



ENDORSED PROGRAM APPLICATION FORM

Applicant details

Title of organisation:

Contact person:

Role or title:

Address:

Telephone:

Facsimile:

Email:

Website:

1. PROGRAM

Name of program

As it should appear on the statement of results

Description of program

As it should appear on the Curriculum Council website – an overview only

Estimated learning time

What is the duration of the learning program? Consider time spent in training sessions, class tutorials, lectures, online learning, private study, revision, practice in applying and refining knowledge and skills, planning, counselling, mentoring, assessment and feedback. Please elaborate.

contact hours: _____ non contact hours: _____

Participant profile

For whom is this program designed?

Scope of delivery

Is this program open for any school to deliver? Is there a limited scope of delivery? Is it only for delivery by the applicant?

Award or certificate title

Is an award or certificate issued on successful completion of this program? Are there minimum requirements for receiving the certificate? (This applies only to community organisation programs.)

Cost

Is there a cost to the school or individual students for the delivery or accreditation of this program?

Repetition

Is it possible for students to repeat this program? How many times? Will the expectations or requirements be different if repeated?

2. PROGRAM DETAILS

Rationale

What values or philosophies underpin this program? How does this program develop skills, knowledge, values and attitudes for achievement of personal goals, respect of self and others, civic responsibility, environmental responsibility and/or improved health and fitness? Please complete the values template attached to ensure your program fits within these values.

Learning outcomes

What should students know, understand, value and be able to do as a result of their learning? Do the outcomes provide direction for assessment and criteria for judging performance and standards?

Essential content

What must students be taught so they can achieve the outcomes?

Learning and teaching

How does the program:

- *enable students to observe and practice processes and skills, connect with existing knowledge and be extended and challenged?*
- *respect and accommodate difference between learners?*
- *provide meaningful and motivating experiences?*
- *encourage action and reflection, independent and collaborative learning?*
- *ensure a safe environment that is conducive to effective learning?*

Assessment

Is the assessment of this program valid, does it make a positive contribution to learning, and are the assessment criteria explicit, fair and comprehensive?

Evidence of learning

What evidence will be collected to enable participants to indicate they have achieved the outcomes?

Program structure and delivery strategy

How is this program structured? How will this program be delivered? Will it be conducted in or out of school time, on or off school premises, under the direction of the school or independently?

Achievement descriptors

What words are used to describe achievement or grades? E.g. 'competent', 'achieved', 'pass', 'distinction', 'A', 'awarded' etc. NB: Personal development programs will be recorded as 'achieved' (A) or 'not achieved' (N).

Personnel

- *Who will be delivering this program?*
- *What specialist qualifications, competencies, experience, training or induction are essential for personnel delivering this program?*
- *Do they have a teaching qualification?*
- *Do they have WACOT registration?*
- *Do they have a current Working with Children check? Please note, personnel delivering programs to students must have a current Working with Children check if they are not a WACOT registered teacher. (For comprehensive information on the Working with Children check, go to www.checkwwc.wa.edu.au)*

Resource requirements

What specialist facilities and/or equipment are essential to the delivery of the program? What will students need to provide?

3. PROGRAM BREADTH

Overarching learning outcomes

Please complete the overarching learning outcomes template attached to indicate which of the 13 overarching learning outcomes students will have the opportunity to achieve.

4. OCCUPATIONAL SAFETY AND DUTY OF CARE

Policy information

What documentation exists to substantiate your organisation's occupational safety and health and duty of care policies? Please attach these with your application.

5. QUALITY ASSURANCE

General

What procedures or protocols are in place to ensure the delivery of a quality program?

Certification

What measures are taken to ensure the authenticity of certification? (Community organisation programs only)

Record keeping

What records are kept? How and where are records kept? How long are records kept?

6. PROGRAM EVALUATION

Method

How does your organisation evaluate its program? How often does a review take place? e.g. annually, at the conclusion of individual programs, in reports to funding bodies?

7. ENDORSEMENT

Longevity of program

How long has the program been running? How long do you consider the program will remain in its present form?

Additional information or comment:

This template may be completed electronically or by hand. It may be modified to accommodate responses as required. The completed application should be forwarded to: Endorsed Programs Officer, Curriculum Council, 27 Walters Drive OSBORNE PARK WA 6017 or emailed to leanne.meldrum@curriculum.wa.edu.au or faxed to (08) 9446 3854 Please ring (08) 9273 6746 for assistance or advice.

	Curriculum Framework values clusters	Name of program:	Tick box
3	Respect and concern for Others and their rights	<ul style="list-style-type: none"> Compassion and care: Each person has a right to receive care and compassion and have a life of dignity, free from harassment and discrimination. 	

Values influence behaviour and give meaning and purpose to our lives. The Curriculum Framework is underpinned by the core shared values below. It is important that programs endorsed by the Curriculum Council reflect these values. Whilst not all values need to be addressed, it is important that in emphasising one, the others are not contravened. For example, a program based on achievement of one's personal best must not be to the detriment of the environment. Please indicate the values implicit or explicit in the program by ticking the box next to the relevant dot points.

