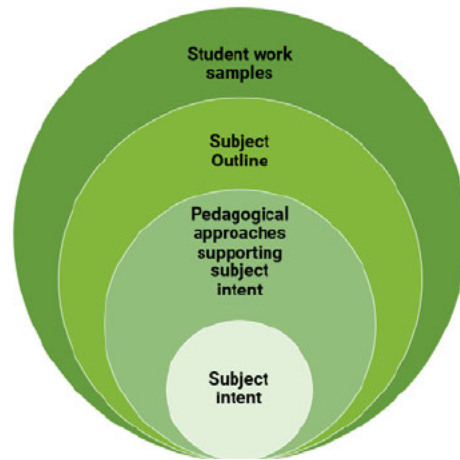


EIF Implementation Educator Workshop

Extracts of student work

AT1: Exploring me and who I want to be

Workshop purpose



Please note this pack contains a range of student work that has been extracted from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

Exploring me and who I want to be

ASSESSMENT TYPE

1

30% min weighting

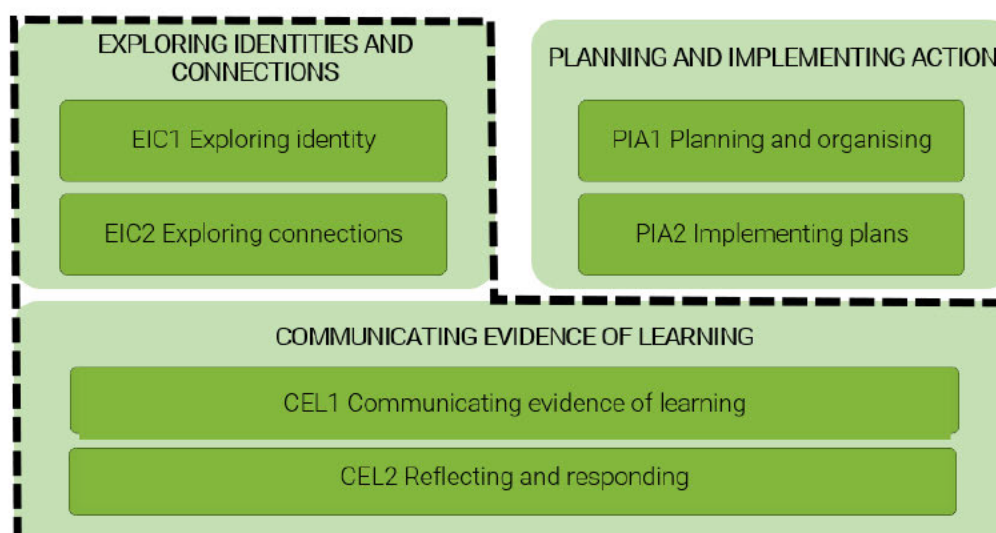
No prescribed format

- self-directed journey exploring their identity, strengths, interests, skills, capabilities, and/or values.
- explore the connections they value in their life, develop their personal sense of agency and learning capabilities, and use insights to inform their aspirations for the future.
- a range of possible activities, students use their agency to identify and reflect on their connections to people, dreams, culture, community and/or work.
- assessed on the quality and extent of their explorations, the depth of their insights and their ability to communicate their learning progress.

Assessment is free from judgement about the identity and experiences of the student.

Students choose modes of assessment that suit their learning preferences to communicate what they have learnt about themselves, and their vision for their future, to an appropriate negotiated audience.

Assessment Design Criteria – AT1



grow
flourish
achieve
prosper
develop
bloom
thrive.

Partial Work Sample 1

Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

LIFE

2008

January Birth in Adelaide (Womens and Children's hospital)
 First house built after family moved to Australia
 Younger cousin born in August



BIRTHDAY

2010

My little sister was born also at the Womens and Children's hospital.
 Went on a road trip to Shepparton, Adelaide.
 Whole family was baptized according to Islamism.



2012

First day of Kindergarten
 Made new friendships



2013

First day of primary school in [redacted]
 Started the Premier's reading Challenge (goal: to complete 1 every year through to high school)
 Made new friends.



School bag

Learners today, Leaders tomorrow & more for EMPS

2014

Started learning Karate (Self-defence)
 Started swimming lessons
 Started practicing religious instrument (Harmonium) and have continued playing.



