

Audience



Ad Astra Junior

Students who are highly able / gifted from Prep to grade 3



Ad Astra Senior

Students who are highly able / gifted from grades 4 to 6

Related programs



ArtyFacts Junior
ArtyFacts Senior



GameCraft



Infinity Squared



Pegasus Project



Rockin' with Lil' Elvis



SmartBots



Socrates Café Book
Socrates Café Topical



So Far So Good!

Selection of students


The selection of students should be based on the following criteria:


- students who regularly complete set work early and are looking for further challenge
- students with demonstrated advanced ability in specific areas of the curriculum (e.g. numeracy, literacy, science ...)
- students with a 'passion' for an area of learning that is not readily covered by the regular curriculum
- students for whom under-achievement is considered to be a real or potential issue.

Although formal identification as a gifted student is not an essential criteria for selection, schools are encouraged to nominate identified students where appropriate and use available resources such as the Identification Package to support nominations.

Centre for Extended Learning Opportunities (CELO)

Contact details

 (03) 6233 5181

 (03) 6233 7199

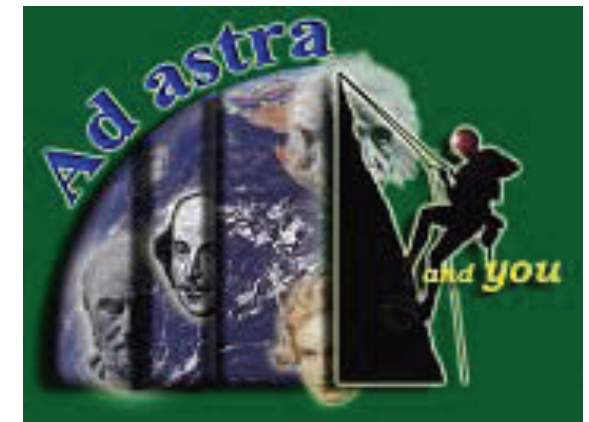
 32 Bayfield Street, ROSNY TAS 7018

 celo@education.tas.gov.au

 <http://www.education.tas.gov.au/celo>



Ad Astra: Junior and Senior



Guidelines

General Guidelines

CELO online extension programs have high quality content and standards of delivery. Places in programs are usually limited to a maximum of 5 students per school, with each student accessing a maximum of one program at a time. Video / DVD based programs will give priority to schools with 5 enrolments.

These programs are managed by an **online teacher**, who develops the work, maintains the site, and works with the students online.

Support person

Each student or group on the program needs a **support person** in their school who may be a teacher, teacher aide or other school supported person. The role of the support person is crucial to ensure that students fully engage with the program.

Students may need:

- guidance in using their time effectively
- reassurance that they are 'on the right track' e.g. with a problem solving task
- help / permission to print in order to work away from the computer
- help locating materials that are needed for activities
- help digitally recording work or organising postage
- technical support if their machine won't function correctly.

There is also the expectation that the support person will keep up with the changing materials in the program, and maintain a dialogue with the delivery teacher and classroom teacher if using the withdrawal model.

Time

Students require a minimum of 45 minutes school time per week for most online programs. This will vary from all online to mostly offline, as students access online materials / assignments / activities and work offline to create their responses. It is expected that students will be allocated sufficient offline time. They are also able to use the site from home / library etc. where internet access is available.

Online extension programs may be accessed as a withdrawal or integrated model; i.e. with students gathered from classes to a central location supervised by a support person, as an integral part of the student's classroom program or as a combination of both.

Regular contact

Students are expected to communicate regularly through the tools provided.

CELO online extension programs use a delivery application that tracks student activity. If a student does not log on, the delivery teacher will try to find out why. If there is a reason why the student is not accessing the site (e.g. going on extended holiday) the delivery teacher should be contacted. Student logon is their VKEY username and password.

Work

Students are required to access the program regularly, work within the timelines and complete required activities and / or assignments to the expectations of the delivery teacher and the support person. Each program will have specific requirements and expectations that will be communicated by the delivery teacher to all participants and support persons.

Acceptable use

Students must sign the Acceptable Use Agreement in their school, outlining appropriate behaviour when using ICT. Repeated or high level incidents of inappropriate behaviour will result in the student's removal from the program.

Ad Astra Guidelines

Purpose

Ad Astra has two main purposes:

- to provide activities that enrich and challenge students who have been identified as highly able/gifted; and
- to encourage social communication between students even when situated in geographically separate sites.

Student activity requirements



Presentations area

Every student is expected to submit work for the presentations area. They should also be encouraged to look at other students' presentations.



Discussion area

The focus in this area is on the students responding to questions, reading other people's responses and building upon them. Students need to watch for new discussion topics and be encouraged to respond to them.

Students should understand the need for postings to be carefully considered responses, demonstrating higher order thinking.

There are different topics in the discussion area, according to what is happening in the activities section. The weekly mystery object discussion is a 'stand-alone' activity.



Student homepages

This is the meeting place for the members of the Ad Astra class. Each student should make their own page in order to have a visible presence in the class. This enables other students to email them.



Email

Students can email by clicking the email icon and using the browse button to view the email list. This email operates only within the Ad Astra class. As fostering social interaction among these students is one of the purposes of Ad Astra, students are encouraged to email each other. They can do so from home as well if they have internet access.



Activities

Activities stay on the site for several weeks as students from different schools have different amounts of access time. New activities are added to the top of the list as older ones are deleted.

Often activities have a direction to the discussion area, asking students for their views about a particular topic being studied. Students should be strongly encouraged to participate, because it is in reading and responding to other students' ideas, from different schools, that students gain most from the online environment.

It is important that a student does not select all the same activity type. Activities such as those on interactive sites are designed to be accessed after activities that have a higher degree of cognitive engagement.

It is also important that completed student work is sent to the delivery teacher regularly, or progress updates provided.
