

# AIMING HIGH

2010



# YEAR 9

## AIMING HIGH

### ~Philosophy~

Aiming High promotes life skills essential for our changing world. Negotiated projects and ensuing success highlights the value of leadership, responsibility, teamwork, initiative and a strong work ethic. An emphasis is placed on self-reflection and engagement to meet the challenges and changes of our modern world.

### ~Vision~

Aiming High is a thematic project based curriculum. Students are encouraged to adopt purposeful and relevant life skills in negotiating their project/s. Students set and achieve goals, thereby increasing their focus at school, and growth as an individual.

### ~Purpose statement~

Skills that students focus on developing are:

- Responsibility
- Leadership
- Initiative
- Teamwork
- Co-operation
- Work Ethic
- Communication
- Goal setting
- Organisation
- Time management
- Project management and development

### Projects should:

- Have clear and concise goals and a specific purpose
- Be presented in a professional manner that truly reflects the time allowed
- Be realistic and challenging
- Be contributed to by ALL team members evenly and fairly

# PROGRAM OVERVIEW

## Semester One:

<b>Module One: Orientation</b> <b>2/2 – 25/2</b>	<b>Module Two</b> <b>2/3- 8/6</b>
<b>Overnight Camp (Feb 2- 3)</b>	<b>You and Your Environment</b>
<b>Heroes Journey</b>	<b>Sports and Fitness</b>
<b>Negotiated project</b>	<b>Art &amp; Art Appreciation</b>

## Semester Two:

<b>Module Three</b> <b>10/6 – 7/9</b>	<b>Module Four</b> <b>9/9 – 7/12</b>
<b>Sports Coaching</b>	<b>Great Vic Bike Ride*</b>
<b>Cross Age Tutoring</b>	<b>Discovering Your Community</b>
<b>Be a Volunteer</b>	<b>Outdoor Education</b>
<b>Radio Station</b>	

Students will choose one module from each of Module Two, Three and Four. All students will undertake the Orientation Program.

Much care is taken to give students their first preferences where possible. Student Selection Forms must be submitted to the General Office by 3pm November 26, 2009. Late submission forms will jeopardise the student's likelihood of gaining their first preferences.

\*The Great Vic Bike Ride will only run if there is a full class of 25 students.

# IMPLEMENTATION AND ASSESSMENT

- The major emphasis of Aiming High will be the development by students of the skills to work successfully as individuals and in groups, negotiation, responsibility and teamwork.
- The outcomes of the modules will be achieved by a combination of classroom experiences, visits, excursions, workshops and negotiated projects.
- Students will be required to keep records of their projects in a workbook, prepare reports to relevant groups (both written and verbal as appropriate) and to produce a portfolio of their work.
- Students will be required to choose and to keep relevant data that can be used to evaluate their projects.
- The Aiming High program will be reported to parents by the student, through Celebration Evenings, via descriptive self-assessment and via a descriptive assessment from the facilitating teachers in comprehensive written reports on the completion of each module.
- The Celebration Evening is an integral component of the evaluation of each module and provides students and teachers with the opportunity of sharing their achievements with parents.
- The Aiming High modules will not be graded, however an evaluation of whether projects meet the goals and outcomes negotiated with the student and what learning took place through these projects will form an essential component of the management of the program.
- An essential outcome of this program will be that students learn the value of clear processes, planning and evaluation.
- Students will evaluate their progress by self-evaluation, peer assessment, mentoring discussions, advice from the teaching team, feedback sought by them from relevant community groups and the outcomes of their projects.
- Where students are already involved in projects that achieve the needs and outcomes of this program, recognition of prior learning may apply – students can build on their existing commitments to show growth.
- Students will have to provide evidence of their involvement in other projects and current learning, and incorporate these activities into the Aiming High record keeping and documentation processes.
- There are costs associated with the program. These include an orientation camp (approximately \$85), workbooks for each module (approximately \$10 per module) and individual costs depending on module selection. Refer to module description and overview for further details.

# **MODULE 1**

## ***ORIENTATION PROGRAM AND CAMP***

The Orientation Program aims to introduce students to the Aiming High Program, create cohesiveness within the group and begin to build close working relationships, as well as build students self-esteem. It includes an overnight camp with a number of activities including initiative games, outdoor activities, commando course and a guest speaker from the Reach Foundation, talking about goal setting, challenges and respect for other people and themselves. The camp is a fundamental introduction to the 'Heroes Journey', the basis of our Orientation program for Aiming High. During the Orientation Program, students will:

- Complete modules from the Heroes Journey Work book
- Become familiar with the processes of negotiating projects via a small negotiated task
- Begin to reflect and analyse their work and skills
- Set specific goals and evaluate them
- Set goals for the year and future and set about putting action into place to reach them.

The Orientation Camp is a compulsory part of the Aiming High program and is on the 2nd and 3rd February 2010. It is held at the Clifford Park Scout Activity Centre in Wonga Park and costs \$85.

# MODULE 2

## You and Your Environment

### **Aims**

The aim of this unit is for students to develop navigation skills in order to successfully complete a series of orienteering and rogaining challenges, as well as to appreciate their surrounding environment through the continued revegetation and regeneration of the natural environment at the school lake. This module will be divided into two (2) Key Units that will focus on the interrelated components of this module.

### **Knowledge and skills to be gained**

The first Key Unit, LANDCARE, will concentrate on the development of the key skills required to:

- Revegetate a specified area with locally indigenous plant species, understanding the relevance of those species to the local biodiversity;
- Undertake water quality testing to assess the health of a number of waterways in the local and wider community;
- Work with a number of community groups and organisations on a variety of different projects;
- Recognise and apply several practical management techniques for environmental degradation through understanding how best to arrest the cause; and
- Identify by sight a variety of declared noxious weeds of Victoria.