KARATE

2015

Visited Griffith.
 Learnt new friendship handshakes.
 First face painting at an event
 First time learning how to ride a bike.
 First time tried or breathing on Halloweas
 Little sister's graduation Kindergarten.
 Book week parade (dressed up as Sleeping Beauty)
 Received our Toyota (Golden Kluge) Car.



2016

Visited Victor Harbor with Family
 Harmony day in primary school (wore cultural clothes)
 Visited India for a holiday (Home country)
 Book week parade (dressed up as little Red Riding Hood)
 Started playing netball with school team
 Started learning Violin
 First time going to Royal Adelaide Show
 First got motorcycle
 Grandma and Grandpa moved to Australia



2017

Melbourne trip via the Great Ocean Road (lot of beautiful scenery)
 Visited Letcher on my birthday
 Visited Adelaide Zoo
 Prescribed glasses



2018

Started developing interest in visual Arts. (Self-taught)
 First attempt at Ice skating
 Went to Aldinga Beach with family and Friends.
 First netball award.



2019

Went to Melbourne again for a wedding.
 First entered cultural competition and won first prize
 Went to art Exhibition by artist Dawid Corneil (Lotus flower).



2020

Final year of primary school
 Book Week Parade (dressed up as Harry Potter)
 Entered Cultural competition and won first prize again
 Netball award
 STEM Leader in STEAM club
 COVID 19 and regulations



2021

Named [redacted] through made up names.
 Started playing Badminton for school team
 Started Australian Air Force Cadets (AIRC)
 Went on Road Trip to Penrith, NSW
 Entered a different cultural comp. with family friends and won 1st.
 Received distinction award!



2022

Freem badge for Cadets and got promoted to Leading Cadet.
 Visited Tasmania in October holidays
 Broke arm
 Went to Adelaide Oval to see the Cricket Match (Go India!)
 Went on Murray Bridge Cruise
 Got two pet birds (Tummy and Snowy)
 Finished the STEM program
 Received high GPA Award
 Little sister's graduation



2023

Books and books (reading in holidays)
 Starting year 11 subjects (biology and Math, etc.)
 Will get high grades
 Go to India with Family Friends
 Go on a trip with Family Friends
 Little sister starting high school (HSC) in year 7



2024

Starting year 12 subjects!
 Golden Birthday (16th Birthday)
 Sweet Golden Birthday



2025

Graduated High School and year 12 with 100% SILE completion
 High APPE and acceptance in University.
 the best and fun year of my life (1985-1986) of HS.

95+
ATAR



2026

Earned my own car and driver's license
 Finally an Adult (18th birthday)
 Accepted in ADFA (Australian Defense Force Academy) via Scholarship (medicine or engineering)
 First year of Uni - live independently with my best friend in an apartment for uni (roommate w/)



ADFA
AUSTRALIAN DEFENSE FORCE ACADEMY

2027

Finish my degree and get a permanent job position.
 Go travelling around the world with Family and friends.
 Go to India with family and friends
 Meet a famous celebrity
 Get a big house and car with family in a beautiful location
 Plan my soulmate and have a beautiful wedding
 Get married and have kids



FUTURE

Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

Final Reflection

The task was to complete a timeline of our life identifying significant events and completing interviews with three people in our community. I believe my timeline signifies important events and occasions in my life that I have or will encounter in the future. Some of the timeline events in the past that are prioritised include when I was born, going to primary school, graduating, and significant milestones in child's life. I am proud of achievements I have received with my hard work and effort. These include Premiers Reading Challenge, Netball and sport awards, cultural competition awards received in primary school and GPA awards received in high school. Events in the future that will also be significant milestones include graduating year 12 and enrolling into university. Personal turning points in my life will be family achievements such as finding my soulmate, visiting my home country (India), and getting married with kids. This also involves individual accomplishments such as purchasing my first car and building our family dreamhouse. I consider these as important events because it determines how I live my life in the future independently and as an adult.

My timeline also represents who I am as an individual and how I have progressed my identity through the years. As noticed, I am a religious and cultural person since I was baptized when I was an infant and have participated in cultural competitions, and worn cultural attire when opportunities arise (harmony day). The awards and achievements I have received also portray that I am a diligent, determined individual who strives to achieve their best in whatever activity I partake in. In the future, I have also recorded details that were on my bucket list as I attempt to expand my interest in travelling and other hobbies. Regarding my occupation and work life, I did not elaborate on that topic in my timeline as I am unsure as what I want my job to be. I have always been interested in the medical field or engineering. This area of my life was further explored in the interview.

