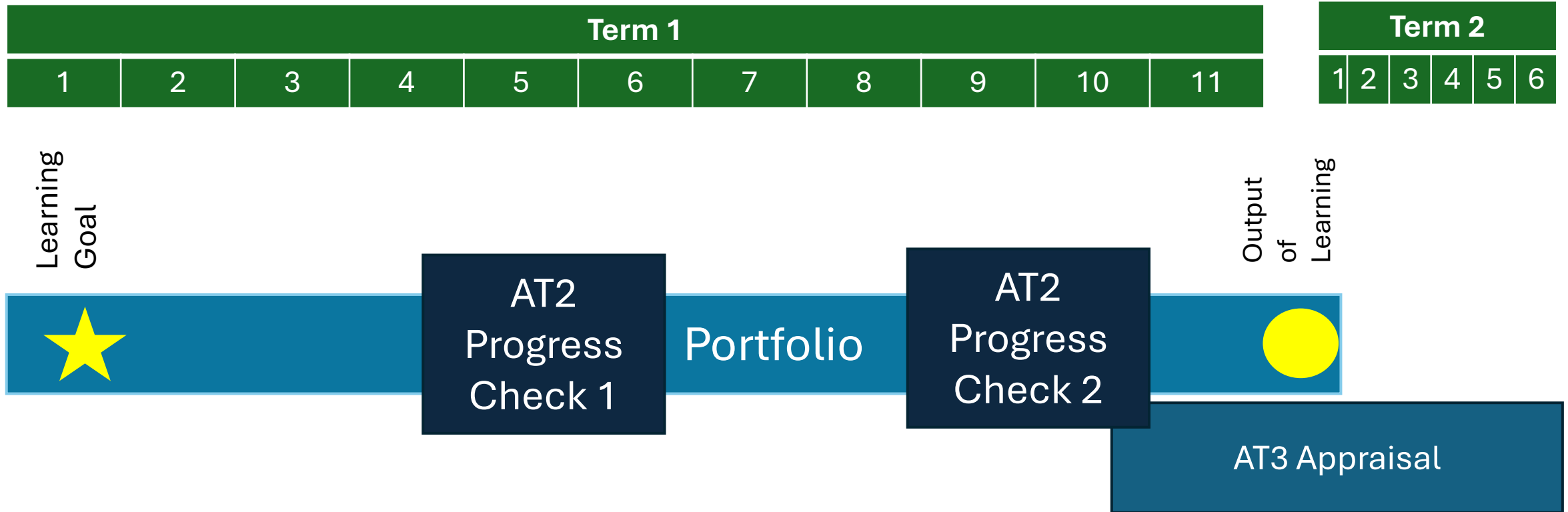


Progress Check

AIF
Assessment Type 2

Timing of Assessment Types



Recommend two Progress Checks throughout the development of the Portfolio.

Timing of these is important.

- +
 - • Progress Check....
 - It's where the portfolio comes to life!



Planning and Acting
(PA2, PA3)

Appraising (A2)

Assessment Design Criteria

Planning and Acting Developing self-regulation and metacognition		Appraising Developing reflective practice and evaluative judgement
Knowing what to do when you don't know what to do		Revealing your thinking
PA2 Managing time and resources.	PA3 Making judgements and decisions.	A2 Appraising the impact of strategies, perspectives and/or feedback to progress the learning towards the learning goal
A	Strategically manages time and resources with responses to risks and opportunities to progress the learning	Appraises the related impact of strategies, perspectives, and/or feedback to progress the learning towards the learning goal
B	Manages the use of time and resources to progress the learning with awareness of risks and opportunities	Appraises the impact of strategies, perspectives, and/or feedback to progress the learning towards the learning goal
C	Manages time and resources to progress the learning	Discusses the impact of strategies, perspectives, and/or feedback to progress the learning
D	Completes some tasks	Describes strategies, perspectives, and/or feedback used in the learning
E	Initiates a task	Identifies a strategy, perspective, and/or feedback used in the learning

PA2 Managing time and resources.

	PA2 Managing time and resources
A	Strategically manages time and resources with <u>responses</u> to risks and opportunities to progress the learning
B	Manages the use of time and resources to progress the learning with <u>awareness</u> of risks and opportunities
C	Manages time and resources to progress the learning.