The second Key Unit, ORIENTEERING, will concentrate on the development of the key skills required to:

- Read a compass and accurately follow a set bearing (bee-line hike);
- Follow a series of bearings to successfully complete several orienteering courses, ranging from beginner to advanced, in the local and wider community;
- Read a topographical map, accurately interpreting the contours and features; and
- Complete a variety of rogaining courses – in bushland and in an urban environment.

### **Assessment**

This module will be assessed to VELS and will incorporate authentic assessment by way of student reflection, peer assessment, experiential learning and action research.

# Art & Art Appreciation

## **Aims**

The aim of this unit is for students to further develop their art skills in interpreting subject matter and presenting their response to it through a variety of materials, techniques and styles. They will achieve this through the development of a folio that will reflect their experiences. A number of excursions to a variety of sites will be included for inspiration. Students will examine the work of artists through research and gallery visits.

## **Knowledge and skills to be gained**

- Artistic skills such as drawing, painting, sculpture and printmaking
- Understanding and application of a variety of skills, materials and techniques
- Understanding and appreciation of a variety of artists
- Team work and team building
- Communication skills
- Organisational skills
- How to access services in the community, both local and city
- How to use public transport

Students may work as a team and activities are negotiable.

## **Students may investigate**

- The application of a variety of materials
- Interpretation of a variety of subject matter
- Artists and artistic practices

## **Assessment**

This module will be assessed to VELs and will incorporate authentic assessment by way of student reflection, peer assessment, experiential learning and action research.

# Sports and Fitness

## Aims

The aim of this unit is for students to gain specific knowledge and skills in improving personal health and fitness for sport. Students will be required to assess their fitness and design a personal fitness regime in preparation for a team-based mini triathlon. Through this students will develop a high level of teamwork, leadership, organizational skills and personal fitness. An emphasis of the unit will be teamwork as students work together in small teams the entire unit towards achieving personal and team goals, including the organisation of a negotiated project. Students will spend a substantial amount of time participating in physical activity in both individual and team activities.

## Knowledge and skills to be gained

- Goal setting and evaluation/reflection
- Effective teamwork skills
- Planning and organization skills
- Leadership skills
- Knowledge of fitness testing and components
- Knowledge of training methods and principles for sport
- Sportsmanship, respect and tolerance of others
- Improved personal fitness
- Using heart rate telemetry to assess training effectiveness
- Understanding the benefits of an active and healthy lifestyle

## Students may negotiate the following tasks

- Personal Fitness Assessment and set goals for improvement.
- Design their own personal and team training program aimed at meeting their personal and team goals
- Complete their training program during both class time, and outside of scheduled class time
- Experience a range of training methods at school and in the wider community
- Watch and evaluate an elite sports training session
- Interview an elite athlete
- Organise and run a sports tournament
- Compete in a team based mini triathlon in the last week of the program
- Design and complete a negotiated project based on sports training and fitness
- Maintain a personal training diary

Students will work independently at times, but predominantly students will be working in a cooperative small group environment.

## Assessment

- Assessment will be criteria based and will be negotiated with students from the following
- Students must complete a person Aiming High Reflective Journal
- Completion of Training Program, including goals and evaluation.
- Self-assessment of negotiated work.
- Preparation and performance at the celebration evening
- Photographic folio detailing the experience

## Cost

Fees will be charged throughout the unit for excursions and activities. Total fees will not exceed \$70.

# Module 3

## Sports Coaching

### Aims

The aim of this unit is for students to build on their knowledge of sport skills, strategies, rules and traditions whilst developing leadership, coaching, planning and communication skills. To achieve this, students will be required to undergo specific training in coaching and apply their various skills to coaching a junior sporting team. Students will also be required to demonstrate their skills not only in coaching, but also by participating in sport and working in a co-operative environment where each student is striving to achieve his/her potential.

### Knowledge and skills to be gained

- Effective communication skills
- Planning and organisational skills
- Leadership skills
- Management skills in coaching a small team of people
- Enhancing sport knowledge of rules and strategies
- Understanding and appreciation of sportsmanship values
- Enhanced fundamental motor skills, games sense and sports specific skills

### Students may

- Undergo specific training in coaching, which may involve achieving a level one coaching certificate in a chosen sport
- Learn the rules of sport and may have the option of becoming a recognised referee
- Apply their knowledge and understanding of the principles of coaching in a particular sport when coaching either a junior sporting team from Parkwood Secondary College or a team from a local feeder primary school
- Analyse sports skills, strategies, rules and values whilst applying them to the design of various training sessions to both peers and junior sporting teams
- Communicate ideas to peers, juniors and other people in the community
- Demonstrate their ability in performing a variety of sports skills and strategies whilst participating in a variety of sports

Students will work independently at times, but predominantly students will be working in a cooperative small group environment.

### Assessment

Criteria based assessment will apply in this unit. Assessment may be formulated from the following possible pieces of evidence:

- Students must complete a personal Aiming High Log
- Completion of a coaching manual/course
- Coaching video
- Photographic folio detailing the experience
- Self analysis
- Performance coaching a small team

**Cost**

Fees will be charged throughout the unit for excursions and activities. Total fees are kept to a minimum and will not exceed \$30.

# Cross-Age Tutoring

## Aims

The aim of this unit is to develop a greater sense of self-confidence and stronger communication skills through the provision of learning support to younger students. Students will be involved in the planning, organisation and implementation of a Cross-Age tutoring program to primary school students in one of our local feeder Primary Schools.