	Curriculum Framework values clusters	Name of program:	tick box
1.	<p>A pursuit of knowledge and commitment to achievement of potential <i>The lifelong disposition toward the quest for knowledge, as each person strives to understand the social and natural worlds and how best to make a contribution to these worlds. Each person is encouraged to achieve his or her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his or her own values and world views.</i></p>	<ul style="list-style-type: none"> Domains of human experiences: Each person should be encouraged to develop an understanding of all the domains of human experience; physical, emotional, intellectual, aesthetic, social, moral and spiritual. Empowerment: Each person should be encouraged to develop critical thinking, the creative imagination, interpersonal and vocational skills and basic competencies in the various forms of disciplined inquiry. Knowledge: Each person should recognise the tentative and limited nature of knowledge. Value systems: Each person should have the opportunity to explore different values and the right to develop a personal value system. Critical reflection: Each person should be encouraged to reflect critically on both the cultural heritage and the attitudes and values underlying current social trends and institutions. World views: Each person should be equipped with the tools to critically examine world views (both religious and non-religious), especially those dominant in his or her background and school community. 	
2.	<p>Self acceptance and respect of self <i>The acceptance and respect of self, resulting in attitudes and actions that develop each person's unique potential — physical, emotional, aesthetic, spiritual, intellectual, moral and social. Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.</i></p>	<ul style="list-style-type: none"> Uniqueness: Each person should acknowledge his or her own uniqueness and be encouraged to develop self-respect and dignity. Personal meaning: Each person should develop a sense of personal meaning and identity, and be encouraged to reflect critically on the ways in which that occurs. Ethical behaviour and responsibility: Each person has freedom of will, is responsible for his or her own conduct and should be encouraged to develop discernment on ethical issues and to recognise the need for truthfulness and integrity. Openness to learning: Each person should welcome opportunities for learning from all sources, including the formal study of the learned disciplines; from investigations, contemplation and the cultural tradition; and from people of divergent views. Initiative and enterprise: Each person should have the confidence to show initiative and be enterprising in his or her approach to life's challenges 	

		<ul style="list-style-type: none"> ▪ Equality: Each person has equal worth and basic rights, regardless of differences in race, gender, age, ability, religious belief, political affiliation, national origin, citizenship, regional location, or economic or household status. 	
		<ul style="list-style-type: none"> ▪ Respect: Each person should respect those of different opinion, temperament or background. 	
		<ul style="list-style-type: none"> ▪ Open learning environment: Each person has the right to a friendly learning environment. 	
		<ul style="list-style-type: none"> ▪ Individual differences: Each person differs in his or her readiness and ability to learn and has the right to be given access to available knowledge at a level appropriate to his or her developmental needs and interests. 	
		<ul style="list-style-type: none"> ▪ Cooperation/conflict resolution: Each person should strive to work cooperatively and to resolve conflict peacefully while respecting differences and valuing the other person. 	
		<ul style="list-style-type: none"> ▪ Family/home environment: Each person should recognise the importance of a secure and caring family/home environment 	
4.	<p>Social and civil responsibility <i>The commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others. This includes the encouragement of each person to participate in democratic processes, to value diversity of cultural expression, to respect legitimate authority, to promote social justice and to support the use of research for the improvement of the quality of life.</i></p>	<ul style="list-style-type: none"> ▪ Participation and citizenship: As a democratic society, Australia should encourage its members to participate in the political process and to contribute to community services consistent with good citizenship. 	
		<ul style="list-style-type: none"> ▪ Community: Interpersonal cooperation and social responsibility are encouraged. 	
		<ul style="list-style-type: none"> ▪ Diversity: The richness of many cultural expressions is recognised, and diversity in the context of shared community life is welcome. 	
		<ul style="list-style-type: none"> ▪ Contribution: Society has something to gain from every life, and should maximise the opportunities for all persons to contribute to the common good. 	
		<ul style="list-style-type: none"> ▪ Authority: People should respect legitimate and just authority structures and the rule of the law, while recognising and observing human rights. 	
		<ul style="list-style-type: none"> ▪ Reconciliation: Strategies of cooperation and reconciliation are preferred to coercion and confrontation, especially where groups or individuals are in conflict. 	
		<ul style="list-style-type: none"> ▪ Social justice: The right of each person to a fair share of society's economic and cultural resources is recognised. 	
		<ul style="list-style-type: none"> ▪ Responsibility and freedom: People have the right to choose their way of life, and are responsible for the impact of their choices on nature and other community members. 	
		<ul style="list-style-type: none"> ▪ Benefits of research: Society should support the advancement of knowledge in all its domains, promote scholarship and research that promise to improve the quality of life and share the benefits as widely as possible. 	
5.	<p>Environmental responsibility <i>The commitment to developing an appreciative awareness of the interdependence of all elements of the environment, including humans and human systems, and encouraging a respect and concern for Australia's natural and cultural heritage and for forms of resource use that are regenerative and sustainable.</i></p>	<ul style="list-style-type: none"> ▪ Cultural heritage: The cultural heritage of Australia, including Aboriginal sacred and archaeological cultural heritage, should be respected and maintained. 	
		<ul style="list-style-type: none"> ▪ Conservation of the environment: The management of the environment should take into account the need to preserve its diversity and balance for the future. 	
		<ul style="list-style-type: none"> ▪ Sustainable development: There is a need to continue to develop natural resources to sustain human life. This should be done in a way consistent with long-term ecological sustainability and rehabilitation practices. 	
		<ul style="list-style-type: none"> ▪ Diversity of species: Each person should recognise a need to preserve native habitats and arrest the extinction species. 	