The interview consisted of my family and friends answering 6 questions about myself with their opinions. The questions, in summary, inquired about my strengths and qualities and which field I would be best suited in. Their responses to occupations were similar, including medicine, engineering, architecture, with a surprised opinion of teacher as a job. Their answers often resulted in strengths and qualities that would be appropriate in those above professions. This gave me clarification as to why I chose those particular fields prior, because of my ongoing interest and my skills that support those projections.

I believe my timeline is currently satisfactory, based on the interview comments, as I think I will pursue in the medicine, engineering and possibly a new interest, Air Force (ADFA). I have included this career pathway in my timeline as I consider this one of the suitable options for me in the future. More importantly, I am certain of whatever career pathway I take or whatever occupation I have, my happiness will always be prioritised.

Partial Work Sample 3

Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

Representations of me

- School
- Friends
- Family
- Online
- Sport

These will be represented by the planets of the solar system, each with given reasons. The features of each planet will relate to different aspects of my personality

Part 2 on later slides

School Me; Pluto

- Been through 3 schools not including [redacted] (Pluto's status as a planet is highly debated)
- Not the greatest academically speaking, I have a good track record in a majority of my subjects excluding math (Pluto holds barely any)
- Don't necessarily have the most visible figure in terms of social status (Pluto being a dwarf planet is miniscule in comparison to giants such as Saturn or Jupiter)
- I tend to not have a large group of friends but, for the most part, have friendly relations with a lot of people (5 moons circulate Pluto, Charon which is half the size of Pluto and so they are sometimes considered a dwarf planet, and then Nyx, Styx, Kerberos and Hydra)
- Quote:
"A good overall person, however you really need to work on your submission times you idiot. You never did too badly in subjects aside from math but you didn't always hold your own in group assignments, I'm surprised you weren't on academic review" – [redacted] friend from school.



Friend Me; Jupiter


- I have a large group of people who I consider to be friends, and have managed to stay on friendly relations with plenty of people in and out of school (Jupiter has 92 moons, the largest amount of any planet in the Milky Way. The planet is also surrounded by a Jovian system, an accumulation of many smaller objects such as smaller moons and asteroids)
- I have kept friends from back in primary school in [redacted] through various means. I have always kept friends for ages since I form friendships with them (Jupiter is also the largest and oldest planet in our solar system and its moons have been with it almost since it formed)
- I have had many changes in both personality due to time I have spent with my friends. I have realised my flaws and my appeals, what makes me a good person and what makes me a prick (Jupiter has undergone many appearance changes and some changes to its makeup, yet these are not in accordance with its emotional state).
- Quote:
"I've known you for ages. You've always been a good person for the most part, you have helped me on many occasions from year 1 and to the recent past with issues I've had. Always been there for me. At times you have been a bit of a jerk but you seemed to acknowledge it and fix your mistakes." – [redacted] friend from [redacted]



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Family Me; Earth

- This is where I spend a large majority of my time, at home with my family. I have one younger sibling and both parents, thankfully not divorced (All humans including myself spend just about their entire lifetime on Earth, the exception to that being astronauts. This leads us to being extremely familiar with the planet).
- We recently had another addition to the family, our dog [redacted] a groodle x Australian shepherd, and in the future our family will be much larger than it currently is as it expands (new parts of the earth are being discovered everyday, so the knowledge we have of the Earth is becoming more outdated over time).
- Although I spend all my time with my family we still have disputes over various things from time to time. These can be miniscule or quite large. They are never the same events either. As much as I love my younger sister, I can also hate her just as much depending on what she does and when she does it. (No relation to Earth)
- Families can prove to be extremely difficult to deal with at times but its always good to have one and not experience the loss of a loved one or divorce. Not trying to offend anyone. (No relation to Earth).
- Quote:
"Annoying, horrible, really, really, annoying. And boring actually, sad, mean. Sometimes on the off occasion nice and then mean again" – [redacted] younger sibling