## Knowledge and skills to be gained

- An appreciation of both learning and teaching styles
- An identification of their own learning style(s)
- A deeper understanding of the difficulties that some students face with the learning process
- An identification of the ways in which help and support can be provided to students with difficulties
- A development of organisational skills
- Relationship building skills
- Greater self discipline
- Greater confidence
- Communication and presentation skills
- Cooperative learning
- Team building

Students may work independently in the planning stage. However, they will be encouraged to work in small teams that focus on cooperative learning.

## Students may

- Identify specific needs of individual students (this will be done in discussion with the student and in cooperation with the classroom teacher)
- Plan a program of support for their student(s) in order to address their learning needs (this will be done in consultation with both the classroom teacher and their own teacher)
- Implement the program at a mutually suitable time. The program will focus on in-class support for individual or small groups of students
- Work under the guidance and supervision of the classroom teacher
- Continuously evaluate the program in consultation with the classroom teacher and their own teacher

## Assessment

Assessment may be formulated from the following possible pieces of evidence.

- Students will maintain a workbook/journal as a record of their learning.
- The Cross-Age tutoring program package developed by the student.
- Self- Assessment of their performance in relation to: Needs analysis, Plan, Implementation, Student outcomes
- Review by classroom teacher in consultation with tutor's teacher

## Cost

The only cost involved in this module is the cost of transport to the primary school, which may be by public transport or by parents.

# Be a Volunteer

## Aims

The aim of this unit is to develop an appreciation of the value of volunteer work in a rapidly changing society and to develop an understanding of a variety of payments including monetary compensation, personal satisfaction, a sense of community responsibility and community spirit - a sense of 'making a difference'.

## Knowledge and skills to be gained

- An appreciation of the needs of our local community ranging from infants to senior citizens
- Cooperation
- Organisational skills
- Communication skills
- An understanding of the service industry within the local community
- The establishment of relationships across different sectors of the local community
- Team building

Students may work independently. However, they will be encouraged to work in small teams that focus on cooperative learning. A team approach in the delivery of the program is of paramount importance.

Students will develop and implement a project that meets the needs of a specific sector of our community. This may include:

- Pre-school children
- Unemployed youths/adults
- Senior citizens
- Disabled/impaired community members

Links with local kindergartens, Neighbourhood Houses and retirement villages can be established through the development of such things as playgroups, skill development activities, the teaching of skills eg information and communication technologies, mentoring and special programs.

## Assessment

Criteria based assessment will apply in this unit. Assessment may be formulated from the following possible pieces of evidence:

- Students will maintain a workbook/journal as a record of their learning project
- Students will present the details of their project and the outcomes in a suitable manner that employs the use of information and communication technologies
- Students will prepare a presentation of their experiences through a suitable medium eg video, photographs, folio etc

## Cost

The costs associated with this module are only the cost of transport to and from their volunteering placement, which are to be organised by parents.

# Radio Station

## Aims

The Radio Station module aims to give students opportunity to develop skills in writing and performing scripts, in the technology of constructing and recording regular, cohesive radio programs, and in specialising in an aspect of making radio. The module also aims to provide regular school wide broadcasts of pre-recorded radio programs.

## Knowledge and skills to be gained

- An understanding and experience of what is involved in making radio
- Knowledge of and skills in using recording and broadcasting technology
- Skills in planning and scripting
- Interviewing skills
- Team work, on a large and small team scale
- Oral presentation skills
- Musical performance skills

## Students may

- Compose and record jingles for advertisements
- Interview members of the school community
- Edit interviews
- Write and record ongoing scripted radio dramas
- Take on the roles of producers, researchers, technical assistants etc.
- Research, compile and/or announce the community news
- Research and compile news stories from the wider community
- Liaise with members of the wider community

## Assessment

Assessment will be based on the goals that students set themselves, in terms of the roles and tasks they choose to take on within the Radio Station. They will draw up plans and proposals, against which their final achievements will be measured. The successful recording and broadcast of sections of the regular radio program for which they are responsible will be the 'product' used for assessment, and their own reflections on the weekly goals they set and their own performance will form the basis for assessment of their development of life skills such as Team Work, Communication, Work Ethic, Co-operation, Leadership and Initiative.

## Cost

The only costs of this module are those associated with travelling in to SYN FM. Students will need to buy their train tickets to the city, an approximate cost of \$6 per day.

# Outdoor Education

## Aims

In this unit students will develop some of the basic skills and understandings required to safely explore the outdoors. These include knowledge and skill development related to particular activities as well as those associated with the effective planning and implementation of trips in the outdoors. Students will be required to demonstrate an understanding of the wilderness code as it relates to low impact bushwalking.

Expert groups will be required to provide students with a high degree of ecological and cultural understanding of all areas visited throughout this module. In this instance, “expert groups” may be defined as those with a vested interest in the area, significant contributors to the environmental condition of the area, user groups of the area and employees of the management groups of the areas.

## Knowledge and skills to be gained

- Effective choice, use and care of equipment in the outdoors. For example; suitable clothing, where and how to pitch a tent, cooking skills, and so on.
- Organisational skills; trip planning and implementation
- Knowledge of safety issues and basic first aid
- Specific skills related to bushwalking and climbing (or other activities depending on the season and staff availability)
- Increase leadership skills, initiative and problem-solving skills
- Team-working abilities, maintaining a positive attitude, especially while developing and learning new skills
- Effective communication skills
- Knowledge and appreciation of the natural environment
- Historical knowledge relating to outdoor exploration and adventure, and some of the reasons people have for venturing outdoors
- Developing a highly tuned understanding of the current pressures on a variety of ecosystems through the human uses of these landforms. Students are expected to develop their own ethical and moral standpoint on a number of land uses, both controversial and widely accepted, from an environmental and cultural point of view. They will demonstrate an understanding of the impacts of the various uses, the popularity of recreational activities in sites of high ecological significance, and form an educated opinion as to the sustainability of such activities.

