



# Principles

The course is based on four key principles essential to its success. Schools should consider each of these principles when designing and implementing *Crossroads* programs to best meet the needs of their senior students.

## Principle 1:

Partnerships with the school community will maximise the positive outcomes for the course.

For *Crossroads* to be successfully implemented, the support of staff, community, parents and students is essential.

It is important that the school links with the school community and informs it about the course. Research suggests that, where parents or caregivers have an understanding of the program, students' learning is improved.

Decisions about planning and implementing *Crossroads* need to be made in consultation with school communities, so that the course reflects local needs. The school may wish to draw on community resources and information to help support the school's program. This could include using local personnel to deliver components of the course or using information about available community services that offer support to students.

## Principle 2:

Making best use of staff expertise and available resources will ensure effective delivery of the course.

Schools can explore the variety of ways in which the course can be implemented and select the model which best suits the particular circumstances of the school. This decision should be based on the available resources and the expertise of staff. Some suggested approaches to implementation can be found in the second section of this document.

The course should be staffed by teachers with particular skills and competencies in delivering the content of the course. PDHPE teachers are trained to teach drug education and relationships. Other staff who could be involved include student welfare teachers, Year advisers or other interested staff with expertise in these areas.

In some instances, schools may wish to use an outside person or external agency with specific expertise to deliver a certain component of the course. It is important that schools consider the approaches of external agencies carefully and make decisions about the use of these groups in an informed way. Services provided by external agencies and individuals must be relevant to students' needs and be integrated into the course program. A checklist to help schools determine the appropriateness of using external agencies can be found in the second section of this document.

Principle 3: \_\_\_\_\_

Teaching and learning activities are planned and delivered to maximise student learning outcomes.

When planning and delivering the course, a variety of teaching and learning strategies appropriate to the student group is recommended. This will engage the students in a more active and meaningful way and will ensure that differing learning styles are accommodated. Selecting teaching and learning activities which are suited to adult learners is also recommended.

Learning experiences need to be planned to encourage students to reflect critically on issues, share thoughts and feelings and contribute in a positive manner.

Examples of effective teaching and learning strategies can be found in the second section of this document.

Principle 4: \_\_\_\_\_

Students are actively involved in the planning, delivery and evaluation of the course.

It is important that the content of the school's *Crossroads* program is based on the needs and interests of the students. This means that, for each year, each school should develop a program which is relevant to its particular group of senior students.

Students should also be involved in the planning, delivery and evaluation of the course. It is important that students have an active say in the course content to ensure that the issues to be covered are those which are relevant to them. This can be done in a variety of ways, such as through student committees, student surveys or student representation on a school planning team.

Students can also be involved in the delivery of the course by leading small focus group discussions and organising a process for evaluation of the course with other students.

Ideas for involving students in all these phases can be found in section two of this document.