Connecting Challenging Inspiring

Study Hacks

A workshop for parents and carers

Asgard Theatre
Canberra College

http://bit.ly/studyhacksatCC

Acknowledgement of Country

Outline

Welcome and Introduction

Focus of school

- Growth Mindset
- Skill Development
- General Capabilities

Tips for Studying - knowledge, understanding and critical thinking

- Memory and learning
- Encouraging critical thinking

Research, Investigation, Communication and work practices

- Researching
- General Advice for Studying
- AST

To access this slide show: http://bit.ly/studyhacksatCC

Growth Mindset

FIXED MINDSET		GROWTH MINDSET
• SOMETHING YOU'RE BORN WITH • FIXED	SKILLS	• COME FROM HARD WORK. • CAN ALWAYS IMPROVE
• SOMETHING TO AVOID • COULD REVEAL LACK OF SKILL • TEND TO GIVE UP EASILY	CHALLENGES	• SHOULD BE EMBRACED • AN OPPORTUNITY TO GROW. • MORE PERSISTANT
• UNNECESSARY • SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH	EFFORT	• ESSENTIAL • A PATH TO MASTERY
• GET DEFENSIVE • TAKE IT PERSONAL	FEEDBACK	• USEFUL • SOMETHING TO LEARN FROM • IDENTIFY AREAS TO IMPROVE
• BLAME OTHERS • GET DISCOURAGED	SETBACKS	• USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.

Sparring Mind. 2020. The Most Important Mindset for Long-term Success. [ONLINE] Available at: https://www.sparringmind.com/growth-mindset/. [Accessed 26 February 2020].

PARENT'S GUIDE TO A GROWTH MINDSET

Big Life Journal

www.biglifejournal.com

PRAISE

FOR:

EFFORT
STRATEGIES
PROGRESS
HARD WORK
PERSISTENCE
RISING TO A CHALLENGE
LEARNING FROM A MISTAKE

NOT FOR:

BEING SMART
BORN GIFTED
TALENT
FIXED ABILITIES
NOT MAKING MISTAKES

SAY:

"YOU TRIED VERY HARD AND YOU USED THE RIGHT STRATEGY!"
"WHAT A CREATIVE WAY TO SOLVE THAT PROBLEM."

GROWTH MINDSET

YOU CAN GROW YOUR INTELLIGENCE

VS

FIXED MINDSET

YOU CAN'T IMPROVE NATURAL ABILITIES YOU WERE BORN WITH

FAILURES AND MISTAKES = LEARNING

SAY:

"YOU CAN LEARN FROM YOUR MISTAKES."
"MISTAKES HELP YOU IMPROVE."
"LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

ASK

"WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"
"WHAT NEW STRATEGIES DID YOU TRY?"
"WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"
"WHAT DID YOU TRY HARD AT TODAY?"

BRAIN CAN GROW

SAY:

"YOUR BRAIN IS LIKE A MUSCLE. WHEN YOU LEARN, YOUR BRAIN GROWS. THE FEELING OF THIS BEING HARD IS THE FEELING OF YOUR BRAIN GROWING!"

THE POWER OF "NOT YET"

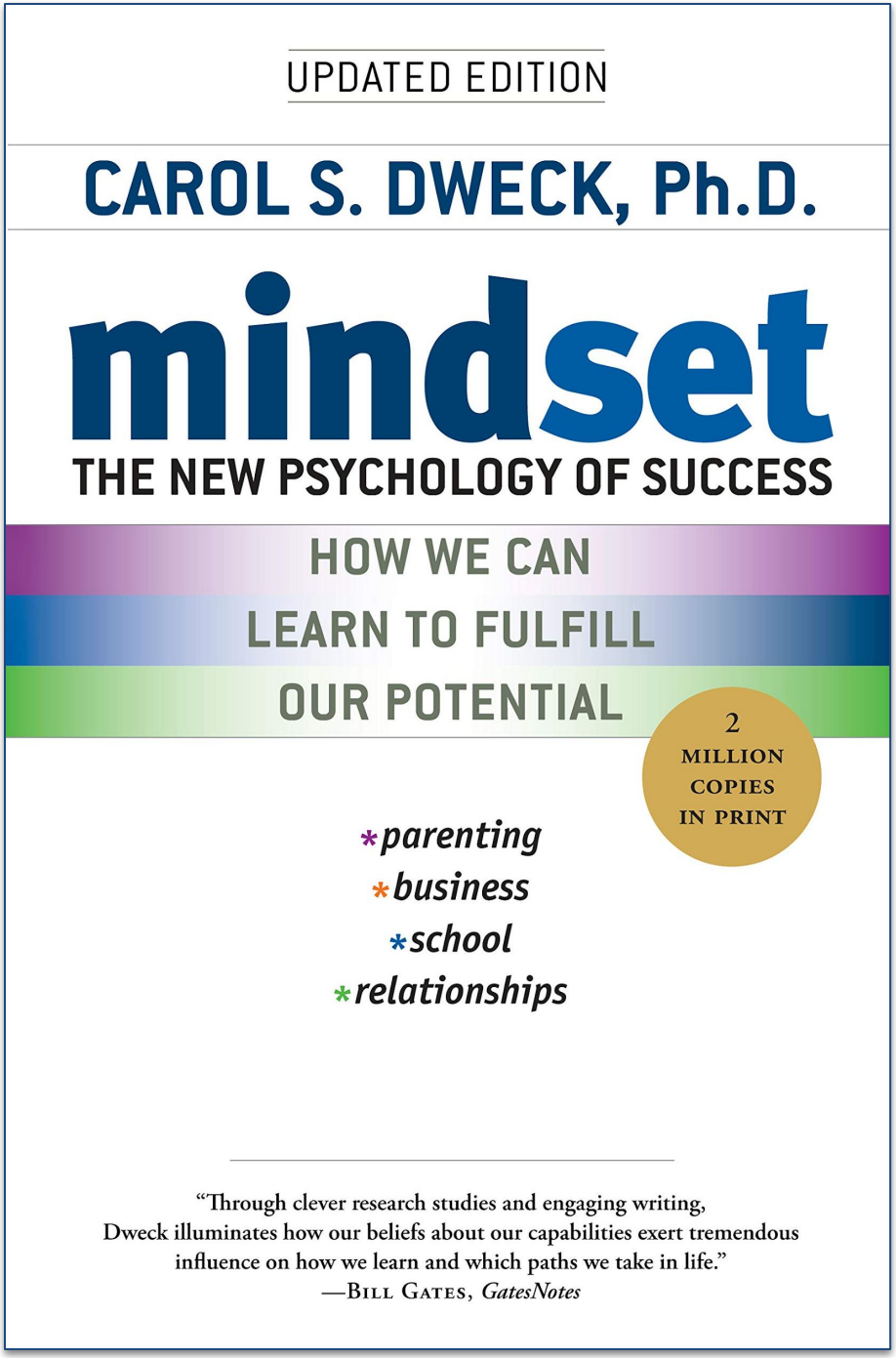
SAY:

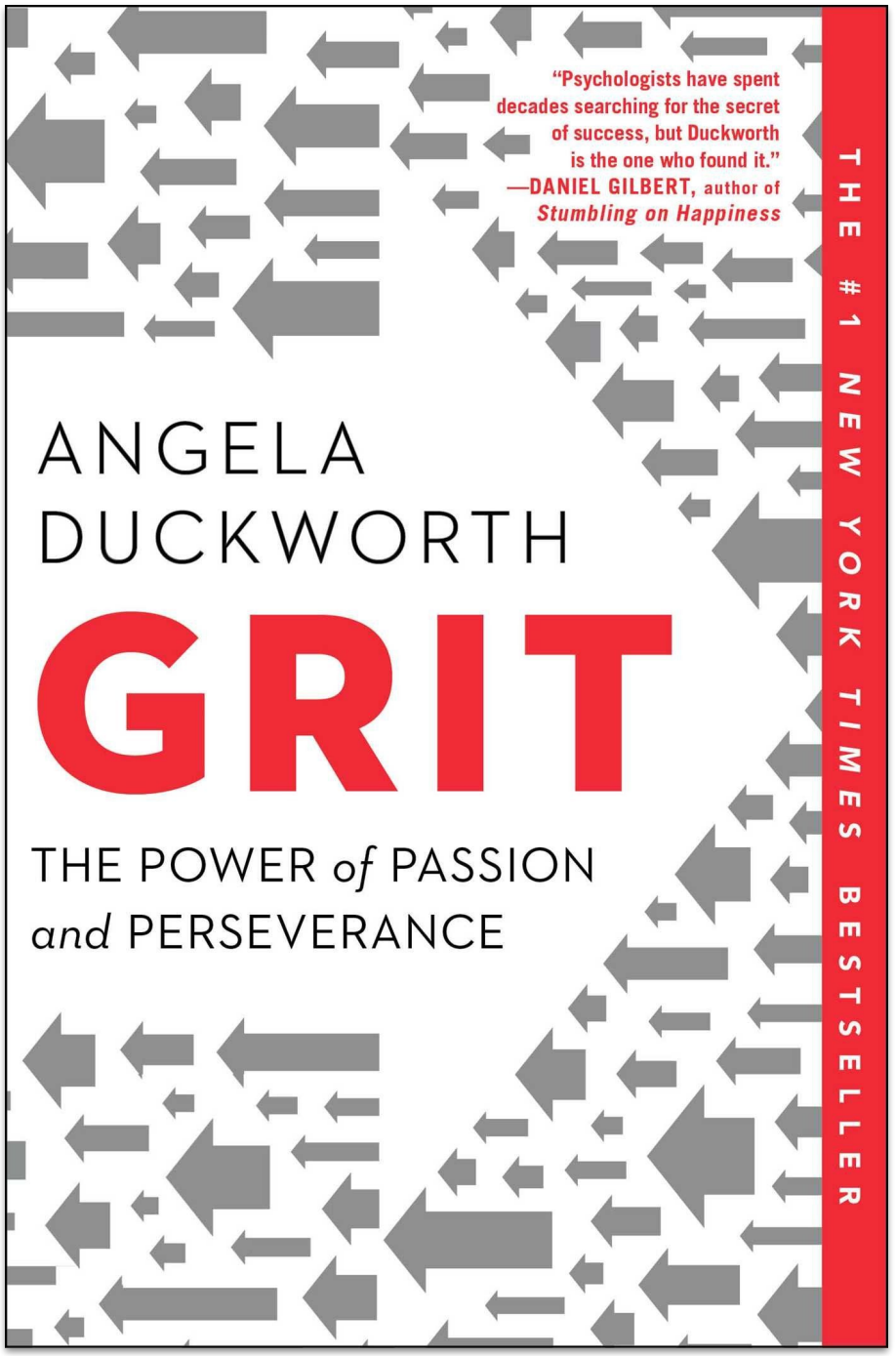
"YOU CAN'T DO IT YET".
"YOU DON'T KNOW IT YET."
"BUT IF YOU LEARN AND PRACTICE, YOU WILL!"

RECOGNIZE YOUR OWN MINDSET

BE MINDFUL OF YOUR OWN THINKING AND OF THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.

BASED ON CAROL DWECK'S BOOK "MINDSET: THE NEW PSYCHOLOGY OF SUCCESS"


UPDATED EDITION
CAROL S. DWECK, Ph.D.
mindset
THE NEW PSYCHOLOGY OF SUCCESS
HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL
2 MILLION COPIES IN PRINT
*parenting
*business
*school
*relationships
"Through clever research studies and engaging writing, Dweck illuminates how our beliefs about our capabilities exert tremendous influence on how we learn and which paths we take in life."
—Bill Gates, GatesNotes


"Psychologists have spent decades searching for the secret of success, but Duckworth is the one who found it."
—DANIEL GILBERT, author of Stumbling on Happiness
THE #1 NEW YORK TIMES BESTSELLER
ANGELA DUCKWORTH
GRIT
THE POWER of PASSION and PERSEVERANCE

Skills for the future

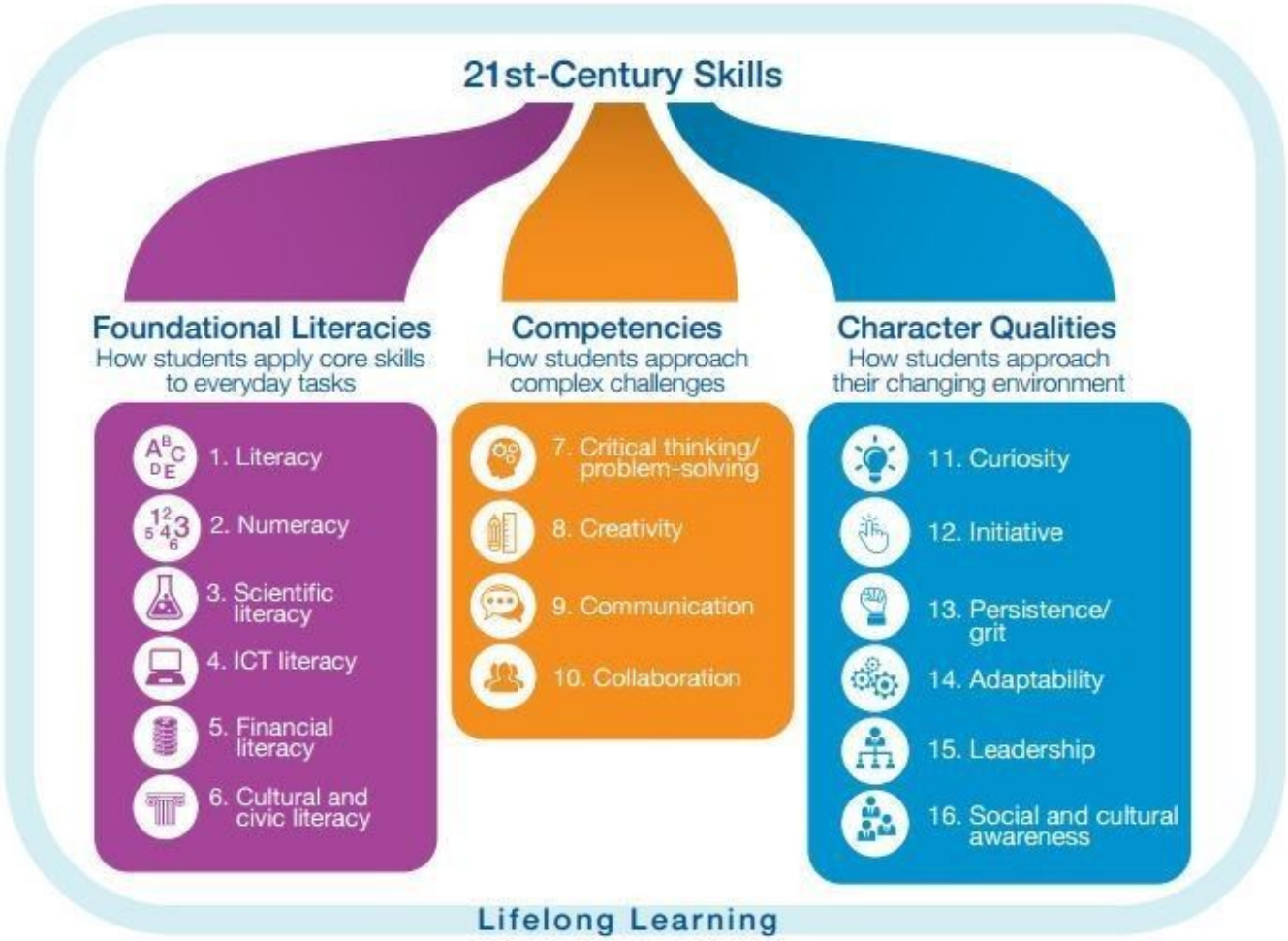


Image: World Economic Forum, New Vision for Education (2015)

Australian Curriculum General Capabilities

Australian Curriculum. 2020. General Capabilities. [ONLINE] Available at: https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/. [Accessed 26 February 2020].

Assessment of Capabilities

Knowledge and Understanding

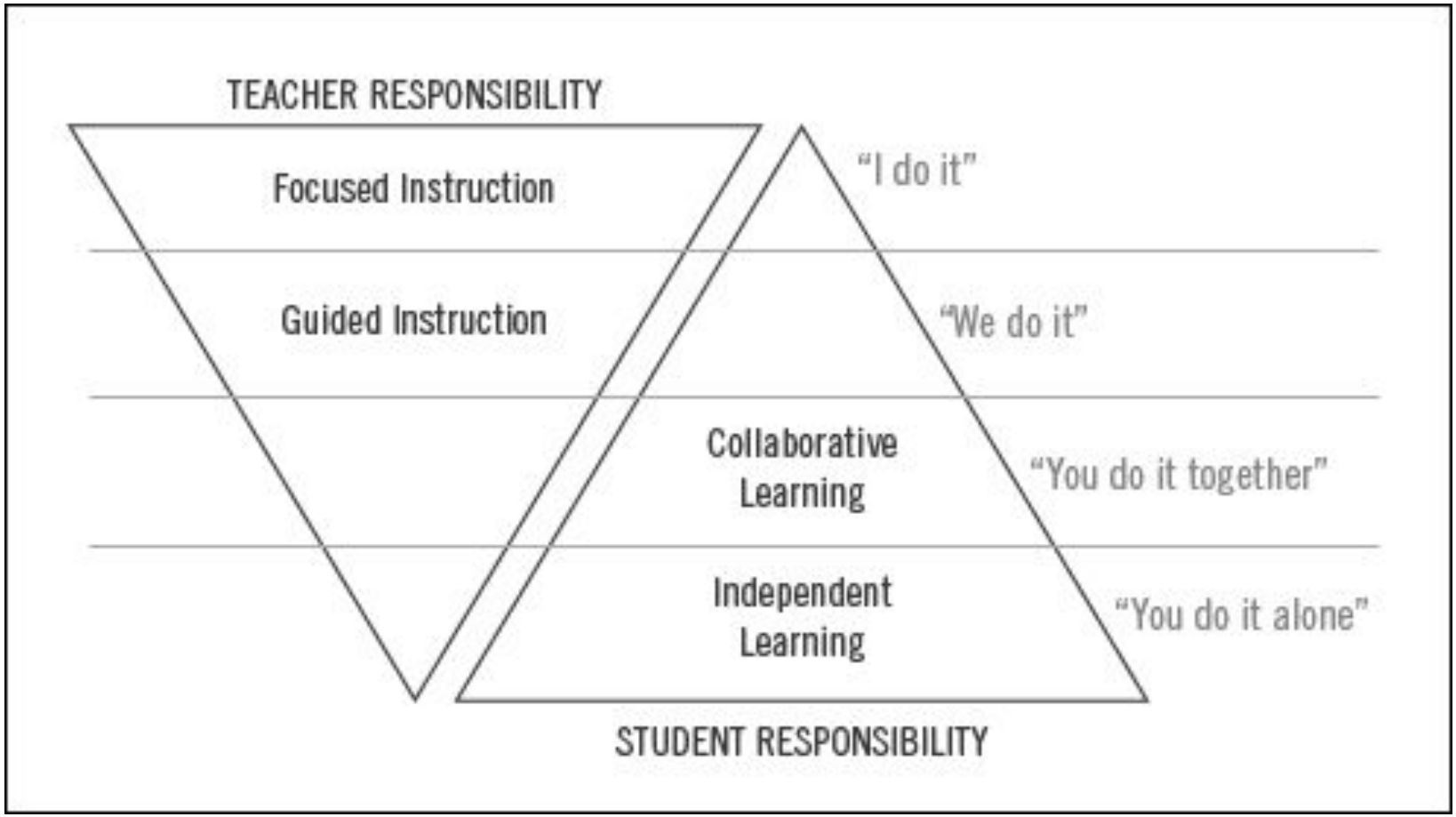
Investigation

Communication

Work practices

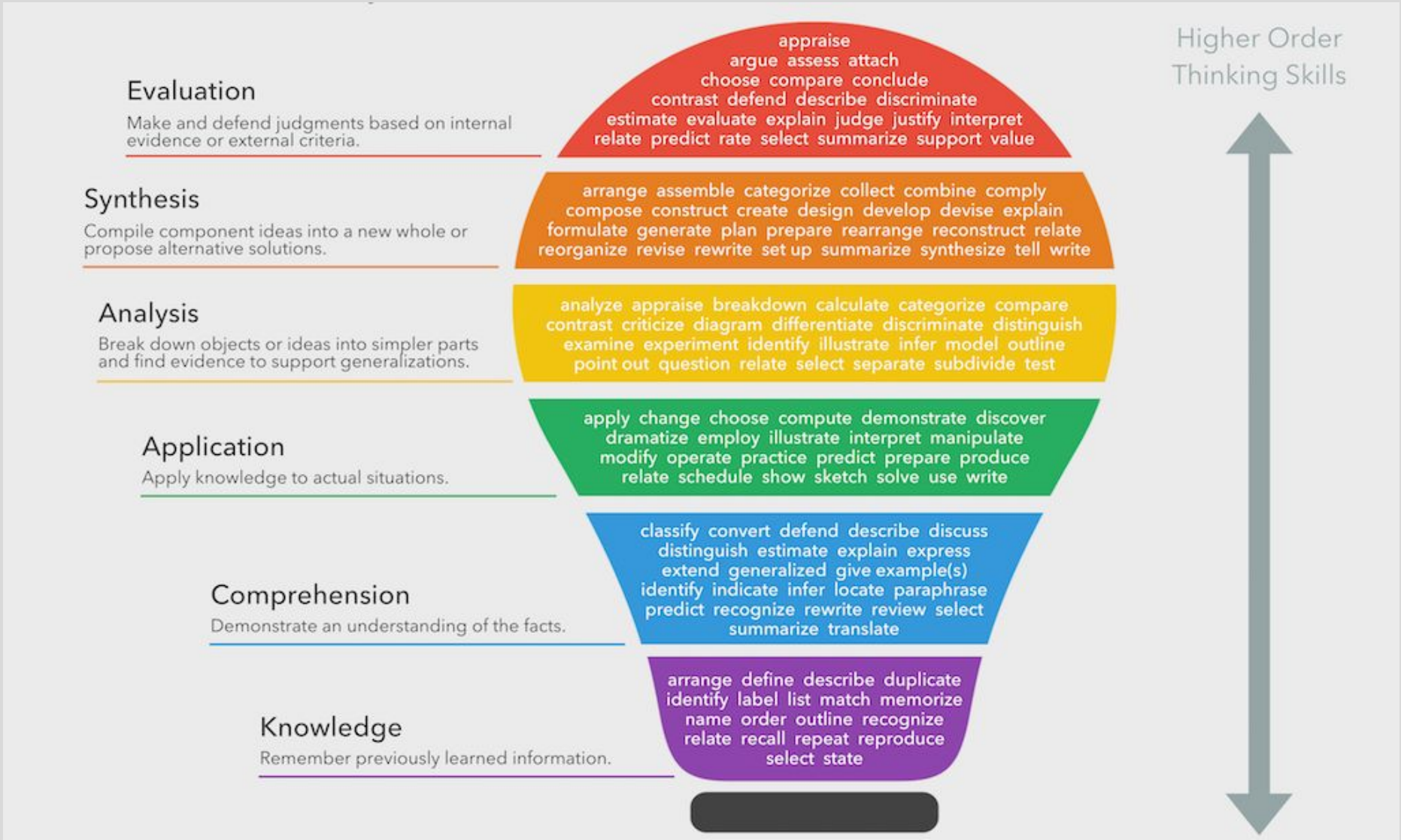
Critical Thinking

Ways we teach



Fisher, D. and Frey, N., 2007. *The Formative Assessment Action Plan*. 1st ed. Alexandria, VA: ASCD.

Knowledge, Understanding and Critical Thinking



fractus learning, (2020), *Blooms Taxonomy* [ONLINE]. Available at: https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/ [Accessed 27 February 2020].

Studying

- Studying involves any activity which promotes memorising and understanding within and between topics.

- Studying also involves practice in applying understanding, analysing, problem-solving, creating, etc.

- The practice reinforces the pathways made in the brain and makes them automatic.

Memorising

The brain is designed to forget. It forgets at two speeds: fast and slow.

Slow forgetting takes place over years and is a normal process. Even well known information can be forgotten in time.

Fast forgetting takes place very quickly and is the result of not putting the information into long term memory, or not repeating it enough, or not attaching to a strong emotion, or when new information is in conflict with what is already learnt.

Memorising

There are two ways of remembering

- **Recognition**
- **Recall**

Recognition memory works only on an external cue. For example, you will recognise the work from the lesson yesterday when it is put in front of you.

Recalling the information requires you to remember without that external cue. For example, answering the question “What did you do yesterday?”

Recognition memory

The trouble with recognition memory is it gives you the impression that you know the information.

Students make the mistake of thinking that just because they recognise something, they will be able to recall the information when needed (e.g., in exam). **This leads to blanking in the exam.**

Recall Memory

Recall memory is naturally effortful. Recall only becomes less effortful (automatic) through practice of specific kinds.

Automatic recall is where you need to be for assessment.

Simply copying information is not enough even done 100 times.

Tools for storing information in recall memory

Some of the simplest tools include:

- Glossaries
- Look Cover Write Say Check
- Mnemonics and Association
- Practice

Glossaries

Most useful in subjects with lots of new words to learn, e.g., Languages, Sciences and Behavioural Sciences

A glossary consists of lists of words and meanings

You can tick them off as you learn to recall each one.

Look Cover Write Say Check

Recall memory is stimulated by practising without looking.

Trying to repeat something without reference to anything will stimulate storage in recall memory (long term storage). This must be done 5 times correctly (No less – and no more is needed).

Mnemonics

This is an enormous variety of activities that associate what you need to learn with something more familiar and memorable.

Simple rhymes are common.

They require imagination, association and location.

Use pleasant, vivid and multi-dimensional associations.

Mnemonics

Remembering chemical symbols

Female pumping **Iron** **Cu**te **Copper**

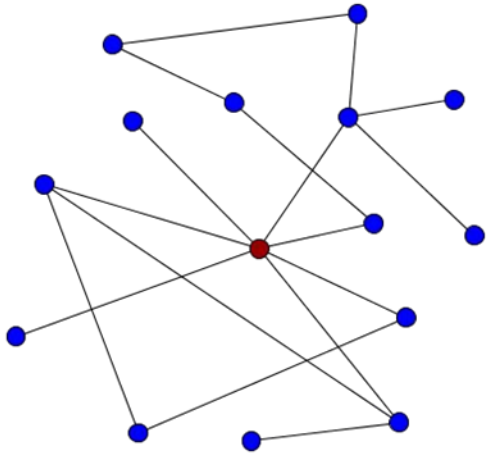
p. 53 Try one for Gold Au

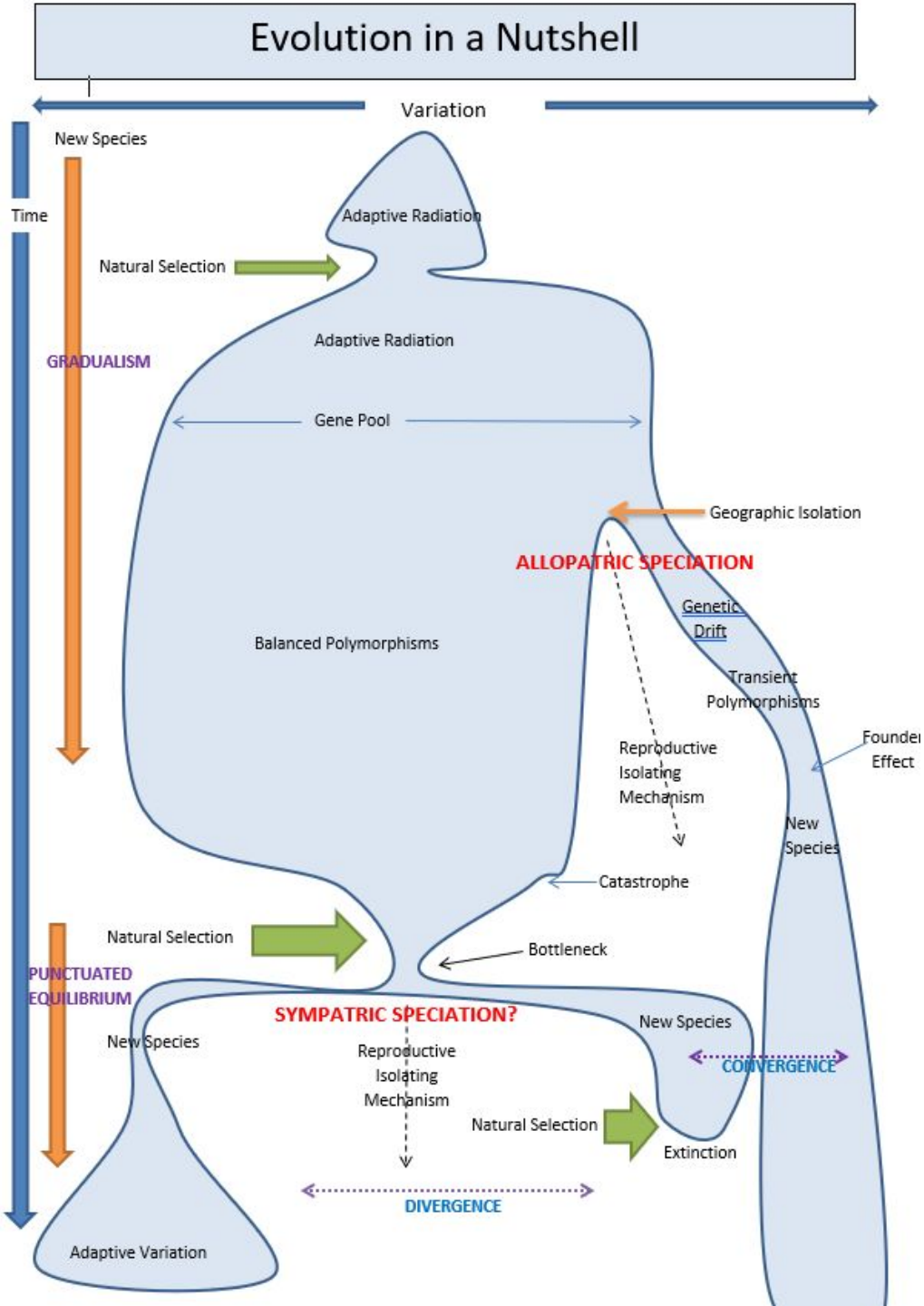
Connecting

Visual organisers are a simple way of connecting the memorised facts by linking them in a way that makes sense to you. This makes a physical connection in the brain. This allows you to recall anything in the network from any place in the network –

This is Understanding.

One of the best of these is the concept map.




Evolution in a Nutshell
Variation
New Species
Time
Adaptive Radiation
Natural Selection
Adaptive Radiation
GRADUALISM
Gene Pool
Geographic Isolation
ALLOPATRIC SPECIATION
Genetic Drift
Balanced Polymorphisms
Transient Polymorphisms
Reproductive Isolating Mechanism
Founder Effect
New Species
Catastrophe
Natural Selection
Bottleneck
PUNCTUATED EQUILIBRIUM
SYMPATRIC SPECIATION?
New Species
New Species
Reproductive Isolating Mechanism
CONVERGENCE
Natural Selection
Extinction
DIVERGENCE
Adaptive Variation

Los Alamos National Laboratory Chemistry Division

Periodic Table of the Elements

1A	2A	3B	4B	5B	6B	7B	8B	8B	8B	1B	2B	3A	4A	5A	6A	7A	8A
1 H $1s^1$ hydrogen 1.008																	2 He $1s^2$ helium 4.003
3 Li [He]$2s^1$ lithium 6.94	4 Be [He]$2s^2$ beryllium 9.012											5 B [He]$2s^2 2p^1$ boron 10.81	6 C [He]$2s^2 2p^2$ carbon 12.01	7 N [He]$2s^2 2p^3$ nitrogen 14.01	8 O [He]$2s^2 2p^4$ oxygen 16.00	9 F [He]$2s^2 2p^5$ fluorine 19.00	10 Ne [He]$2s^2 2p^6$ neon 20.18
11 Na [Ne]$3s^1$ sodium 22.99	12 Mg [Ne]$3s^2$ magnesium 24.31											13 Al [Ne]$3s^2 3p^1$ aluminum 26.98	14 Si [Ne]$3s^2 3p^2$ silicon 28.09	15 P [Ne]$3s^2 3p^3$ phosphorus 30.97	16 S [Ne]$3s^2 3p^4$ sulfur 32.06	17 Cl [Ne]$3s^2 3p^5$ chlorine 35.45	18 Ar [Ne]$3s^2 3p^6$ argon 39.95
19 K [Ar]$4s^1$ potassium 39.10	20 Ca [Ar]$4s^2$ calcium 40.08	21 Sc [Ar]$4s^2 3d^1$ scandium 44.96	22 Ti [Ar]$4s^2 3d^2$ titanium 47.88	23 V [Ar]$4s^2 3d^3$ vanadium 50.94	24 Cr [Ar]$4s^1 3d^5$ chromium 52.00	25 Mn [Ar]$4s^2 3d^5$ manganese 54.94	26 Fe [Ar]$4s^2 3d^6$ iron 55.85	27 Co [Ar]$4s^2 3d^7$ cobalt 58.93	28 Ni [Ar]$4s^2 3d^8$ nickel 58.69	29 Cu [Ar]$4s^1 3d^{10}$ copper 63.55	30 Zn [Ar]$4s^2 3d^{10}$ zinc 65.39	31 Ga [Ar]$4s^2 3d^{10} 4p^1$ gallium 69.72	32 Ge [Ar]$4s^2 3d^{10} 4p^2$ germanium 72.64	33 As [Ar]$4s^2 3d^{10} 4p^3$ arsenic 74.92	34 Se [Ar]$4s^2 3d^{10} 4p^4$ selenium 78.96	35 Br [Ar]$4s^2 3d^{10} 4p^5$ bromine 79.90	36 Kr [Ar]$4s^2 3d^{10} 4p^6$ krypton 83.79
37 Rb [Kr]$5s^1$ rubidium 85.47	38 Sr [Kr]$5s^2$ strontium 87.62	39 Y [Kr]$5s^2 4d^1$ yttrium 88.91	40 Zr [Kr]$5s^2 4d^2$ zirconium 91.22	41 Nb [Kr]$5s^1 4d^4$ niobium 92.91	42 Mo [Kr]$5s^1 4d^5$ molybdenum 95.96	43 Tc [Kr]$5s^2 4d^5$ technetium (98)	44 Ru [Kr]$5s^1 4d^7$ ruthenium 101.1	45 Rh [Kr]$5s^1 4d^8$ rhodium 102.9	46 Pd [Kr]$4d^{10}$ palladium 106.4	47 Ag [Kr]$5s^1 4d^{10}$ silver 107.9	48 Cd [Kr]$5s^2 4d^{10}$ cadmium 112.4	49 In [Kr]$5s^2 4d^{10} 5p^1$ indium 114.8	50 Sn [Kr]$5s^2 4d^{10} 5p^2$ tin 118.7	51 Sb [Kr]$5s^2 4d^{10} 5p^3$ antimony 121.8	52 Te [Kr]$5s^2 4d^{10} 5p^4$ tellurium 127.6	53 I [Kr]$5s^2 4d^{10} 5p^5$ iodine 126.9	54 Xe [Kr]$5s^2 4d^{10} 5p^6$ xenon 131.3
55 Cs [Xe]$6s^1$ cesium 132.9	56 Ba [Xe]$6s^2$ barium 137.3	*	72 Hf [Xe]$6s^2 4f^{14} 5d^2$ hafnium 178.5	73 Ta [Xe]$6s^2 4f^{14} 5d^3$ tantalum 180.9	74 W [Xe]$6s^2 4f^{14} 5d^4$ tungsten 183.9	75 Re [Xe]$6s^2 4f^{14} 5d^5$ rhenium 186.2	76 Os [Xe]$6s^2 4f^{14} 5d^6$ osmium 190.2	77 Ir [Xe]$6s^2 4f^{14} 5d^7$ iridium 192.2	78 Pt [Xe]$6s^1 4f^{14} 5d^9$ platinum 195.1	79 Au [Xe]$6s^1 4f^{14} 5d^{10}$ gold 197.0	80 Hg [Xe]$6s^2 4f^{14} 5d^{10}$ mercury 200.5	81 Tl [Xe]$6s^2 4f^{14} 5d^{10} 6p^1$ thallium 204.4	82 Pb [Xe]$6s^2 4f^{14} 5d^{10} 6p^2$ lead 207.2	83 Bi [Xe]$6s^2 4f^{14} 5d^{10} 6p^3$ bismuth 209.0	84 Po [Xe]$6s^2 4f^{14} 5d^{10} 6p^4$ polonium (209)	85 At [Xe]$6s^2 4f^{14} 5d^{10} 6p^5$ astatine (210)	86 Rn [Xe]$6s^2 4f^{14} 5d^{10} 6p^6$ radon (222)
87 Fr [Rn]$7s^1$ francium (223)	88 Ra [Rn]$7s^2$ radium (226)	**	104 Rf [Rn]$7s^2 5f^{14} 6d^2$ rutherfordium (267)	105 Db [Rn]$7s^2 5f^{14} 6d^3$ dubnium (268)	106 Sg [Rn]$7s^2 5f^{14} 6d^4$ seaborgium (269)	107 Bh [Rn]$7s^2 5f^{14} 6d^5$ bohrium (270)	108 Hs [Rn]$7s^2 5f^{14} 6d^6$ hassium (277)	109 Mt [Rn]$7s^2 5f^{14} 6d^7$ meitnerium (278)	110 Ds [Rn]$7s^1 5f^{14} 6d^9$ darmstadtium (281)	111 Rg [Rn]$7s^1 5f^{14} 6d^9$ roentgenium (282)	112 Cn [Rn]$7s^2 5f^{14} 6d^9$ copernicium (285)	113 Nh [Rn]$7s^2 7p^1 5f^{14} 6d^{10}$ (predicted)[1] nihonium (286)	114 Fl [Rn]$7s^2 7p^2 5f^{14} 6d^{10}$ (predicted)[2] flerovium (289)	115 Mc [Rn]$7s^2 7p^3 5f^{14} 6d^{10}$ (predicted)[1] moscovium (289)	116 Lv [Rn]$7s^2 7p^4 5f^{14} 6d^{10}$ (predicted)[1] livermorium (293)	117 Ts [Rn]$7s^2 7p^5 5f^{14} 6d^{10}$ (predicted)[4] tennessine (294)	118 Og [Rn]$7s^2 7p^6 5f^{14} 6d^{10}$ (predicted)[1][3] oganesson (294)

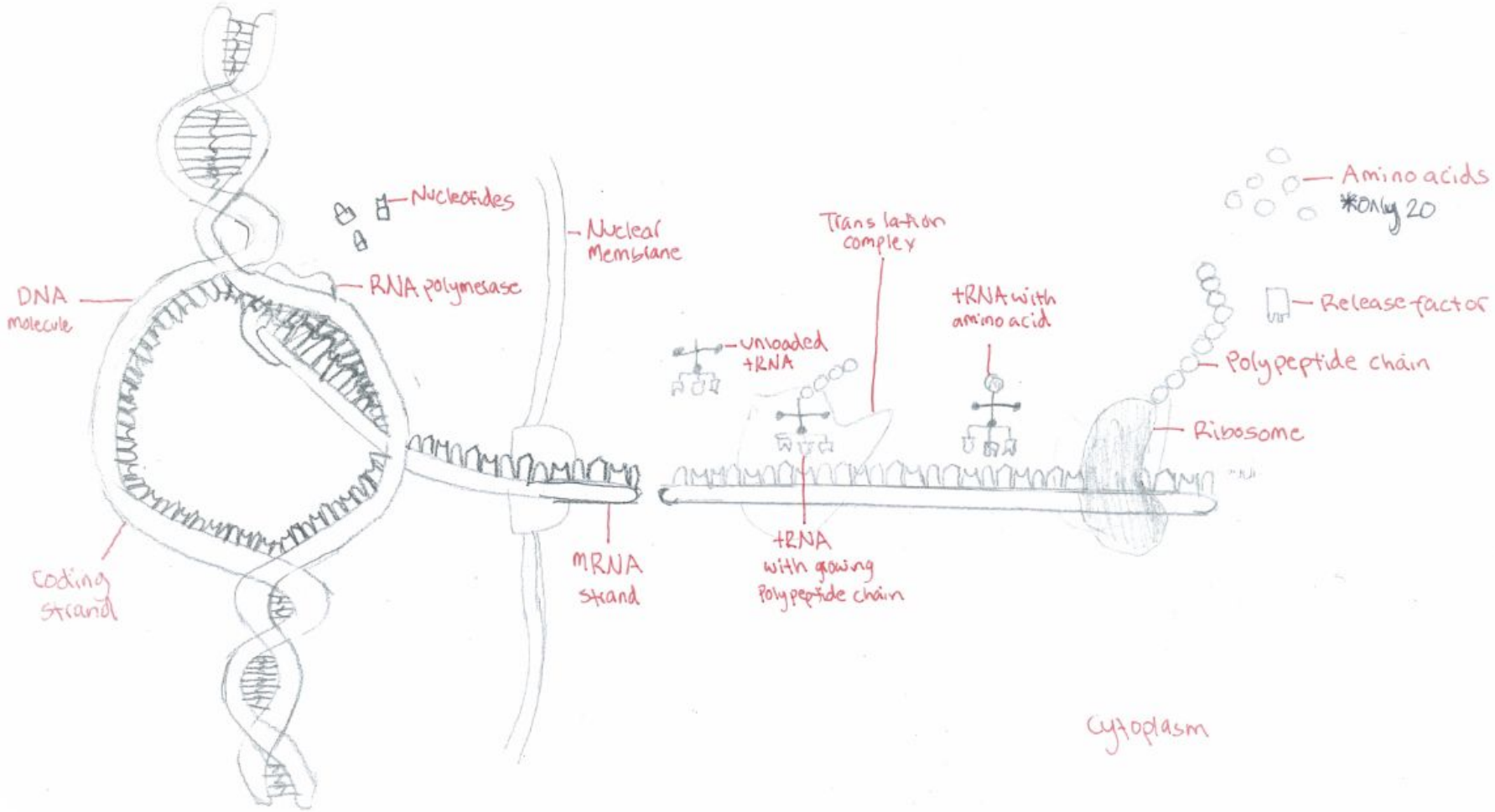
Lanthanide Series*	57 La [Xe]$6s^2 5d^1$ lanthanum 138.9	58 Ce [Xe]$6s^2 4f^1 5d^1$ cerium 140.1	59 Pr [Xe]$6s^2 4f^3$ praseodymium 140.9	60 Nd [Xe]$6s^2 4f^4$ neodymium 144.2	61 Pm [Xe]$6s^2 4f^5$ promethium (145)	62 Sm [Xe]$6s^2 4f^6$ samarium 150.4	63 Eu [Xe]$6s^2 4f^7$ europium 152.0	64 Gd [Xe]$6s^2 4f^7 5d^1$ gadolinium 157.2	65 Tb [Xe]$6s^2 4f^9$ terbium 158.9	66 Dy [Xe]$6s^2 4f^{10}$ dysprosium 162.5	67 Ho [Xe]$6s^2 4f^{11}$ holmium 164.9	68 Er [Xe]$6s^2 4f^{12}$ erbium 167.3	69 Tm [Xe]$6s^2 4f^{13}$ thulium 168.9	70 Yb [Xe]$6s^2 4f^{14}$ ytterbium 173.0	71 Lu [Xe]$6s^2 4f^{14} 5d^1$ lutetium 175.0
Actinide Series**	89 Ac [Rn]$7s^2 6d^1$ actinium (227)	90 Th [Rn]$7s^2 6d^2$ thorium 232	91 Pa [Rn]$7s^2 5f^2 6d^1$ protactinium 231	92 U [Rn]$7s^2 5f^3 6d^1$ uranium 238	93 Np [Rn]$7s^2 5f^4 6d^1$ neptunium (237)	94 Pu [Rn]$7s^2 5f^6$ plutonium (244)	95 Am [Rn]$7s^2 5f^7$ americium (243)	96 Cm [Rn]$7s^2 5f^7 6d^1$ curium (247)	97 Bk [Rn]$7s^2 5f^9$ berkelium (247)	98 Cf [Rn]$7s^2 5f^{10}$ californium (251)	99 Es [Rn]$7s^2 5f^{11}$ einsteinium (252)	100 Fm [Rn]$7s^2 5f^{12}$ fermium (257)	101 Md [Rn]$7s^2 5f^{13}$ mendelevium (258)	102 No [Rn]$7s^2 5f^{14}$ nobelium (259)	103 Lr [Rn]$7s^2 5f^{14} 6d^1$ lawrencium (262)

Los Alamos NATIONAL LABORATORY

CHEMISTRY

element names in **blue** are liquids at room temperature
element names in **red** are gases at room temperature
element names in **black** are solids at room temperature

3/13/17


Nucleotides
Nuclear Membrane
Translation complex
Amino acids
*Only 20
DNA molecule
RNA polymerase
tRNA with amino acid
Release factor
Unloaded tRNA
Polypeptide chain
Ribosome
Coding strand
mRNA strand
tRNA with growing Polypeptide chain
Cytoplasm

Practising

Applying knowledge, understanding and skills to solve problems, design, create, analyse, evaluate, etc. requires specific practice.

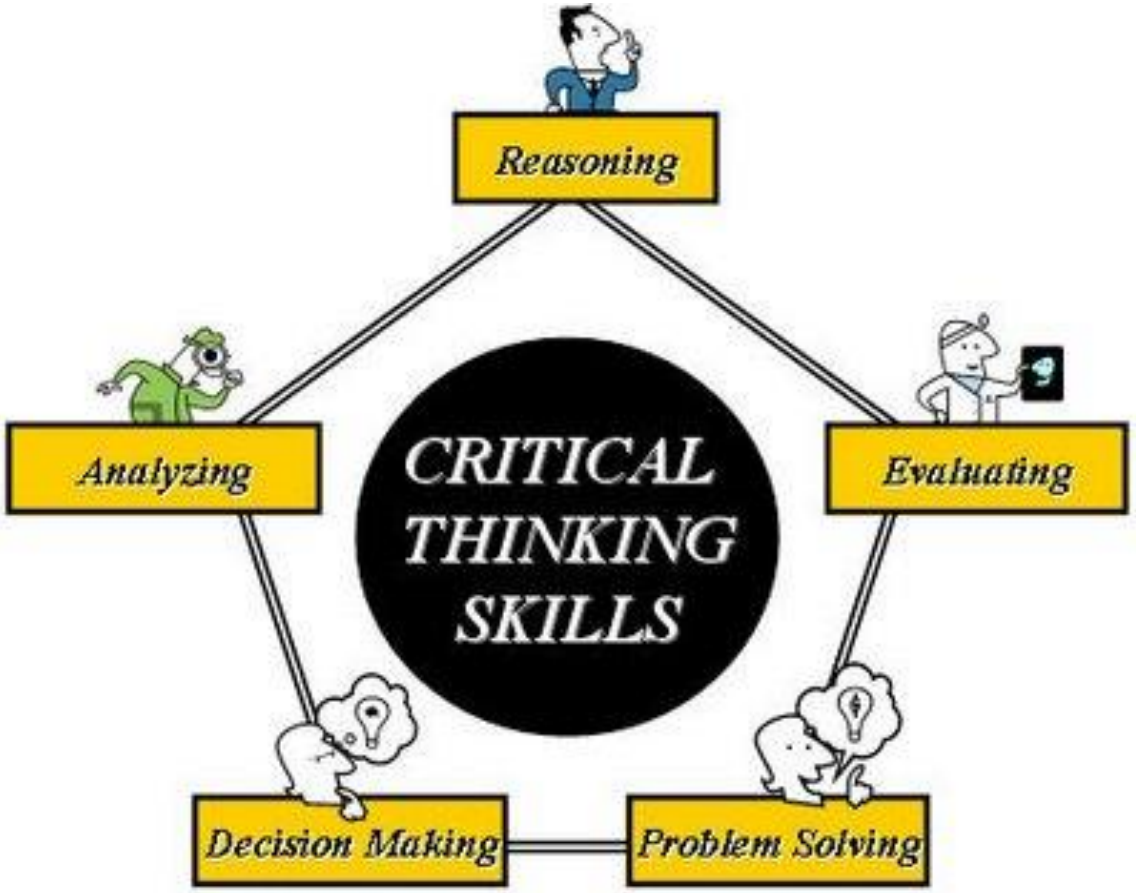
The practice is not very effective if the knowledge and understanding is not there.