## Assessment

Criteria based assessment may apply to this unit. Assessment may be formulated from the following pieces of evidence:

- Maintenance of a workbook / journal as a record of their learning and skills acquisition.
- Demonstration of skills obtained in practical settings; for example meal planning and preparation, climbing knots and so on.
- Presentation of an element of skills development to their peers
- Production of a report detailing the key elements of an outdoor pursuit to be chosen by each student.
- Demonstration of forming an ethical standpoint relating to the issues explored throughout the unit.

## Cost

There are significant costs associated with this module, the main one being the five day camp, as well as some smaller excursions for training in rock climbing and other outdoor activities. The all inclusive cost of \$350 will be payable in instalments throughout terms 3 & 4.

# Discovering Your Community

## **Aims**

The aim of this unit is to expose students to local, city and global issues and to familiarize themselves with the city - its layout, facilities, geography, services etc. In order to achieve this, students will take a hands-on approach by designing and completing an active research project based on a topic/area of interest. This will involve researching at school and in the wider community. Students will also participate in a city camp program to achieve their goals.

## **Knowledge and skills to be gained**

- Consciousness and awareness of local, city and global issues
- A familiarity with the city and what it has to offer
- Team work and team building
- Communication skills
- Organisational skills
- How to access services in the community, both local and city
- How to use public transport
- Map reading skills

Students will work as a team and activities are negotiable.

## **Students may investigate**

- Important issues that affect the local and global community
- City and local history
- City and local living
- Transport
- Accommodation alternatives
- Activities and tourist attractions
- Services available for various community groups

## **Assessment**

This module will be assessed to VELS and will incorporate authentic assessment by way of student reflection, peer assessment, experiential learning and action research.

## **Costs**

Students will need to cover travel expenses to and from the city each day on the camp and any excursions prior to this. They may also need to pay for some activities whilst on camp. (max \$25)

# The Great Victorian Bike Ride

## **Aims**

The Great Victorian Bike Ride is the ultimate challenge. Students will be required to focus, set goals and develop a sense of responsibility. Through participation in the Great Victorian Bike Ride students will develop greater life skills, physical awareness and cycling skills. There will be an emphasis on physical preparation, planning, teamwork, fundraising, bike maintenance and cycling skills in the lead up to the Great Victorian Bike Ride.

## **Knowledge and skills to be gained**

### *Life skills*

- Sense of achievement, having cycled nearly 600km leading to improved self-esteem, confidence and personal growth.
- Improved teamwork through opportunities presented in the preparation stages and as the group manages itself through cycling and camping for nine days.
- Increased awareness of social diversity in a large community from all walks of life, brought together by a common goal.
- Improved social skills from close knit living within this diverse community.

### *Physical awareness*

- Increased awareness that physical activities can be fun and social. This benefit is greatest among students who are uncomfortable with competitive sport.
- Awareness that physical activity can lead to improved mental wellbeing.
- Increased awareness of the effects of diet and activity on health.
- Ability to develop and implement a personal fitness goal.

### *Cycling skills*

- Improved on-road skills.
- Improved spatial awareness from riding in large groups.
- Skills in practical bicycle maintenance

## **Students will negotiate the following tasks**

- Undertaking a specific responsibility within the team during preparation and cycling. These may include, but are not restricted to bike maintenance, team management, fundraising, fitness, leadership and management.
- Designing and completing a personal training regime.
- Completing training in and out of school hours.
- Organising team practice training rides.

Students will work independently at times, but predominantly students will be working in a cooperative small group environment.

## **Assessment**

- Assessment will be criteria based and will be negotiated with students from the following
- Students must complete a personal Aiming High Reflective Journal
- Completion of individual and team training.
- Self-assessment of negotiated work.
- Preparation and performance at the celebration evening
- Photographic folio detailing the experience

**Cost**

The cost of this unit will be determined by entry fees set by Bicycle Victoria and the number of students participating in the ride. In previous years the cost has been approximately \$580.00. Other costs may be associated with the ride to ensure each rider is adequately prepared. Students undertake a substantial fundraising component of the module to reduce costs.

***There must be a minimum number of 25 students to select this module for it to be viable.***

- Aiming High Assessment rubric

**Strand – Civics and Citizenship**  
**Domain – Community Engagement**  
**STUDENTS SHOULD BE AT LEVEL 6**

<b>LEVEL 6</b>	<b>Below level 5</b>	<b>5.25</b>	<b>5.5</b>	<b>5.75</b>	<b>6</b>	<b>6.25</b>	<b>6.5</b>	<b>6.75</b>
<i>Ability to use a range of resources, including mass media to articulate and defend their own opinions about issues in the global community.</i>	Viewpoints on their big issue are presented with limited resources being used.	Able to present a point of view on their big issue using resources from mass media	Able to justify their point of view by using a range of resources, including mass media	Able to present their big issue from a range of views. This is supported by a range of resources including mass media.		Lead an activity in class that affect members of the school community directly. Making a difference in the school community.	Lead an activity in class that affect members of the wider community (local, national or global). Making a difference in the community	Initiate and lead activities that affect members of the wider community (local, national or global). Making a noticeable difference in the community
<i>Develop an action plan that demonstrates their knowledge and of a global issue and suggests issues to raise awareness of that issue.</i>	Development of an action plan for making a difference.	Can identify strategies that could make a difference in their community.	Developed a community project based on research of evidence to develop a negotiated project	Implement a community project to address their big issue in their local community.				
<i>Participate in an activity, with a global perspective in the local community.</i>	Participation in an activity that makes a difference is teacher lead.	Participation in an activity that raises awareness or funds for a global issue	Organising an activity that makes a difference in their community in relation to a global issue	Implement and organise an activity that makes a difference in their community in relation to a global issue				

**Information and Communications Technology**

LEVEL 6	5.25	5.5	5.75	6	6.25	6.5	6.75
<p><b>ICT for visualising thinking</b></p> <p><i>students use a range of ICT tools and data types to visualise their thinking strategies when solving problems and developing new understanding. They use visualising thinking tools and apply ICT techniques to support causal reasoning and to model and describe the dynamic relationship between variable and constant data values to test hypotheses.</i></p> <p><i>Students are efficient and effective in their use of appropriate ICT tools and editing techniques for assisting in visualising thinking. When solving problems, students discriminate between such tools and strategies based on their suitability for problem solving in new situations.</i></p>	<ul style="list-style-type: none"> <li>• use of nominated dynamic modelling tools and manipulation and editing techniques to describe the relationships between ideas or components; for example, building simulations of dynamic automotive systems and processes</li> <li>• use of complex ICT tools to visually represent, model, reframe or refine thinking strategies; for example, using three-dimensional multimedia tools to construct complex representations of molecules</li> <li>• selection, from a given list, of ICT tools and editing techniques to support problem solving, based on their technical capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• use of selected dynamic modelling tools, and manipulation and editing techniques and procedures, to test hypotheses; for example, testing predictions of how the inclusion of an alternative component in an electronic system will affect performance</li> <li>• use of complex ICT tools to visually represent, model, reframe and refine causal reasoning; for example, using rule-based software such as spreadsheets and expert systems to explore the effects of rural depopulation on the economy</li> <li>• selection, from a collaboratively determined list, of specific ICT tools and editing techniques to support particular types of problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• independent use of dynamic modelling tools and a range of multi-step manipulation and editing techniques and procedures to control and test the relationships between components; for example, constructing and manipulating geometric and algebraic objects to explore and test the relationships within and between these objects</li> <li>• use of complex ICT tools, peripherals and manipulation techniques to explore and represent the relationship between components; for example, using a robot and software to show the relationship between temperature and movement</li> <li>• independent selection of specific ICT tools, strategies and editing techniques to support a variety of types of problem solving</li> </ul>		<ul style="list-style-type: none"> <li>• appropriate choice and use of graphic organisers, modelling, simulation and controlled models to structure various forms of thinking about concepts, processes and ideas</li> <li>• integration of two visualising thinking tools, and efficient and effective use of manipulation techniques, to support complex thinking processes</li> <li>• awareness of the technical capabilities of specific ICT tools and visualising thinking strategies for supporting various problem-solving approaches or learning situations</li> </ul>	<ul style="list-style-type: none"> <li>• how the choice of graphic organisers, modelling, simulations and controlled models to structure particular forms of thinking about concepts, processes and ideas fits the purpose</li> <li>• creation of an original graphic organiser, using familiar ICT tools and efficient and effective manipulation techniques to support a specific learning situation</li> <li>• detailed knowledge of the technical capabilities of specific ICT tools and visualising thinking strategies for supporting various problem-solving approaches or learning situations</li> </ul>	<ul style="list-style-type: none"> <li>• justification of the suitability of specific visualising thinking strategies for structuring various forms of thinking about concepts, processes and ideas</li> <li>• use of domain-specific simulated system software, such as automotive engineering software, to assist in providing answers to specific questions</li> <li>• justification of the choice of particular ICT tools to support various types of problem-solving and thinking processes</li> </ul>

<p><b>ICT for creating</b></p> <p><i>At Level 6, students appraise different strategies for organising and managing resources involved in problem solving and creating information products. They use ICT to devise detailed plans that sequence tasks to be done, resources needed, and timelines for completion. They annotate their plans to explain changes made during the project.</i></p> <p><i>Individually, and as team members, students apply a range of techniques, equipment and procedures that minimise the cost, effort and time of processing ICT solutions and maximise the accuracy, clarity and completeness of the information. They apply strategies that protect their files</i></p>	<ul style="list-style-type: none"> <li>• identification of similarities and differences between the strategies for organising and managing files used by school teams and by small organisations; for example, use of passwords to enter a school network, locked keyboards to restrict access to files in a business</li> <li>• identification of threats to data security caused by accidental loss, stealing or data corruption</li> <li>• use of ICT presentation conventions and efficient processing techniques to reduce the time taken to process data; for example, macros</li> <li>• designs for web-based information products that acknowledge the common characteristics of a targeted audience; for</li> </ul>	<ul style="list-style-type: none"> <li>• modification of the file management system used by a school team to incorporate conventions selected from a given list; for example, consistent filenames</li> <li>• use of strategies to protect the security of their files; for example, password protecting files to minimise unauthorised access</li> <li>• use of ICT presentation conventions and processing techniques to increase the efficiency and effectiveness of information products</li> <li>• designs for web-based information products that acknowledge characteristics of an unknown global audience; for example, the inclusion of symbols that are culturally respectful</li> </ul>	<ul style="list-style-type: none"> <li>• modification of the file management system used by a school team, to incorporate collaboratively determined conventions; for example, folder structures and file access rights</li> <li>• use of strategies to protect the security of stored team files; for example ‘read only’ files</li> <li>• use of ICT presentation conventions, processing techniques and procedures to increase the efficiency and effectiveness of information products; for example, gaining feedback from peers on the quality of the product during production and making appropriate modifications</li> <li>• designs for web-based information products that acknowledge universally accepted conventions</li> </ul>		<ul style="list-style-type: none"> <li>• use of advanced manipulation techniques to process multiple data types when creating visual representations; for example, using sound, images and text to depict skills and strategies for countering moves in a basketball game</li> <li>• experimentation with software tools and techniques to create features incorporated in commercial products; for example, practising different ways of creating a password protection feature in a website to control access rights</li> <li>• use of mobile technology such as data loggers and personal digital assistants (PDAs) to acquire and process data in order to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• creation of information products by using functions from different software tools and equipment; for example, creating a multimedia product using multimedia-authoring and image-editing software, and a digital camera and an MP3 player to acquire data</li> <li>• modifications to their information products to incorporate features included in commercial products</li> <li>• customisation of mobile technology, such as mobile phones, personal digital assistants (PDAs) and gaming devices, to improve their efficiency and effectiveness</li> </ul> <ul style="list-style-type: none"> <li>• creation of user documentation to support processing of new sets of data for a solution they have produced; for example, development of a quick reference guide that explains processing and security procedures to be followed when processing weekly expense statements</li> <li>• justification of the tools and techniques used to incorporate features included in commercial products</li> <li>• selection and justification of appropriate mobile technology for given purposes</li> </ul>

<p><i>from being corrupted, stolen or accidentally lost. Their products demonstrate a clear sense of purpose and respect for the audience. Students apply processing practices that take into account their legal obligations and ethical considerations. They compare their own solutions with others and justify suggestions to improve quality.</i></p>	<p>example, transcripts of audio files on a website for the hearing impaired</p>		<p>regarding accessibility; for example, using an alt tag to indicate the size of a graphic</p>				
<p><b>ICT for communicating</b></p> <p><i>students exchange ideas and considered opinions with others through online forums and websites. Students apply techniques to locate more precise information from websites, including searching general and specialised directories, and applying proximity operators. They use accepted protocols to communicate regularly online with peers, experts, and others, expressing</i></p>	<ul style="list-style-type: none"> <li>• identification, in existing communications, of nominated protocols that are used when exchanging ideas and considered opinions through online forums; for example, language that respects gender</li> <li>• location of targeted websites, using general and specialised search engines, and nominated search directories such as BUBL</li> <li>• identification, in existing communications, of</li> </ul>	<ul style="list-style-type: none"> <li>• application of collaboratively determined protocols when exchanging ideas and considered opinions through online forums such as blogs; for example, language and icons that respect cultural differences</li> <li>• location of targeted websites using general and specialised search engines, collaboratively chosen search directories such as Infomine, and proximity operators such as</li> </ul>	<ul style="list-style-type: none"> <li>• application of self-generated protocols when exchanging ideas and considered opinions through online forums such as Wikis</li> <li>• location of targeted websites using general and specialised search engines, search directories such as Awesome Library, and proximity operators</li> <li>• application, when communicating electronically, of strategies that comply with legal responsibilities</li> </ul>		<ul style="list-style-type: none"> <li>• provision of constructive feedback on information posted by peers in closed online forums such as blogs used within the school</li> <li>• identification of the technical capabilities of contemporary communication tools; for example, transmission rates of media, and security facilities</li> <li>• effective exchange of sound, images and text files using mobile</li> </ul>	<ul style="list-style-type: none"> <li>• provision of constructive feedback on information posted by known or unknown experts in public online forums, such as Wikis</li> <li>• application of appropriate strategies for protecting information transferred via contemporary communication tools</li> <li>• adherence to codes of practice and the application of appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• reflection on received feedback and ICT processes in order to make future communications more effective</li> <li>• understanding of the roles that components of contemporary communication tools play in the secure transfer of information via those tools</li> <li>• awareness of, and reflection on, the legal and ethical impacts of contemporary communication tools on a global community</li> </ul>

<i>their messages in language appropriate to the selected form of communication, and demonstrating respect for cultural differences.</i>	features that reflect ethical considerations and legal responsibilities; for example, copyright statements	'near' and 'adjacent' • use, when communicating electronically, of strategies that comply with legal responsibilities and take into account ethical considerations	and protect vulnerable users from accessing or receiving unwanted information		technology such as mobile phones, MP3 players and hand-held email devices	strategies to conform to key provisions of intellectual property and copyright laws	
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## Interpersonal Development

<b>LEVEL 6</b>	<b>5.25</b>	<b>5.5</b>	<b>5.75</b>	<b>6</b>	<b>6.25</b>	<b>6.5</b>	<b>6.75</b>
<p><b><i>Building social relationships</i></b></p> <p><i>students demonstrate awareness of complex social conventions, behaving appropriately when interacting with others.</i></p> <p><i>They describe how local and global values and beliefs determine their own and others' social relationships.</i></p> <p><i>They evaluate their own behaviour in relationships, identify</i></p>	<ul style="list-style-type: none"> <li>• <i>self awareness in monitoring behaviour in diverse social contexts</i></li> <li>• <i>knowledge of diverse social conventions such as appropriate dress and manners</i></li> <li>• <i>awareness of that there are a range of influences that determine people's values and beliefs</i></li> <li>• <i>awareness of the influence of, for example, values,</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>empathy in monitoring and responding to the behaviour of others in diverse social contexts</i></li> <li>• <i>awareness of appropriate behaviour when in diverse social contexts; for example, showing attentiveness and thoughtfulness</i></li> <li>• <i>understanding of the relationship between values, beliefs and accepted</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>self efficacy and self regulation in managing their behaviour in diverse social contexts; for example, positive self talk and self confidence when approaching new situations positively</i></li> <li>• <i>successful strategies for adapting their behaviour in diverse social contexts</i></li> <li>• <i>knowledge of accepted and diverse social practices and their effect on</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>knowledge of sensitive social issues, such as excessive drinking, and their influence on personal relationships</i></li> <li>• <i>knowledge of protective and risk factors that have personal and social consequences</i></li> <li>• <i>use of strategies for managing socially stressful situations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>understanding of the many social influences, such as values, culture, gender and power, that may affect relationships</i></li> <li>• <i>understanding of the social consequences of behaviour.</i></li> <li>• <i>behaviour towards others that motivates and builds confidence in them</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>behaviour that encourages diverse groups in the community to contribute to an inclusive and harmonious environment</i></li> <li>• <i>modelling pro-social behaviour that builds protection and reduces risk among peers</i></li> <li>• <i>strategic leadership that promotes a socially supportive school environment; for example, peer leadership and restorative strategies such as sharing feelings about an issue or incident</i></li> </ul>

<p><i>potential conflict and employ strategies to avoid and/or resolve it.</i></p>	<p><i>sexuality, power, gender and culture, when using strategies to avoid and/or resolve conflict</i></p>	<p>social practices</p> <ul style="list-style-type: none"> <li>• knowledge and skills in the employment of a range of strategies for managing differences in social relationships</li> </ul>	<p><i>relationships</i></p> <ul style="list-style-type: none"> <li>• <i>knowledge and skills for evaluating, modifying and/or changing strategies when resolving conflict in social relationships</i></li> </ul>			
<p><b>Working in Teams</b> <i>students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams.</i></p> <p><i>Working with the strengths of a team they achieve agreed goals within set timeframes.</i></p> <p><i>Students describe how they respect and build on the ideas and opinions of team members and clearly articulate or record their reflections on the effectiveness of learning in a team.</i></p> <p><i>They develop and implement strategies for improving their contributions to achieving the team goals.</i></p>	<ul style="list-style-type: none"> <li>• application of questioning and listening skills to explore the attributes of all team members when allocating roles</li> <li>• positive and helpful attitudes and behaviour when working in a team</li> <li>• use of strategies for exploring different perspectives and ideas</li> <li>• acknowledgment of the contributions of all team members</li> <li>• careful attention to detail and clear recording processes</li> </ul>	<ul style="list-style-type: none"> <li>• assertiveness and self-efficacy skills to articulate personal attributes when allocating roles; for example having the self confidence to take on new roles</li> <li>• use of strategies for motivating group members and working towards task completion</li> <li>• use of strategies when creating ideas and solving problems</li> <li>• engagement of all team members in group processes; for example, in the development of performance evaluation criteria</li> <li>• monitoring and evaluating of group processes and</li> </ul>	<ul style="list-style-type: none"> <li>• use of negotiating skills in the allocation of roles according to team requirements</li> <li>• resilience when working toward task achievement</li> <li>• collaborative, solution-focused approaches to maximising performance and achieving team goals</li> <li>• knowledge and skills for articulating team strengths and challenges</li> <li>• use of strategies for bringing about change in response to evaluations; for example, changing the roles in the team</li> </ul>	<ul style="list-style-type: none"> <li>• adaptable behaviours in overcoming difficulties and achieving team outcomes</li> <li>• solution-focused team strategies for time management and task achievement</li> <li>• skills for measuring team performance</li> </ul>	<ul style="list-style-type: none"> <li>• use of strategies for motivating self and other team members; for example, setting goals, providing constructive feedback and asking high order questions</li> <li>• the building of team resilience when managing difficulties</li> <li>• harmonious implementation of role changes in response to team evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• strategic leadership; for example, group facilitation, coaching and mentoring</li> <li>• behaviour that motivates self and others to achieve their goals</li> <li>• high expectations of team processes and outcomes</li> </ul>

Strand - Communication - Domains – Listening, Viewing and Responding

Presenting

LEVEL 6	<5	5.25	5.5	5.75	6	6.25	6.5	6.75
<p><b><i>Listening, viewing and responding</i></b></p> <p><i>students identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication.</i></p> <p><i>When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight.</i></p> <p><i>They use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms.</i></p> <p><i>Students use pertinent questions to explore, clarify and elaborate complex meaning.</i></p>		<ul style="list-style-type: none"> <li>• recognition of the relationships between the main ideas in presentations in varied forms</li> <li>• use of a variety of verbal and non-verbal responses in different contexts; for example, small-group or whole-class discussions</li> <li>• understanding of how specialised conventions contribute to precise meaning; for example, use of conventions such as scale, legend, title and north point in maps, ICT conventions in emails, and non-verbal gestures in oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• engagement in ongoing discussion about factors such as personal experiences and attitudes that influence interpretation of presentations</li> <li>• questions and challenges to key ideas in complex presentations in a variety of forms such as dramatic performances and reports of scientific investigations</li> <li>• reflection on alternative responses to a variety of communication forms and consideration of why some are more effective than others in different contexts and for different audiences</li> <li>• knowledge of terminology, vocabulary,</li> </ul>	<ul style="list-style-type: none"> <li>• responsiveness to a range of communication forms such as speeches, data projector presentations, blogs, brochures, meetings, projects, events and installations</li> <li>• recognition of factors such as experiences, values and attitudes that influence different interpretations of information and ideas presented in oral, written or visual forms</li> <li>• the use of self-generated criteria for recognising effective communication of complex ideas and information</li> <li>• insight into the ways specialised language and symbols, and non-verbal cues support accurate</li> </ul>		<ul style="list-style-type: none"> <li>• synthesis of key ideas to establish understanding of complex meaning in oral, written, visual and multimedia messages</li> <li>• recognition of how the contexts in which ideas and information are presented influence interpretations; for example, a newspaper report and a scientific report on the same topic</li> <li>• awareness and use of a wide range of effective communication techniques to respond to complex ideas and information in different presentation formats</li> <li>• recognition of how specialist terms may have particular meanings within particular domains, but</li> </ul>	<ul style="list-style-type: none"> <li>• focused discussion and questioning to establish understanding of central ideas in a wide range of presentation formats</li> <li>• use of evidence from within a presentation to challenge alternative interpretations</li> <li>• knowledge of strategies that affect the interpretation of complex texts; for example, humour, irony, rationalisation, comparison and contrast</li> <li>• selection of the most effective strategies and formats to convey responses to key ideas in formats appropriate to audience and context; for example, a data projector to present the results of a research</li> </ul>	<ul style="list-style-type: none"> <li>use of summaries, synthesis and precise questions to explore complex ideas and issues, and to clarify meaning</li> <li>• understanding of how interpretations of oral, written, visual and multimedia presentations are influenced by the style, form and tone of presentations</li> <li>• critical analysis of strategies and formats used by others to present complex and challenging ideas and information</li> <li>• consistently effective communication in their own responses for different purposes, audiences and contexts</li> <li>• knowledge, understanding and informed use of a wide range of domain-specific language, symbols and presentation formats</li> </ul>