Online Me; Saturn

- I spend a lot of time online, in multiple different areas. From online games, offline games, on messaging platforms such as discord, on smaller messaging servers and larger communities for particular games (Saturn has many rings or layers, these can represent the different areas where I spend time online)
- Slowly I have begun to spend less and less time in certain areas and lose touch with some platforms and regions, yet I still find new places to spend that unoccupied time (Saturn is slowly losing its rings to the sun and many other factors within the solar system, yet is gaining more area from other asteroids and meteors).
- Online I do have a stronger opinion on many aspects due to the factor of remaining anonymous, this is a reason I spend quite a bit of time online, I can find people who agree with me on a lot of opinions and ideas due to that factor of nobody knowing who I am. This sounds edgy and I rarely do it outside of finding people who play similar games to me or I get along well with. (No relation to Saturn).

Quote:
Unobtainable due to certain reasons




Sport Me; No planet

☹️

Sport has always played a crucial role in my life wherever I have lived. When we first moved to [redacted] when I was 4 I picked up club soccer in my second year there after watching my mum play. When we moved back to [redacted] in 2014 I began playing mulo cricket as it was something I was able to do with close friends from school and 7 year old me loved it. At the same time I joined a club near my primary school and played for that club from year 2 to year 6 and then again in year 9 when my friends needed someone to fill a spot in their team in the age division above where I played. From year 2 I have always participated in some form of school sport, whether it be small workshops on Fridays in primary school, interschool touch rugby competitions in year 6 or trying out a whole new random sport since it sounded interesting and becoming incredibly invested in it. Sport has always allowed me to form connections with people I would've never met otherwise due to factors in our lives. I have made so many friends through club teams and school teams, ones that I will never forget.

In high school I have found that the standard for sport is much higher than what I have previously participated in. Here at school there seems to be high value placed on some sports and a lower value placed on others but students seem to love the sport they have chosen no matter what. Overall, sport has always provided me a good way to connect with others and I hope it will continue to do so in the future.

Quote:
"You were always a good sportsman on and off the field. Your bowling action could use more work and your batting style was shocking but that will come in time. You always seemed to improve and if you hated the way you performed in a game you never expressed those emotions and took it out on others" – [redacted]



Picture of Dog since I couldn't put one earlier

Partial Work Sample 4

Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.

EIF concept album

Album one:

I label these first few tracks "album one" because I am splitting this up into three little subset albums that reflect my life (and what I want my life to be in the case of the last "album"). In this first album, I reflect on myself from about ages 6-10 (which I can't remember much of).

Track 1: the first song on this album is school by nirvana, I chose this song because it portrays someone who hates school like I did when I was around that age. I used to get held in for recess a lot, I use to miss out on swimming lessons due to bad behaviour, I use to get horrible grades, I never did homework, etc. I was a troublemaker who thought they were right and that's the vibe I get from the lyrics of this song (i.e. "won't you believe it? It's just my luck" and "no recess") the subject of this song is obviously not being reflective and is just being aggressive, which I was for a long time.

Track 2: the second song is kids with guns by Gorillaz, I believe this song is about rebellious children which, surprise, I was.

. I was never one to follow rules when I was younger, I tended to do the complete opposite of what I was told (cliché I know). I think I was like this because in year 2 I changed schools and had no friends and decided and hung out with people who shaped me to be like that. I never had a true friend up until year 6 actually.

Track 3: the third track is another brick in the wall, part 2. By pink Floyd. Once again, this song is about school because I absolutely hated school up until year 7. But this song is about the teachers and not a student, the song is actually criticising the school system and calling out teachers for not paying enough attention to struggling students. Now looking back, it wasn't my teacher's fault for me not doing well, it was my fault for not trying. But if you asked me back then it was their fault (especially if you asked me in year 6), I couldn't take responsibility for my flaws (then again, most children can't).

Track 4: the fourth track, and last for the first mini album, is just what I would call my favourite track of that period of my life. For this period, it is rap God by Eminem, I absolutely hate this song now I can't listen to it without half cringing. At the time I didn't know what things like misogyny or homophobia were so looking back at this song knowing what that stuff is, it makes me cringe at how I liked it so much. But still, this song got me into music, so I give it that.

Album 2:

In this "mini album," I will be exploring myself now, so from ages 12-15 (but mainly around 14-15 as they are fresher in my mind, and I like myself from that period more).

Track 1

Track 2: my second track is everybody hurts by R.E.M. this song is

very hard for me to talk about because of the subject matter and how it connects to me. All I will say is, it is a very hopeful song.

