</i> <i>What <b>learning experiences/activities</b> will my child have?</i>	<b>Resources</b> <i>What resources will my child and I use?</i> <i>Include a <b>variety</b> of specific titles, levels and websites.</i>
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<b>Monitoring and recording</b> <i>How will I <b>monitor</b> and <b>record</b> my child's progress towards the key goal/sub-goals? What <b>work samples</b> will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		

<b>Key goal 5</b> <i>(see goal setting)</i>		<b>Time allocation</b> <i>e.g. 10 weeks</i>
<b>Sub-goals/steps</b> <i>What are the <b>steps/sub-goals</b> required to achieve the key goal?</i>	<b>Learning</b> <i>What <b>topics/content/learning areas</b> am I planning to incorporate?</i> <i>What <b>knowledge, thinking skills or practical skills</b> will be developed?</i> <i>What <b>learning experiences/activities</b> will my child have?</i>	<b>Resources</b> <i>What resources will my child and I use?</i> <i>Include a <b>variety</b> of specific titles, levels and websites.</i>
<b>Teaching</b> <i>What <b>strategies</b> am I planning to incorporate to support my child's learning?</i>		<b>Associated experiences</b> <i>What <b>social/other experiences</b> (e.g. excursions, community interactions) will my child have?</i>
<b>Monitoring and recording</b> <i>How will I <b>monitor and record</b> my child's progress towards the key goal/sub-goals? What <b>work samples</b> will be collected? (e.g. tasks, questions and answers, digital or oral presentations, observation checklists)</i>		

<b>Key goal 6</b> <i>(see goal setting)</i>		<b>Time allocation</b> <i>e.g. 10 weeks</i>
<b>Sub-goals/steps</b> <i>What are the <b>steps/sub-goals</b> required to achieve the key goal?</i>	<b>Learning</b> <i>What <b>topics/content/learning areas</b> am I planning to incorporate?</i> <i>What <b>knowledge, thinking skills or practical skills</b> will be developed?</i> <i>What <b>learning experiences/activities</b> will my child have?</i>	<b>Resources</b> <i>What resources will my child and I use?</i> <i>Include a <b>variety</b> of specific titles, levels and websites.</i>
<b>Teaching</b> <i>What <b>strategies</b> am I planning to incorporate to support my child's learning?</i>		<b>Associated experiences</b> <i>What <b>social/other experiences</b> (e.g. excursions, community interactions) will my child have?</i>
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