			symbols and codes specific to different learning domains	communication of meaning in different domains		different meanings in other, non-specialist contexts	project <ul style="list-style-type: none"><li>• identification of incorrect use of specialist terms in the mass media; for example, scientific terms</li></ul>	
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# AIMING HIGH 2010

## REFLECTIONS ON YOUR SKILLS

**L – Leadership, T – Teamwork, CO – Co-operation,**  
*R – Responsibility, I – Initiative, WE – Work Ethic, COM – Communication*

### YOUR OPTIONS FOR COMMUNICATING YOUR REFLECTIONS

1. You can do a written reflection in a word document (9 Paragraphs, covering the 7 skills, your progress and your goals.)

**OR**

2. You can do a Power Point Presentation using photos (which you take yourself, of yourself showing these skills, or other relevant pictures) and 6 dot points per slide.

You must have 9 slides, covering the 7 skills, your progress and your goals.

**OR**

3. You can record a sound file of yourself discussing the 7 skills, your progress and your goals. You must create, use and hand in Cue Cards (like those used for an oral presentation or debate).

**OR**

4. You can write up Mind Map on a poster (or in Inspiration) . You must cover the 7 skills, your progress and your goals.

### THE QUESTIONS to help guide your reflection:

1. When have you shown leadership over the past few weeks? What did you do that helped to lead others? If you haven't shown leadership, what has been stopping you?
2. When have you shown good teamwork over the past few weeks? What did you do that helped your team work well? If you haven't shown good teamwork what has been stopping you?
3. When have you shown co-operation over the past few weeks? What did you do to work alongside others well? If you haven't been co-operative, what has been stopping you?
4. When have you been responsible over the past few weeks? What were you doing? If you have been irresponsible, what were you getting out of being irresponsible?
5. When have you shown initiative over the past few weeks? What did you do to show this? If you haven't shown initiative much, what has been stopping you?
6. What has your work ethic been like over the past few weeks? What things were you doing when you had a good work ethic? Which things did you have difficulty in having a strong work ethic for? If your work ethic has been low, what has been stopping you from trying and/or working hard?
7. When have you used effective communication over the past few weeks? What did you do to communicate well? If you haven't communicated well, what has been stopping you?
8. Which of these skills do you feel you have improved in? Explain why you think you have improved.
9. Which of these skills do you plan to work on over the next few weeks? What specific things will you do to develop and improve that skill? Show your answers in the 1<sup>st</sup> and 2<sup>nd</sup> column of the table below. The 3<sup>rd</sup> and 4<sup>th</sup> column are to fill out when you do your next reflection.

Skill you plan to work on.	What will you do to improve it?	Problems you had	Progress ?/10
• .			
• .			
• .			

**PLEASE TAKE NOTICE!**

These reflections are vitally important and will be used to help write your Aiming High reports....so, BE YOUR OWN HERO!; answer them in detail, and honestly.

**Date:**  
**PLAN**

<b>Goal</b>	<b>Evidence?</b> (how will I know it's done & prove it is done) Journal, photos, video etc	<b>Time</b>
1. Personal Skill		N/A
2. Specific Tasks		
3. Specific Tasks		
4. Specific Tasks		

**REFLECTION**

<b>Goal #</b>	<b>Done?</b>	<b>Evidence</b>	<b>Time</b>	<b>Score</b>	<b>Justification</b>

<i>A highlight of today was...</i>	
<i>It made me feel...</i>	
<i>A challenge for me today was...</i>	
<i>I overcame this by...</i>	

**Skills:** Leadership, Teamwork, Co-operation, Responsibility, Initiative, Work Ethic, Communicati

## REFLECTION- mid module

For each of the Aiming High key skills, rate yourself out of 10 and provide an example of when it has been used.

### 1. Leadership

Lowest

highest

A	1	2	3	4	5	6	7	8	9	10
B										

Example of when I used this skill:

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### 2. Teamwork

A	1	2	3	4	5	6	7	8	9	10
B										

Example of when I used this skill:

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### 3. Co-operation

A	1	2	3	4	5	6	7	8	9	10
B										

Example of when I used this skill:

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### 4. Initiative

A	1	2	3	4	5	6	7	8	9	10
B										

Example of when I used this skill:

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### 5. Responsibility

A	1	2	3	4	5	6	7	8	9	10
B										

Example of when I used this skill:

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### 6. Work Ethic

A	1	2	3	4	5	6	7	8	9	10
B										

Example of when I used this skill:

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### 7. Communication

A	1	2	3	4	5	6	7	8	9	10
B										

Example of when I used this skill:

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