Overarching learning outcomes

Name of program:

Please tick relevant boxes and elaborate if required.

1	Communication <i>Students use language to understand, develop and communicate ideas and information and interact with others.</i>	1.1 Use standard Australian English appropriately		
		1.2 Respond to cultural conventions and interpretation in their communication		
		1.3 Use and apply language strategies depending on context, purpose, purpose and audience		
		1.4 Know the specialist language and conventions of the disciplines		
2	Using numerical and spatial concepts <i>Students select, integrate and apply numerical and spatial concepts and techniques</i>	2.1 Apply quantitative knowledge to: a) understand new information and situations; b) solve problems and judge the reasonableness of particular uses of mathematics		
		2.2 Apply spatial knowledge to: a) understand new information and situation b) solve problems and judge the reasonableness of particular uses of mathematics		
3	Investigating and using information <i>Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others</i>	3.1 Recognise when information is required to respond to a situation		
		3.2 Pose questions, collect, organise and represent information appropriate to context, purpose and audience		
		3.3 Analyse and interpret information		
		3.4 Draw conclusions and make inferences from information		
4	Using technologies <i>Students select, use and adapt technologies</i>	4.1 Choose when and how they can use technological solutions to meet needs		
		4.2 Apply or operate an appropriate technology for a purpose		
		4.3 Evaluate technological innovation considering the ethical implication and advantage of technological change		
5	Thinking critically <i>Students describe and reason about patterns, structures and relationships to understand, interpret, justify and make predictions</i>	5.1 Observe similarities and connections between objects and events to draw relationships and make generalisations		
		5.2 Recognise, describe, explain and project pattern in a wide range of phenomena		
		5.3 Classify using structures and forms		
		5.4 Make predictions and draw logical conclusions		
6	Exploring ideas, opportunities and solutions <i>Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options</i>	6.1 Think laterally, offer possibilities, explore and evaluate new ideas		
		6.2 Generate a range of positions and solutions when approaching issues and problems		
		6.3 See opportunity and potential in developing and extending ideas, including those based on intuition, insight and speculation		
		6.4 Investigate alternatives, visualise consequences and implications		
7	Using scientific understandings <i>Students understand and appreciate the physical, biological and technological world and have the knowledge and skills to make decisions in relation to it</i>	7.1 Understand and appreciate the workings of the physical world and devise sustainable solutions in relation to it		
		7.2 Understand appreciate the workings of the biological world and devise sustainable solutions in relation to it		
		7.3 Understand and appreciate the workings of the technological world and devise sustainable solutions in relation to it		
Overarching learning outcomes		Name of program:		
8	Active Australian citizenship <i>Students understand their culture,</i>	8.1 Understand their culture context for active participation in life in Australia		

	<i>geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia</i>	8.2 Understand their geographical context for active participation in life in Australia		
		8.3 Understand their historical context for active participation in life in Australia		
9	Cultural interaction <i>Students interact with people and cultures other than their own and are equipped to contribute to the global community</i>	9.1 Understand the relationship between language and its social and cultural contexts		
		9.2 Interact and communicate effectively with people from other cultural groups and countries		
		9.3 Recognise the essence of being human and of their obligation as global citizens		
10	Engaging in creative activity <i>Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others</i>	10.1 Understand the contribution of cultural heritages to creative endeavours		
		10.2 Produce their own creative works		
		10.3 Understand and engage with the socially-significant achievements and creations of others		
11	Valuing personal growth and well-being <i>Students value and implement practices that promote personal growth and well-being</i>	11.1 Understands the interconnectedness among values, practices and the dimensions of health		
		11.2 Explore value and belief systems as a means of personal growth		
		11.3 Have a positive attitude toward and implement practices that reflect the importance of a balanced, managed, active, enjoyable and productive lifestyle		
12	Learning independently and collaboratively <i>Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively</i>	12.1 Plan, reflect on and direct own learning, knowing when to seek help from adults, peers, print resources and technology		
		12.2 Apply strategies to get going, work through, persist with and learn from problems independently		
		12.3 Recognise when collaboration will enhance their work and work well with others contributing in various ways		
13	Recognising rights and behaving responsibly <i>Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly</i>	13.1 Respect the rights of others to equal access to resources and to a work and leisure environment, which is non-threatening and free from harassment		
		13.2 Understand the rights and responsibilities associated with living in a democratic society and the need for policies and laws which provide redress for, and sanctions against, certain forms of unacceptable behaviour		
		13.3 Take responsibility for own actions, and reflect on the effects of actions in order to learn from experiences		
		13.4 Recognise a collective obligation to assist others to be respected and safe and accept personal responsibility for emotional and physical safety		

Signature:

Date: