

MIGHTY MINDS

QUEENSLAND

CORE SKILLS

PROGRAMS AND RESOURCES

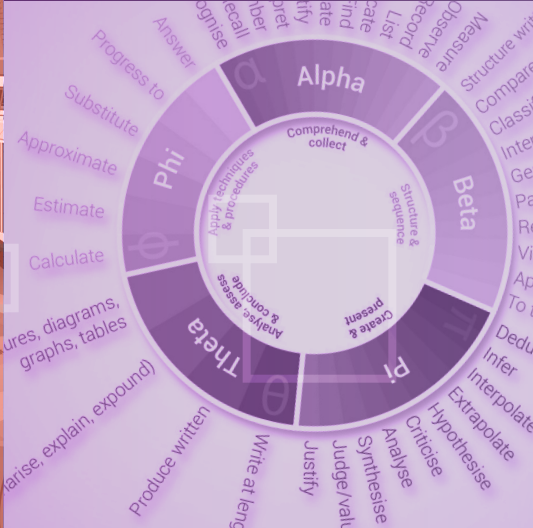
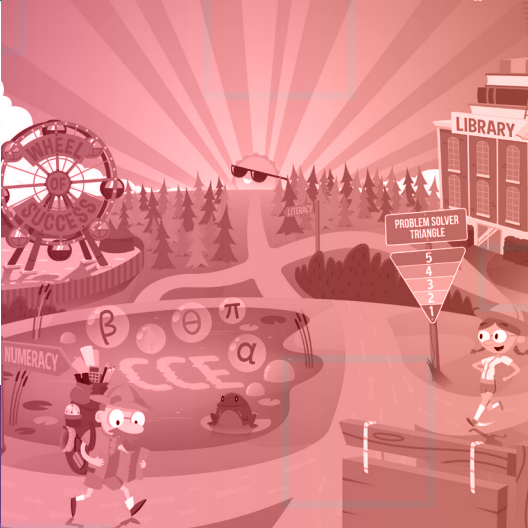
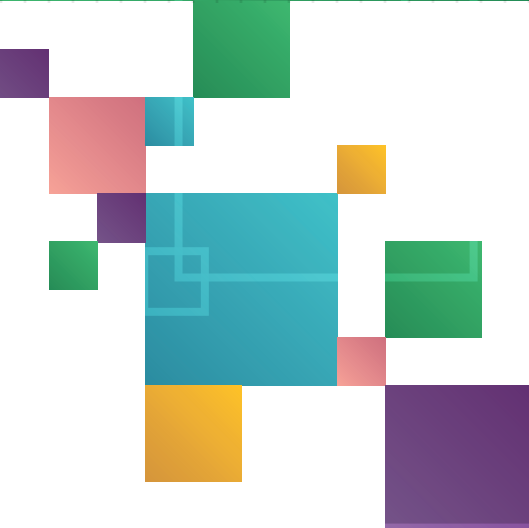




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Mighty Minds has a focus on forming collaborative partnerships with schools so that together individual student academic outcomes are improved. The information contained in this brochure provides an outline of the scope of services and resources we provide.

Tried and tested, effective teaching techniques, combined with an analysis of your existing data, resources and procedures allow us to make recommendations that are both personalised, targeted and holistic.

Our unique computer analysis of individual student performance, after undertaking comprehensive diagnostic testing, plus our extensive range of resources, lessons, workshops and master classes support and empower your teachers to maximise their time focusing on the explicit needs of each student.

We have created a series of plans for each year level with suggested timing as a starting point for your forward planning. Visit - www.mightyminds.com.au/program-plans to access the planner and generate quotes.

Many thanks for the opportunity to consult with you to develop a strategic improvement plan, that addresses your specific needs, both in the short term and beyond.

Please call our Mighty Minds office on (07) 5689 1086 to arrange your free consultation to discuss your future planning.

Warm regards,

A handwritten signature in black ink that reads "Steven McCabe". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Steven McCabe,
Director of Mighty Minds



PATHWAYS TO SUCCESS 5TH EDITION

Pathways to Success is an exceptional workbook designed to assist your senior students to excel in the QCS, develop effective learning skills, consolidate basic literacy and numeracy skills, and improve higher order thinking skills.

What's New:

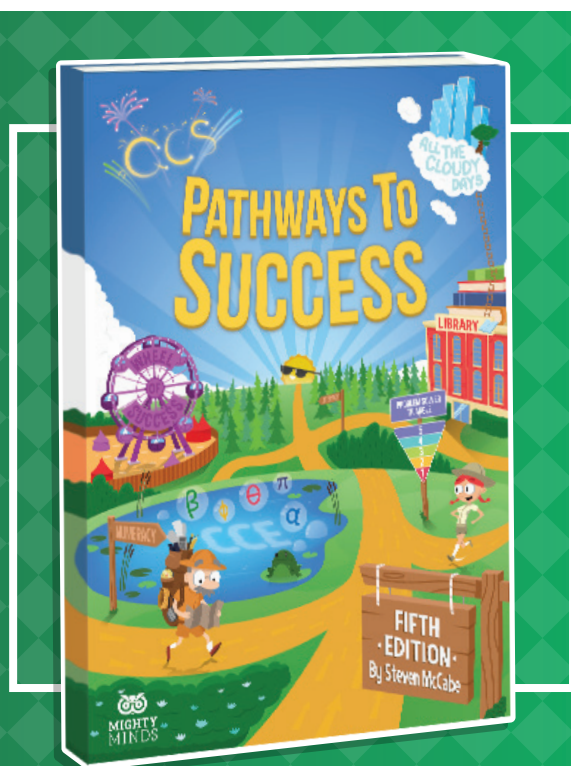
- Online
- An entire section devoted to the Common Curriculum Elements
- Additional and updated information about problem solving strategies
- A focus on past QCS items students commonly struggle with
- Over 275 full-colour pages
- Over 125 updated activities and tasks
- Over 25 QSA marking schemes and worked examples
- Updated information for the Writing Task, Short Response Items and Multiple Choice Tests
- Updated information on dealing with visual literacy items
- Colour-coded sections for ease of use

Every Purchase Includes:

- Free online literacy and numeracy diagnostic testing
OR
- Free online CCE diagnostic testing
- A free 3D learning enhancement program written specifically for your school
- Each student receives a free Fundamentals of Learning for Senior Students eBook, which covers key literacy and numeracy skills that are fundamental in all senior subjects and on the QCS. (This eBook is designed to enhance students' learning abilities and includes an extra 120+ pages, provided as a PDF for teachers to use as they wish.)

Can we have a copy of Pathways electronically for displaying in class?

- The QCAA does not allow the QCS items to be electronically distributed in any way. Mighty Minds is restricted to producing only hard copies of these items.



Week 5	Fundamentals Punctuation, Spelling and Grammar	Literacy	7-12	26-27,29, 31,33	PTS
Week 6	Fundamentals Grammar & Punctuation	Literacy	1, 9-10	16, 26, 29	FSL
Week 7	Fundamentals Pronouns, Tense, Redundancy & Ambiguity	Literacy	11-16	32, 34-37	FSL
Week 8	Fundamentals Forming Sentences	Literacy	17-19	38, 40	FSL

3D PROGRAMS

Our 3D Programs are personalised learning programs that aim to **drive** your students to success and **develop** their knowledge and skills, to help them **discover** their potential. They are designed to suit both your schools' and students' needs, so no two 3D programs are ever the same. With your purchase of PATHWAYS TO SUCCESS Mighty Minds will design a program for your school free of charge. The 3D Program outlines the best order in which to work through PATHWAYS TO SUCCESS according to your QCs preparation schedule and also suggests additional resources to consolidate your students' learning experience.

How are 3D programs designed?

3D Programs are based on the following information

- The year level of the students who will be participating in the program
- The total number of students who will be participating in the program
- Whether the participating students will be OP eligible, Non-OP or both
- How many lessons you would like included in your program
- How long you would like each of those lessons to go for
- How many teachers you have available to facilitate the lessons within the program
- Whether you would like your program to be based on data and;
- Whether you would like your program to be based solely on the Pathways to Success text, or to include extra rotation lessons, turbo days, master classes and/or workshops

How personalised can a 3D program be?

Your 3D program will be designed according to your requests, however the more data that you are able to provide us with, the more personalised the program will be. We use your students' data to help us identify their strengths and weaknesses and therefore the types of lessons and activities that they would benefit from the most. As a result, the more data that we have access to, the better our understanding will be of where their strengths and weaknesses lie and how to target them.

How long can 3D programs go for?

A 3D program based solely on the **Pathways to Success** text can be designed to cover anywhere from 1 day to 2 years.



TESTING NEEDS REMAINING TEXT

Engaging in practice testing and reporting supports students to identify and understand their weaknesses and strengths. It provides a benchmark...

Literacy and Numeracy Testing

Our Literacy Diagnostic Test assesses students' fundamental literacy skills. The test contains 40 questions and is designed to take 60 minutes to complete. The results from this test can then be used to design personalised learning programs.

Core Curriculum Elements Testing

Our Higher Order CCEs tests each of the CCEs along with their competencies within each of the five CCE baskets:

ALPHA	α (Comprehend & Collect)
BETA	β (Structure & Sequence),
THETA	θ (Analyse, Assess & Conclude)
PI	π (Create & Present)
PHI	ϕ (Apply Techniques & Procedures)

It is designed to replicate the QCS test Multiple Choice Test and provides highly individualised feedback to each student. The results from this test can then be used to design personalised learning programs.

• ALPHA (α) – COMPREHEND & COLLECT

This basket focuses on your ability to extract information from a variety of mediums (e.g. poetry, prose, instructional text, cartoons, diagrams, tables, graphs and symbolic texts) and to clarify and transform it to display meaning. Some of the CCEs in this basket relate to your ability to comprehend and recall facts and literal meanings over a similarly wide variety of mediums.

• BETA (β) – STRUCTURE & SEQUENCE

This basket relates to tasks that involve identifying potentially complex patterns and relationships within texts and images of varying styles.

• THETA (θ) – ANALYSE, ASSESS & CONCLUDE

CCEs in this basket relate to your ability to use deductive and inductive reasoning to determine causal relationships based on information. Your ability to assess the quality and to discern the key ideas of a complex argument is also covered by this basket. This basket also focuses on the skills involved with drawing well-thought-out conclusions that refer to the explicit and implicit assumptions and various factors involved in forming that conclusion.

• PI (π) – CREATE & PRESENT

This basket relates to your ability to write flexibly and confidently, with control of structure, textual development and a clear purpose. The CCEs in this basket focus not only on how accurate and effective your writing is, but also on your ability to create clear, coherent and accurate representations of information in a visual medium.

• PHI (ϕ) – APPLY TECHNIQUES & PROCEDURES

The CCEs in this basket relate to your ability to determine and implement the appropriate technique necessary for making both exact and approximate calculations. This basket also involves tasks that require you to solve problems involving multiple items of information.

ALL TESTING IS COMPLETED ONLINE

Benefits and Features:

- Comprehensive analysis and reporting
- Gap Identification
- Personalised tracking
- Simple interface
- Cloud based – available anywhere any time
- Cost and time effective
- Staff professional development

START
WORK!

TESTING

Queensland Core Skills Practice Testing**Option 1:**

Have qualified QCAA markers who are employed by Mighty Minds to provide accurate and detailed feedback for each item.

Option 2:

Mark the students scripts online yourself using the Mighty Minds Portal, allows for comprehensive reporting and data collection to occur. Mighty Minds provide clear explanations for each individual on how the correct response was obtained.

Option 3:

Mark and report on each script yourself.

	OPTION 1: Mighty Minds Marking/Reporting	OPTION 2: School Marking Mighty Minds Reporting
Writing Task	\$6.95	\$.....
Short Response	\$.....	\$.....
Multiple Choice	\$2.00	\$2.00 (Instantaneous marking/reporting)

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CCE TEST – LITERACY EXAMPLE

H_2O



CCE Theta (032)

Reaching a conclusion which is necessarily true provided a given set of assumptions is true

The following is an extract from a science student's report on an experiment about the relationship between various environmental factors and the speed of evaporation.