Track 3: my third track is loser by beck, I chose this song not because I feel like I'm a loser (I don't think I'm a loser), I chose it because it's a confusing song with confusing lyrics. It's here to represent the confusion I feel when trying to navigate my way through life, for example, although now I think I know what I want to do for a living (teaching) I use to chop and change what I wanted to be every time I was asked, for example, "what do you want to be Charlie? I want to be a teacher" then a week later, "what do you want to be Charlie? A teacher".

Track 4: the track that I would say "defines" me now is "take me out" by Franz Ferdinand. I absolutely love this track, I love how it sounds, and the double meaning of its lyrics (it's referring to asking a girl on a date, but it's also playing on the name of the band), and it is the track that got me into Franz Ferdinand and their discography. I feel in 6 years I could look back on this song and still love it, unlike rap god by Eminem.

Album 3:

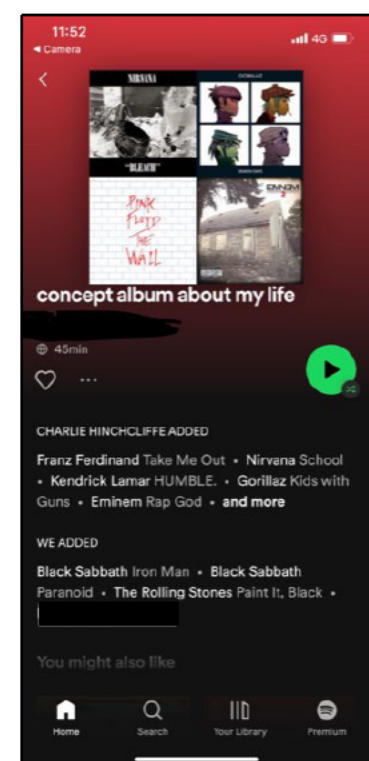
This album will show what I want in the future, so this is about me from 18 onward.

Track 1

Track 2: the second track is HUMBLE. By Kendrick Lamar. I have this song here because I want success in my life, I want a nice house, I want a nice car, and I want financial stability just like most people do. Obviously, in this song, Kendrick is talking about his success in his rap career and does it in a very braggadocious style.