The three core skills of studying are most effective when applied in the order:

1. Memorising
2. Connecting
3. Practising

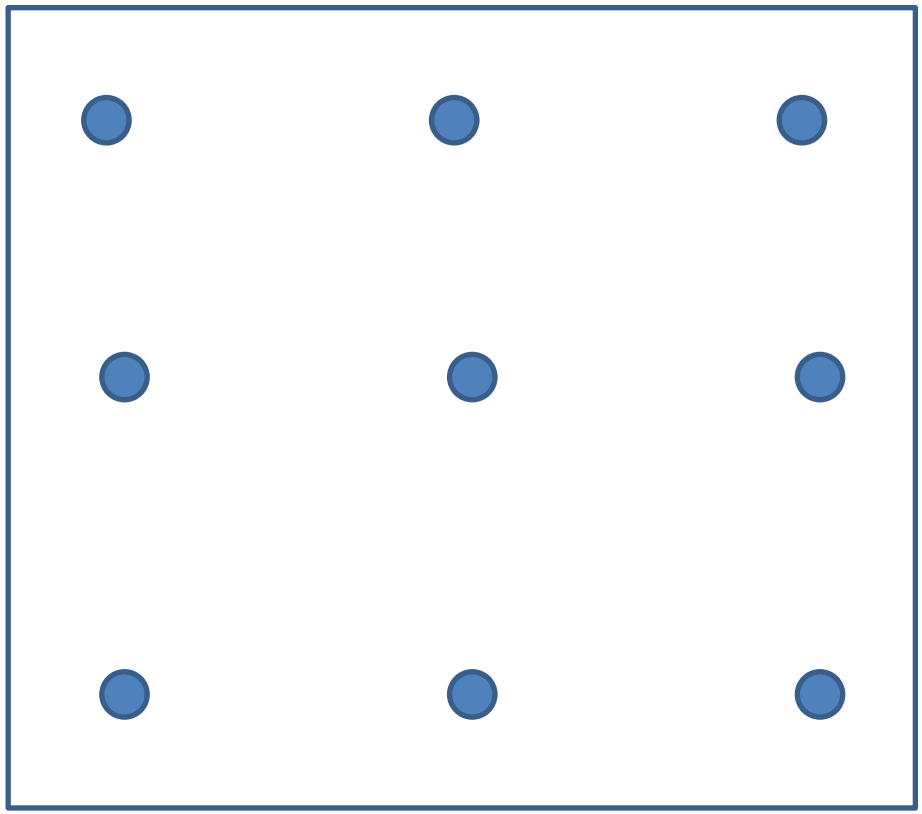
Developing Critical Thinking

- Essential skill for life and work

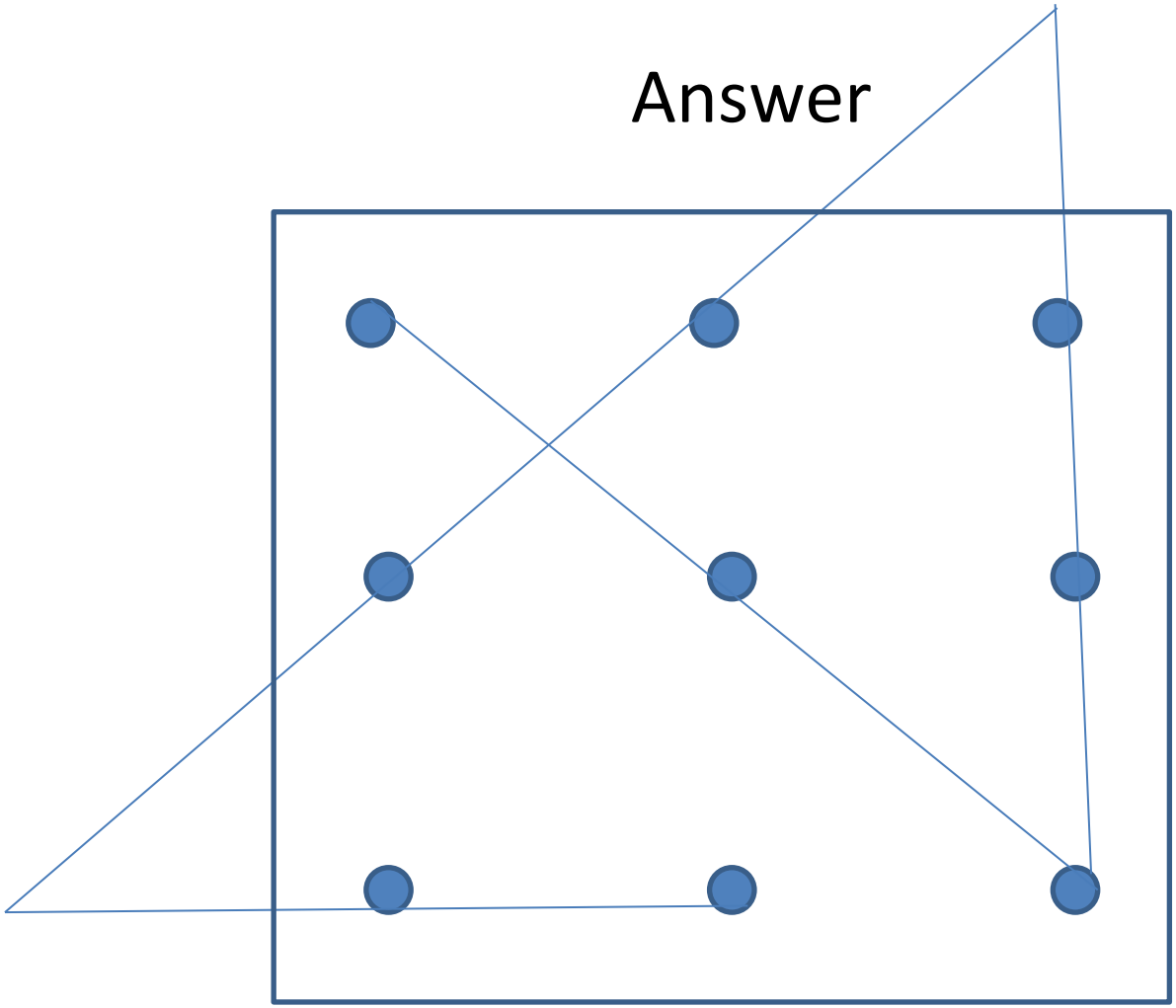


Exercise in critical thinking

Join all the dots with four straight lines without lifting pen. Each dot should only be touched once.



Answer



Learning to challenge assumptions is a key critical thinking skill.

What can you do to assist?

Question rather than tell
Let them make decisions
Encourage creativity
Comparing and contrasting things
Debates - using evidence
Challenges and problems to solve
Get them to teach you something.

Solving maths problem expressed in words

- Numerical expression

  (Appear more in your second assessment item each term in maths)

Question 1

Find d if: $d + 2d = 90$

- Word problems

(Relating maths to the real world. Appear more in the first assessment item each term in maths. It can be in form of a take home task and in-class validation, assignment, project, investigative task)

Question 2

In a given amount of time, Janine drove twice as far as Daniel.

Altogether they drove 90 km. Find the number of km driven by Daniel.

Question 1

Find d if:

$d + 2d = 90$

Solution:

$\mathbf{3}d = 90$

$d = 30$

Question 2

In a given amount of time, Janine drove twice as far as Daniel. Altogether they drove 90 km. Find the number of km driven by Daniel.