"After completing the experiment, it was found that a higher water temperature and a higher air temperature increase the speed of evaporation. It was also found that on windy days, the speed of evaporation increased although the air temperature and water temperature were consistent during the week-long duration of the experiment. Humidity may also have played a role in the speed of evaporation, although this cannot be stated conclusively."

H_2O



QUESTION

Which of the following statements is supported by the results discussed?

- A. Water evaporates at the same speed on sunny and cloudy days.
- B. The air temperature is lower on windy days.
- C. Air speed increases the rate of water evaporation.
- D. Humidity increases the rate of water evaporation.
- E. I am unsure of the answer.

ANSWER SAMPLE

Which of the following statements is supported by the results discussed?

- A. **Water evaporates at the same speed on sunny and cloudy days.**
You have not correctly identified the correct statement supported by the results discussed. The text stated that windy days increased the rate of evaporation.
- B. **The air temperature is lower on windy days.**
You have not correctly identified the correct statement supported by the results discussed. The text stated that the air temperature did not change on windy days.
- C. **Air speed increases the rate of water evaporation.**
You have correctly identified the correct statement supported by the results discussed. The text stated that windy days increased the rate of evaporation even though water and air temperature remained the same. The inference in this statement is that due to the change in windiness the air speed increased the rate of water evaporation.
- D. **Humidity increases the rate of water evaporation.**
You have not correctly identified the correct statement supported by the results discussed. The text stated that although humidity may be a factor, it was just a speculation.
- E. **I am unsure of the answer.**
You have identified that you need to improve your skills in reaching a conclusion which is necessarily true provided a given set of assumptions is true.

CCE Beta (β50) Visualising

QUESTION

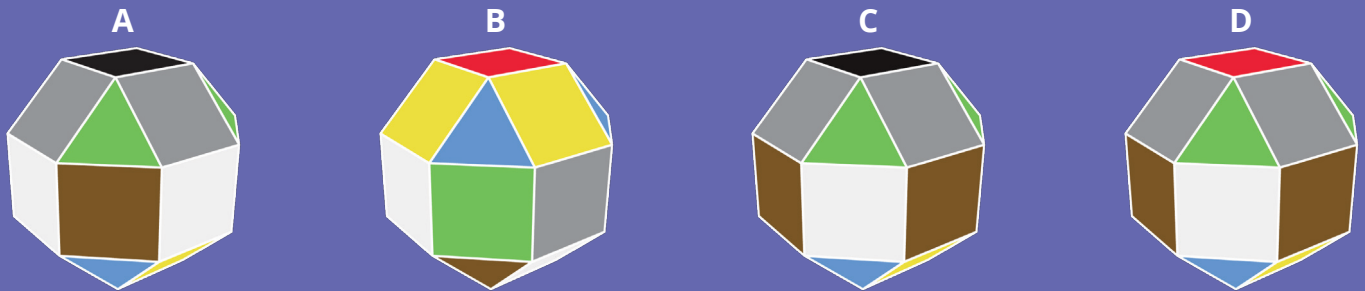
The 3D shape drawn to the right is an Archimedean solid called a rhombicuboctahedron. It was founded by Archimedes, an ancient Greek Mathematician. The axis drawn on the object is not part of it.



Notes:

- The base of this shape is a black square
- The top and bottom square cupola and the central octagonal prism can be moved separately and independently of each other
- Adjacent faces cannot be the same colour

Maintaining the same view as the rhombicuboctahedron shown above, which of the following diagrams best represents this shape upon rotating it 180° about the horizontal axis marked, then turning the middle octagonal prism three squares to the left?



ANSWER SAMPLE

- A. Your answer was incorrect. You determined that if the object was rotated by 180° about the axis marked then the black square would be on top, but either you rotated the object about the wrong horizontal axis or didn't turn the middle octagonal prism enough and as such ended up with a white square facing you rather than a brown one, which was false.
- B. You have mixed up the colours - there was no green square face marked and the red square would not have remained on top if you rotated the object. As such, your response was incorrect.
- C. You chose the correct response, showing that you are capable of mentally manipulating objects.
- D. You chose the incorrect response, as you placed a red square on the top instead of a black square - the notes stated that the base of the shape was a black square.
- E. **I am unsure of the answer.**
You have identified that you need to improve your skills in β50

Answer: C

Visualise a 180 degree flip around the axis shown. This would mean a black face is now showing on the top of the shape. Additionally, when the middle octagonal prism is turned three times, a brown face should now be in the middle with two white faces on the outsides.