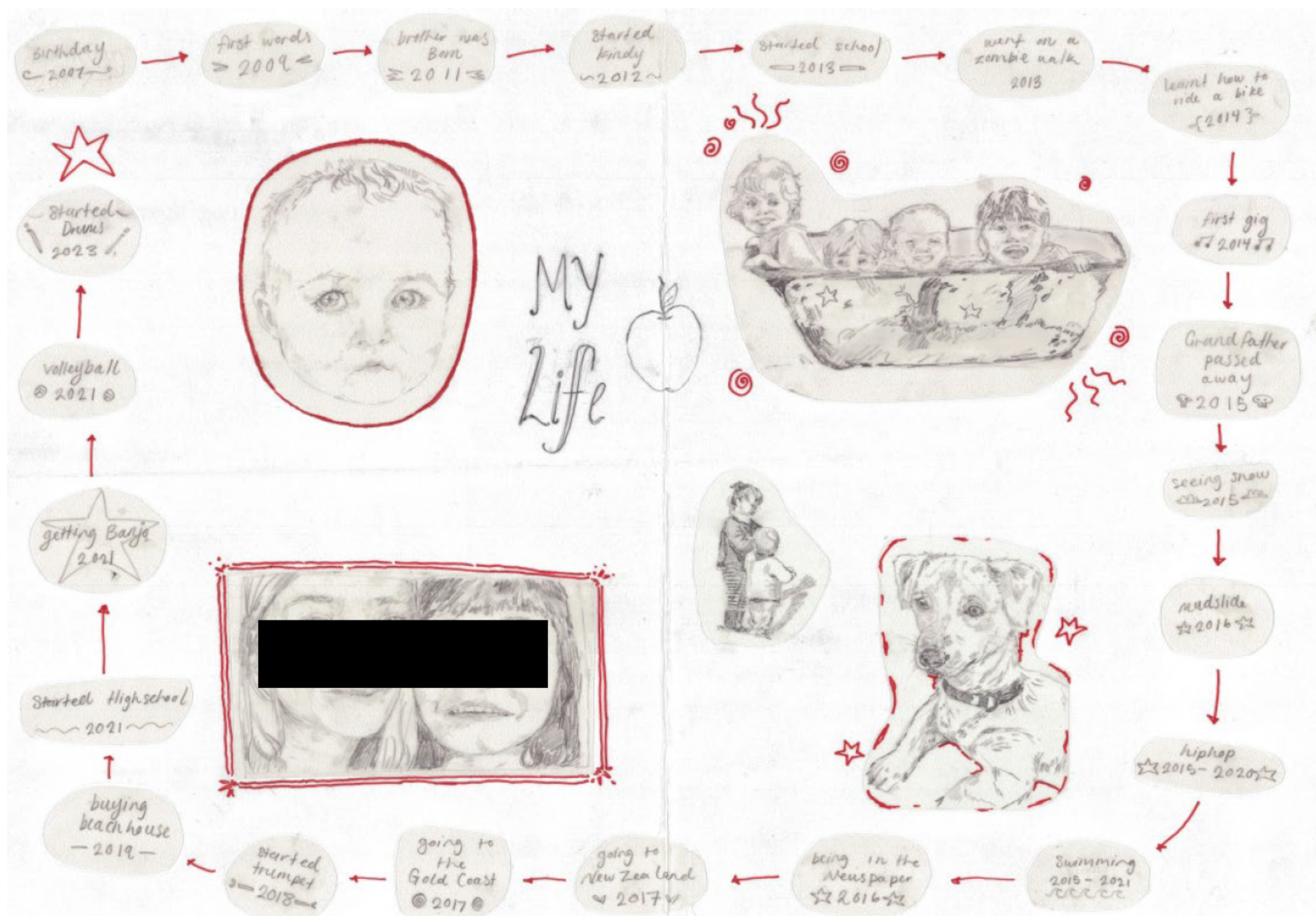
Track 3 (the closer): the third track (and the last one for the album as a whole) is the great gig in the sky by pink Floyd. I have chosen this song to represent the end of my life, me as an old man lying on my deathbed reflecting on my life. This song has no lyrics, on the wails of three women, these three women represent the three reactions people have to death, fear, acceptance, and reflection. I feel I will be the latter. But I don't need to be thinking about that right now.

QR code to playlist:



Partial Work Sample 5

Please note this is an extract from a larger body of work. It is intended to showcase some of the different ways that Pilot 2 educators approached this Assessment Type at their site.



Which parts of your timeline are most significant in who you are today?

I know that music being introduced to my life largely affected who I am today. Going to family gigs and performing for people was, and still is a big part of my life. Starting trumpet in 2018 was a significant event in my life that has been expanding ever since. Everything on my timeline has made an impact on who I am today but losing my grandfather in 2015 has proven to be a one of the most challenging times for my family. Everyone's emotions obviously weren't in order and rash decisions were made, people were unkind and hurt by what happened. But instead on focusing on the negative, the time my grandfather spend on earth while I was alive gave me some of my greatest memories. Family has always been very important to us, spending time and holidays with my cousins and aunts/uncles has shown me how to be kind and love. I look back on a lot of events and picture me with my family. Transitioning for primary school to high school was a big change in my life as I had only even attended one school. Leaving [redacted] was like leaving home, but we all learn to adapt, and I learnt quickly how to have a good time at high school. Banjo: my dog has only recently come into my life, but drastically changed how I go about my days. I love him so much and couldn't imagine living without him now. Starting a band and playing the drums has also changed how I go about my life in some ways, I'm very excited to see where it will take me.

Did what your interviewees say line up with your timeline and projections for the future?

I see myself pursuing music and art, two things I love with my whole heart. While I also love nature and can fully imagine myself to study some sort of environmental science area like botany or zoology and or overall conversation. Anything to get me outside or involved with plants and trees, including the science behind them and the land to which they belong. These are topics my mum brought up in her interview answers. I think My brother was right when he called me stubborn, I'm flexible a lot of the time but probably set my mind to somethings a little too hard.

Would you change any part of your timeline (particularly related to the future) based on their comments?

I didn't go into future predictions in my timeline because I cant limit myself to anything just yet, but presentation wise, I could have made the events on my paper stand out more (bigger writing). I also wish I added a drawing of my dad who is one of my biggest inspiration, I just found myself running out of room.