Solution

Let d represent kilometres driven by Daniel

Janine drove twice as far as Daniel = 2 x d=2d

$d + 2d = 90$

$\mathbf{3}d = 90$

$d = 30$

The number kilometres driven by Daniel is 30

Online assisted learning

(E.g. Mathspace)

- For students - interactive math program allows students to show every step of their math reasoning, ask for hints on how to solve questions, get instant feedback on their progress and if they are on the right track to solving a question and providing them assistance on how to solve the questions including video solutions.
- For parents and guardians - monitor child's progress. You can ask your child for access to Mathspace to see how they are progressing. The first newsletter sent to you from the College this year has an electronic copy of booklet on how to use Mathspace.
- For teachers - instant feedback on student's work and progress. Identify at a glance, areas where individual student and the entire class need help.
- It has option to try questions online, on a paper and check the full solution or print out some work and search by topics.

Investigation, Communication and Work practices

Investigation requires a large number of complex skills including: critical thinking, creativity, research, ethics, interpersonal skills, time management, project management, record keeping, communication skills and sound work practices.

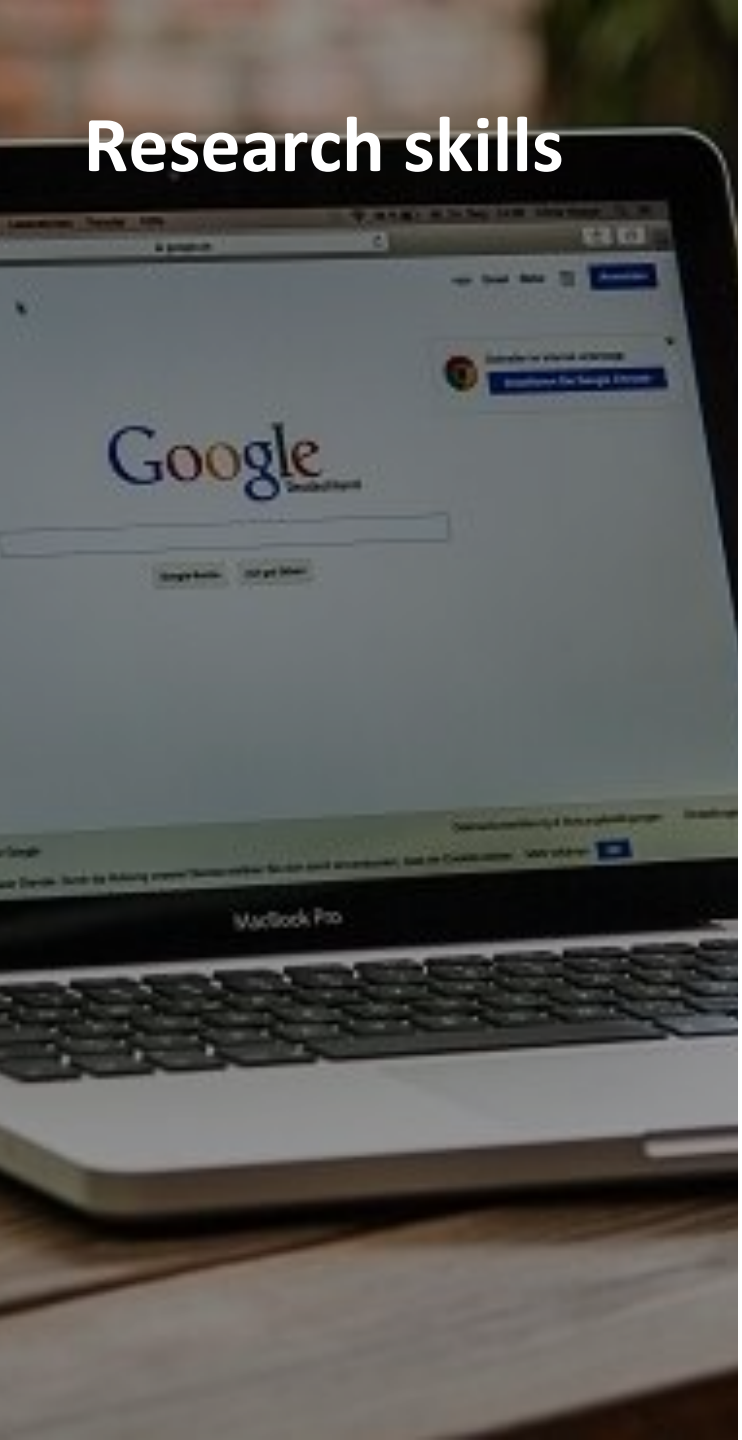
Takes many forms e.g. collaborative science investigations, investigating research essay in English

TASK: Research and write an essay in response to the following question

What influences the perspective of the narrator in *The Catcher in the Rye*?

1. Develop a thesis statement in response to the prompt and to guide your inquiry.
2. Consider the social, cultural, historical and psychological aspects of the text and how they influence the narrator.

Research skills



- locating and selecting relevant information with sufficient depth
- Academic journals - Google Scholar and the library
- Summarising, classifying, analysing and evaluating information
- Understanding plagiarism and referencing

Canberra College Library help

Oliver homepage

- Search the library catalogue
- Research and Essay writing skills step by step
  http://ergo.slv.vic.gov.au/learn-skills/research-skills
- Canberra College Library website
- Access online databases - Psychology and Sociology
  - Student resources in context

Membership access to

- Libraries ACT databases with single search option
- National Library of Australia databases

How does the school help

- learner guides developed in all faculty areas with in depth guidance on how to approach all kinds of assessment items
- Rubrics
- Teachers accept drafts - drafting is an important activity to assist students
- Feedback – important part of learning – drafting, reflection, improvement

"The most powerful single modification that enhances achievement is feedback."

(John Hattie)

Image: Kenny Bengston

What can you do to assist?

Make sure they start the task as soon as they receive it

Make sure they work on the task most days

Refer to learner guides

Make sure they finish in plenty of time

Read their work for sense and give them assistance in improvement where possible.

Helpful hints for Assignments

Start on the day it is given and finish early

Hand in drafts when possible

Ask questions; clarify the assignment requirements

Read the assignment sheet and rubric - follow the rubric

Use the available Learner Guides

If the assignment requires research make sure research is completed thoroughly and deeply

Make sure that your sources are authoritative and at the standard required for the assignment

Helpful Hints for Tests

1. Encourage students to study and review work during the term.

2. Before the test, encourage them to collaborate with other students to test themselves and identify strengths and weaknesses

3. Review all content before the test.

4. Help them to relax as much as possible. It is easier for them to relax if they are thoroughly prepared.

Getting Organised

1. Ensure your child has all the required equipment every day
2. Nutrition, Hydration and Exercise all all important
3. Encourage them to use a calendar or planner
4. Encourage them to use study time at school and home effectively
5. Remind them to keep an eye on due dates
6. Get invited to Google classroom to monitor assessment dates

STUDY SKILLS HANDBOOK

Welcome Canberra College

Search

Welcome! So what do you do now? First read this. Then just scroll down this page and click on a unit to get started.

'Skills for Specific Stages' units

Preparing in Primary

Starting Secondary School

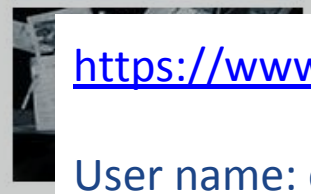
Mastering Middle School

Becoming a Senior Student

Studying at University

'Working Better At Home' units

Home Study Environment



Organisation and Filing

Time Management Skills

Managing Workload

Dealing with Distractions

https://www.studyskillshandbook.com.au

User name: canberracollege

Password:2success

Lifestyle and Balance

Managing Stress

What is the AST?

The ACT Scaling test is held in September.

All Year 12 students who want to complete a T package sit the test which has three papers:

- Multiple choice (80 questions drawn from Humanities, Social Sciences, Sciences and Mathematics)
- Short response (19 - 25 questions testing thinking and reasoning)
- Writing task (argumentative essay of 600 words)

AST Preparation Program

Year 11, Term 3	Tertiary students sit full trial
Year 12, Term 1	AST Google Classroom - trial papers, automatically marked Focused workshops (3 afternoons) Full AST trial
Year 12 End of Semester 1	Full trial AST workshops, reflecting on trial results


HELP
AND
SUPPORT

BSSS:

http://www.bsss.act.edu.au/home

Canberra College:

http://www.canberrac.act.edu.au/

Australian Curriculum:
https://www.australiancurriculum.edu.au/senior-secondary-curriculum/