



Café Skills

Integrated Learning



Learning Requirements

Students are expected to:

1. develop and apply knowledge, concepts, and/or skills for a purpose
2. develop, extend, and apply one or more capabilities
3. identify and explore information, concepts, and ideas
4. work collaboratively with others
5. communicate ideas and informed opinions
6. develop self-awareness to reflect on progress in learning.



Integrated Learning

- What is an Integrated Learning program?
- An Integrated Learning Program is a focussed study that has a purpose, product or an outcome.
- An Integrated Learning Program is undertaken by a group of students in a school, or a student or students involved in a community group, allowing them to explore their connections with the wider community.

Integrated Learning – Café Skills

The Café Skills Integrated Learning program will progress through three separate but interlinked projects, building cumulatively on your learning.

These are:

- Friday morning coffee orders for staff
- Musical Matinee Café
- Parent Café during Friday Sport

Key Areas of Study



Developing the Capability for Communication



Developing the Capability for Citizenship



Developing the Capability for Personal Development



Developing the Capability for Work



Developing the Capability for Learning

Assessment Scope and Requirements

The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:

- 1) Practical
- 2) Group Activity
- 3) Folio and Discussion

Assessment Design Criteria



- Application
- Investigation
- Communication and Collaboration
- Reflection
- Understanding

Each of the criteria has specific features that are assessed across the whole program. Not each specific feature is assessed in every task. You will be given multiple opportunities to demonstrate your learning against each criteria.



Assessment Type 1: Practical

- Students undertake at least one practical
- Learning by doing - addressing real problems, interacting and collaborating with others
- Can involve a single activity or combination of smaller activities that allow students to demonstrate application of their knowledge, concepts, skills and understanding for a specific purpose
- Students are given the opportunity to participate in peer and self-assessment



Practical Activity - Evidence of learning

Students provide evidence of their learning in relation to the following assessment design criteria:

- Application
- Reflection
- Understanding

In Café Skills, the practical skills will involve taking food and drink orders, making and serving coffees, food safety and hygiene, menu planning and production, customer service, problem solving etc.

Assessment Type 2 - Group Activity

Students:


- Undertake at least one group activity
- Work collaboratively to plan, organise and implement an activity or project linked to the practical assessment
- Share decision making and responsibilities
- Reflect on their contribution and collaborative outcome
- Participate in peer and self-assessment



Group Activity - Evidence of Learning

Students provide evidence of their learning in relation to the following assessment design criteria:

- Application
- Investigation
- Communication and Collaboration
- Reflection



Assessment Type 3 - Folio and Discussion

Students undertake at least one assessment for the folio and discussion.

You will need to think carefully and plan how you will document and keep your evidence.



Folio

Students develop a folio to support discussion. The folio demonstrates the depth, extent, and focus of the learning that has taken place. A folio may consist of material such as notes, diagrams, models, observations, experiments, fieldwork, photographs, visual texts, audio texts, formulae, or an e-folio.

For Café Skills, your folio may contain recipes, plans, costings, menus, photographs, etc.



Discussion

Students:

- Discuss aspects of the process and outcome of their Integrated Learning program with their teacher and class group, and support their views with evidence from their folio.
- Respond to questions (from teacher or peers) about their learning as demonstrated through their folio
- Contribute to discussion by offering comments in a general forum
- Ensure Discussions are a maximum of ten minutes
- Evidence of the Discussion can be through digital recording and/or student/teacher notes

We need to give some thought as to how we keep evidence of the discussion



Performance Standards

The Performance Standards describe five levels of achievement, A - E

- Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated their learning.
- During the teaching and learning program, the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.
- Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

Performance Standards

Performance standards for Integrated Learning

	Application and Development	Inquiry and Reflection	Collaboration and Communication
A	<p>In-depth development of knowledge, concepts, and/or skills in relation to the program focus.</p> <p>Thoughtful and consistent application of a range of knowledge, concepts, and skills for a purpose.</p> <p>Effective development and insightful application of a chosen capability/or chosen capabilities.</p>	<p>In-depth exploration of relevant information, concepts, and ideas using a variety of sources.</p> <p>In-depth reflection of the student's own learning through self-assessment and feedback from others.</p>	<p>Sustained and productive collaboration with others.</p> <p>Perceptive communication of ideas and opinions.</p>
B	<p>Some depth in development of knowledge, concepts, and/or skills in relation to the program focus.</p> <p>Considered application of a range of knowledge, concepts, and skills for a purpose.</p> <p>Focused development and some insightfulness in the application of a chosen capability/or chosen capabilities.</p>	<p>Some depth in exploration of relevant information, concepts, and ideas using a variety of sources.</p> <p>Some depth in reflection of the student's own learning through self-assessment and feedback from others.</p>	<p>Effective collaboration with others.</p> <p>Some perceptive communication of ideas and opinions.</p>
C	<p>Competent development of knowledge, concepts, and/or skills in relation to the program focus.</p> <p>Competent application of knowledge, concepts, and/or skills for a purpose.</p> <p>Competent development and application of a chosen capability/or chosen capabilities.</p>	<p>Competent exploration of relevant information, concepts, and ideas using a variety of sources.</p> <p>Reflection of the student's own learning through self-assessment and feedback from others.</p>	<p>Some effective collaboration with others.</p> <p>Generally considered communication of ideas and opinions.</p>
D	<p>Partial development of some knowledge and/or skills in relation to the program focus.</p> <p>Some basic application of knowledge and/or skills, with some relationship to a purpose.</p> <p>Partial development and some basic application of a chosen capability/or chosen capabilities.</p>	<p>Identification and gathering of some relevant information from more than one source.</p> <p>Some acknowledgment of the student's own learning through self-assessment and feedback from others.</p>	<p>Occasional collaboration with others.</p> <p>Some description of ideas and/or opinions.</p>
E	<p>Attempted development of some knowledge and/or a skill in relation to the program focus.</p> <p>Attempted application of knowledge and/or skill with some attempted link to a purpose.</p> <p>Emerging development and attempted application of a chosen capability/or chosen capabilities.</p>	<p>Identification of information in one or more source, which may have some relevance.</p> <p>Emerging recognition of the student's own learning through self-assessment and feedback from others.</p>	<p>Some attempt to work collaboratively with others.</p> <p>Brief description of an idea and/or opinion.</p>