FACILITATION

Traditionally our workshops run all day or for a half day. We offer twilight sessions for staff development. Masterclasses for students are best facilitated after 3.00pm. We have a mainstay of courses that run every year but we also offer current topics and can create specific content to suit.



All of our Senior School workshops incorporate examples and items from past QCS Tests to enhance students' understanding of the crucial content covered in workshops.

Our schools are noticing significant improvements in their results after completing a series of follow-up, after-school sessions (one each week) leading up to the actual QCS Test - these can be facilitated by your staff and/or Mighty Minds. The sessions are designed to be run for 2 hours.

QCS Revision:

Revises all three QCS Test types and teaches examination strategies that have been proven to advance both individual and cohort performance.

Problem-Solving & the Short Response Test:

Enhances students' critical and creative thinking skills (higher order problem-solving).

Literacy Skill Development & the Writing Task:

Improves key literacy and writing skills in relation to the QCS Writing Task criteria, including Responsiveness and Central Idea.

Strategies for the Multiple Choice Test:

Focuses on the explicit development of techniques that will help students to better understand and respond to multiple choice questions.

Literacy Skills:

Strengthens vital literacy and writing skills, including proofreading, punctuation, spelling, grammar, effective editing and the development of clear ideas.

Visual Literacy Skills:

Hones key visual literacy skills that are essential to reading and interpreting visual texts, while developing the essential skills and terminology required to effectively articulate these interpretations.

Numeracy Skills:

Consolidates important numeracy skills, including fractions, percentages, ratios, indices, algebra, order of operations and correct use of a compass.

QCS Time Bombs:

Develops the comprehension and processing skills required to tackle these tricky units, which often contain a large amount of information presented in a complex way. Time Bomb units often involve graphs, tables and pictures that can lead students astray.

"I saw 'light-bulb' moments which will no doubt improve their QCS strategy and results..."

"Resources and delivery spot on!"

"I think in particular Steve gives the students a lot of confidence that they can not only be as good as any students anywhere else but can actually be better and I think that is the critical element of what Steve delivers to them - a sense of belief that with the right techniques and a positive attitude, they are capable of anything."

"The staff meeting was excellent with much food for thought for our teachers and actions for our leadership team to promote positive change."

"Students felt they learned something new and were happy about employing their new strategies. Quite a feat at this stage of the game!"

"As usual the sessions were extremely beneficial for our students. The presentations of exam strategies/techniques were very well reinforced."

"I personally value Tamar as an experienced and knowledgeable presenter who knows how to work with kids."

"[We] have had positive feedback from students. 'The lady was good' - to quote."

"Engagement of students minds through: The use of students to demonstrate/teach concepts/methods to the cohort, physical movement to corners of room to answer (doesn't allow students to be passive)."

"The information and methods used are always of benefit and pitched at the right level to assist our students improve."

"Students were given practical expert advice"

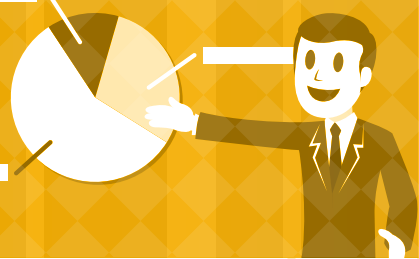
"My Year 12s were very confident and enthusiastic following their QCS Workshop"

"The best preparation for the QCS Test on the market."

As always, we adapt any of our programs to suit your school's specific needs based on your testing and data.

Our Senior School workshops focus on consolidating the core literacy, numeracy and visual literacy skills that students will need for their schooling, including QCS, and their lives after school. Our workshops also educate students in the most effective exam strategies and test techniques.

All of our Senior School workshops incorporate examples and items from past QCS tests to enhance students' understanding of the content covered in workshops.



FACILITATION

YEAR 11

Term 4

1. Gaining Success in Senior
 - What type of learner are you?
 - Working in groups
 - Working online
 - Problem solving
 - Understanding texts
 - Time management

Half or Full Day Workshop

Skills: Morning
Test: Afternoon

2. Literacy Skills/ Writing Task Workshop

Full Day Workshop, No Test

1. Cohort - Short Response
 - a. Literacy/ Visual Literacy
 - b. Numeracy/ Graphing/ Time Bombs

2. Cohort - Multiple Choice
 - a. Literacy/ Visual Literacy
 - b. Numeracy/ Graphing/ Time Bombs

Half Day, Plus Test

3. Cohort - Writing Task
 - a. Understanding the criteria
 - b. Taking your writing to another level

4. Cohort - Half Day Revision

YEAR 12

MASTER CLASSES (AFTER SCHOOL) - 1 TO 2 HOUR WORKSHOPS

QCS AND/OR

- | | |
|--------------------------------|---|
| 1. SR - Lit/ Extended Response | 7. MC - Time Bombs |
| 2. SR - Visual Literacy | 8. WT - Time Management/ Understanding Criteria/ Relating to the concept/ Stimulus/ Developing Great Central Idea |
| 3. SR - Numeracy | 9. WT - Taking your Writing to the Next Level |
| 4. SR - Graphing/ Time Bombs | 10. Revision - Mix of techniques prior to test. |
| 5. MC - Literacy/ Visual Text | |
| 6. MC - Graphing (Numeracy) | |

Workshop Posters

Slides used in workshops are available electronically or printed reinforce the messages presented. The downloadable files are able to be used electronically or to be printed at A3 size in unlimited quantities for use in your own school. School logos and branding can also be added if required.

We also offer a full print service. See the website for more details.

Answering The Question

1. Include key words or facts from the question
2. Provide clear, concise statements
3. Include explicit evidence (i.e. - references/quotes)
4. Justify each of your statements. Remember numeracy = numbers + words

MIGHTY MINDS

The CREW Method

Learn CREW and apply it to each PARAGRAPH:

C Have you maintained AND developed your central idea?

R Have you linked to the concept? (Responsiveness)
Have you linked to the stimulus via language?

E Have you used your editing checklist to show off your literacy skills?

W Do you need more words?
a) Use descriptive language
b) Make up a fact (it doesn't have to be true, just believable) that relates to your central idea.

Remember:
Never quote from the stimulus not included in the word count.
Never refer directly to the stimulus.
E.g. Don't say, "In the picture on the sheet the ship is an old..."

MIGHTY MINDS

P.E.E.L.

1. Point
Your main idea
2. Evidence
Quotes to support the idea
3. Elaborate
Evaluate your evidence
4. Link
Connect the context points and paragraphs

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The Four Pillars Of Learning

- 1 Literacy
- 2 Numeracy
- 3 Critical and Creative Thinking
- 4 Effective Learning

MIGHTY MINDS

What Level of Problem Solver Are You?

From your experiences, determine which methods of problem solving is best for this problem.

5. How clear? (Organise) (Plan) (Execute) (Review)

4. Determine the NUMBER of things that need to be addressed to obtain an A.

3. Clarify with brief notes.

2. Underline key terms.

1. ANSWER ONLY.

Which level are you? How can you improve?

MIGHTY MINDS

Reading The Question

1. Pick up your pen
2. Read the question
3. Underline the key words
4. Put the task in your own words
5. Write the number of things you have to do
6. Choose your method of answering the question

MIGHTY MINDS

SUCCESS

WILL COME IF YOU COMBINE GOOD TIMING WITH GOOD TECHNIQUE

MIGHTY MINDS

PUNCTUATION

FULL STOP Ends the end of a sentence. A full stop ends a sentence.

COMMA Used to connect independent clauses and indicate a short pause in a sentence. It is used to separate items in a list. It is used to separate a clause from a main clause. It is used to separate a phrase from a sentence.

SEMI-COLON Used to connect independent clauses and indicate a short pause in a sentence. It is used to separate a clause from a main clause. It is used to separate a phrase from a sentence.

COLON Used to introduce a list, a table, a quotation or an explanation. It is used to separate a clause from a main clause. It is used to separate a phrase from a sentence.

QUESTION MARK Indicates a question. It is used to separate a clause from a main clause. It is used to separate a phrase from a sentence.

EXCLAMATION MARK Indicates a strong feeling or emotion. It is used to separate a clause from a main clause. It is used to separate a phrase from a sentence.

APOSTROPHE Used to indicate possession or to form contractions. It is used to separate a clause from a main clause. It is used to separate a phrase from a sentence.

BRACKETS Used to enclose text that is supplementary to the main text. It is used to separate a clause from a main clause. It is used to separate a phrase from a sentence.

ELLIPSES Used to indicate a pause or a break in a sentence. It is used to separate a clause from a main clause. It is used to separate a phrase from a sentence.

DASH Used to indicate a pause or a break in a sentence. It is used to separate a clause from a main clause. It is used to separate a phrase from a sentence.

MIGHTY MINDS

CCE RELATED POSTERS

49 COMMON CURRICULUM ELEMENTS

MIGHTY MINDS

COMMON CURRICULUM ELEMENTS (CCE) Key Words

MIGHTY MINDS

COMMON CURRICULUM ELEMENTS (CCE)

Alpha

Beta

Gamma

Delta

Epsilon

Zeta

Eta

Theta

Iota

Kappa

Lambda

Mu

Nu

Xi

Omicron

Pi

Rho

Sigma

Tau

Upsilon

Phi

Chi

Psi

Omega

MIGHTY MINDS

Comprehend & Collect

Alpha

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MIGHTY MINDS

Structure & Sequence

Beta

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MIGHTY MINDS

Create & Present

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MIGHTY MINDS

Analyse, Assess & Conclude

Theta

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48

MIGHTY MINDS

Apply Techniques & Procedures

Phi

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MIGHTY MINDS

CCE Lessons

The Common Curriculum Elements for Senior Learning series is designed to build students' knowledge of each of the Core Elements within a specific subject area and topic.

This series explicitly teaches students what each element means and how to recognise them when they appear in a problem. Understanding the elements provides students with the basis they need to succeed in senior years. Each lesson is designed to take approximately 25 - 40 Minutes to complete.

For example, lessons on **Justifying** are available in the following subject areas.

- 27054557 Senior CCE - Justifying (048) - Chemistry
- 27054534 Senior CCE - Justifying (048) - Economics
- 27054567 Senior CCE - Justifying (048) - English
- 27054563 Senior CCE - Justifying (048) - English Extension
- 27054554 Senior CCE - Justifying (048) - Legal
- 27054716 Senior CCE - Justifying (048) - PE

For a full range of CCE lessons visit the Mighty Minds Portal (*login required*).

Skill Development Lessons

The Mighty Minds Skill development lessons focus on basic literacy, numeracy and visual literacy skills required from QCS. Each lesson contains engaging activities, as well as detailed answers and explanations.

CCE Testing – Numeracy

...CCE Testing...

NEEDS REMAINING TEXT

Marking

Since 2000, Mighty Minds has been specialising in marking and reporting on QCS. Employing only experienced markers with extensive training in QCS Tests, we can guarantee schools and students accurate results and invaluable feedback. For every set of tests we mark, we provide detailed feedback in the form of school, teacher and student reports.

We provide for students:

- explanations for incorrect items and statistics sorted by the 5 baskets for the Short Response &/or Multiple Choice tests
- explanations and tips as to how they could have achieved a higher (even slightly) grade on each item of all four tests

We provide for staff:

- student results sorted into a variety of groups including form class, subject areas and/or QCS groupings;
- model responses to all of the items on the Writing Task and Short Response tests for feedback to students;
- electronic feedback of student results that includes the results of all four tests in a spreadsheet format for ease of data analysis within the school;
- Cohort Reports detailing overall strengths and weaknesses and improvement strategies.

We also offer:

- a comprehensive diagnosis of the individual strengths and weaknesses of each students thus allowing those areas to be targeted in workshops &/or programs
- students and teachers exceptional reporting using your own SRI and/or Writing Task results.

Personalised Programs

Engaging in practice testing and reporting with Mighty Minds assists schools to pinpoint their students' weaknesses and strengths

The results of all the tests listed below can also be used to develop a Personalised Learning Program or recommended resources for classes or individual students.

- QCS
- Literacy and Numeracy Diagnostic Tests
- CCE Literacy and Numeracy Diagnostic Tests

Access to testing and marking is through our portal.

The Australian workforce is becoming increasingly competitive. With the current growth in technology comes the increased availability of education and training. Education has always been the foundation of successful workplaces and economies, and as such a greater level of education goes hand in hand with a stronger society.

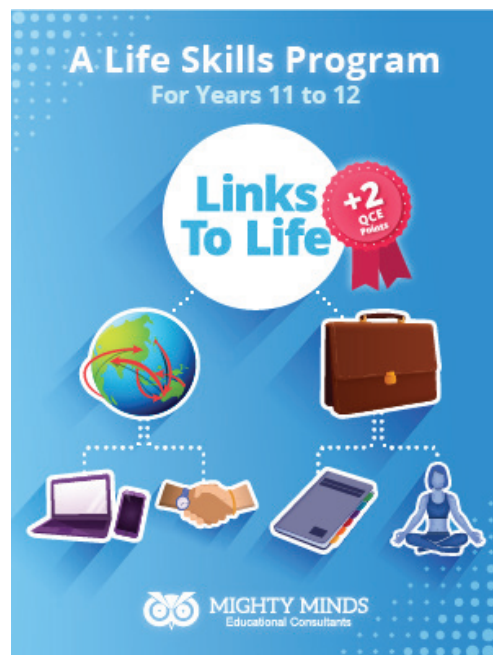
Education must, therefore, encompass a combination of academic and contextual learning so that young people are equipped to handle the expectations placed upon them within the workforce.

The Mighty Minds Links to Life program provides a curriculum structure to support students in Years 11 and 12 to foster the development their Core Skills for Work* (CSfW), within an engaging context that is relevant to the interests of all senior school students especially those who are not bound for tertiary study. It affords the opportunity for senior students to further develop their literacy, numeracy and higher order thinking skills, within a framework that will support their successful participation in work.

Further to this, the capacity to manage personal learning, to work together and to have respect for the cultural diversity of Australian society are all key elements that can be developed to strengthen the employability skills of young adults. The Mighty Minds Links to Life program has been designed to provide a flexible structure within which students can prepare for:

- Successful participation in work (employee/self-employed/volunteer)
- Further education and training

Students who participate in this course will not only develop their core skills for work but will also benefit from an enhancement of a wide range of intrapersonal and interpersonal skills.



Course Specification

Students progress through a program which requires them to manage their own learning and establish future goals, through a process of self reflection, discussion and mentoring. Completion is awarded based on participation in the units of work, their submission of a folio of completed activities, a reflection of learning, online testing and assignment work. Activities are based on real life or realistic contexts that have a high level of interest for senior students.

**PLACEHOLDER TEXT
(TAKEN FROM BROCHURE)**





EBOOKS

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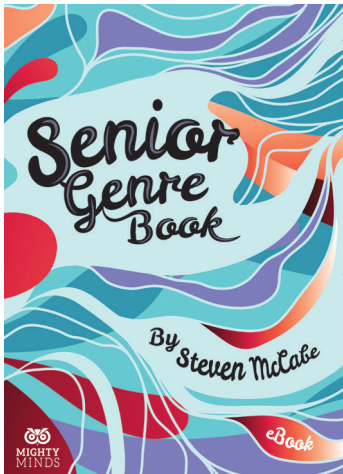
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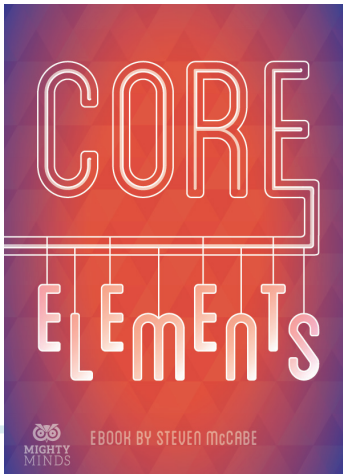
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