A Grade

- **Planning** is well developed and uses tools to effectively track progress. Planning is fluid, adapting in response to risks and opportunities.
- Selects and applies the most **relevant strategies** efficiently and justifies choices in relation of progress of learning.
- Identify **opportunities** that arise, and takes advantage of them (eg acting on feedback, networking with experts, using new tools etc)
- Identify **challenges** and proactively adjust their approach, (eg unreliable sources, changing focus, coming up with back-up plans)
- Display how their choices and actions lead to meaningful **progress of learning.**

PA3

Making judgements and decisions to progress the learning

Students:

- carefully **evaluate different strategies** and sources of information before making decisions.
- make well-thought-out **choices based on evidence, feedback, and reflection**. Their decisions are intentional, not random or reactive.
- make **decisions that lead to meaningful progress in their learning**. They show growth, adaptability, and continuous improvement.

PA3 Making judgements and decisions	
A	Demonstrates discerning judgement and decision-making to progress the learning
B	Demonstrates informed judgement and decision-making to progress the learning
C	Makes judgements and decisions to progress the learning

Discerning judgement

- **Critically** selecting relevant sources, interpreting and applying knowledge, whilst *recognising bias*.
- **Engages deeply** with multiple perspectives, *questioning assumptions and identifying gaps*.
- Uses the *most relevant data* and discards unnecessary or unreliable details.
- Recognises *ethical implication* in research, including integrity.

Informed Judgement

- **Uses** *credible and relevant* source but not critically analysing their limitations.
- **Applies** *clear reasoning* but may not explore deeper implications.
- Recognises the importance of *valid information* but may not assess its depth or limitations.
- Uses existing theories and frameworks correctly but may not challenge or adapt them.

A2

Evaluating the impact of strategies and/or perspectives and/or feedback upon the learning process.

Students:

- analyse how strategies, perspectives, and feedback affected their learning.
- explain how different strategies or perspectives work together to influence their progress.
- act on feedback to refine their thinking or improve their learning progress.
- evaluate their learning, leading to meaningful improvements that help them progress toward their learning goal.

	A2 Appraising the impact of strategies, perspectives and/or feedback to progress the learning towards the learning goal
A	Appraises the related impact of strategies, perspectives, and/or feedback to progress the learning towards the learning goal
B	Appraises the impact of strategies, perspectives, and/or feedback to progress the learning towards the learning goal
C	Discusses the impact of strategies, perspectives, and/or feedback to progress the learning

A grade

- Use **evaluative language** to describe the usefulness of the chosen strategies, eg pivotal, monumental, extremely useful, crucial etc.
- Assesses the **relevance and effectiveness** of strategies, perspectives, or feedback to achieve learning goal.
- Uses **critical reflection** - Thinking deeply about what worked, what didn't, and why, to improve future actions.
- Make **informed changes** to enhance learning, decision-making, or processes.

C grade

- Their depth of analysis' lacks **evaluative language**, mainly providing an **explanation of the strategies**.
- Explores or **describes the effect of strategies**, perspectives, or feedback to progress their learning.
- General **understanding of impact of strategies** to achieve learning goal.



Blooms taxonomy

Progress check breakdown

Display growth: Where did you start and where are you now .

Best Moderately useful..... Least useful strategies *to progress the learning*.

Impact of perspectives/feedback *to progress the learning*

Responding to risks and opportunities *to progress the learning*.

Where to next and why

ANALYSING WORDS

GOOD

Advantageous
Beneficial
Central
Critical
Crucial
Essential
Key
Integral
Invaluable
Important
Necessary
Pivotal
Productive
Significant
Supportive
Valuable
Vital

OK

Biased
Incomplete
Insufficient
Limited
Minimal
Reduced
Restricted
Useful

BAD

Biased
Detrimental
Inaccurate
Ineffective
Inappropriate
Insignificant
Irrelevant
Meaningless
Negatively
Pointless
Unimportant
Unnecessary
Unrelated

Tips for students....

- ❖ Lots of pictures / graphics, embed your evidence
- ❖ Lots of interviews if you can!
- ❖ Make it very you (agency)
- ❖ Show a variety of source types (reports to podcasts to YouTube videos to interviews (in-person / Zoom / phone)
- ❖ Show discerning perspective in the positives and limitations of each source type, not just one or the other.
- ❖ Tell the journey of your learning process.
- ❖ Use TEEL format



Presenting your progress check

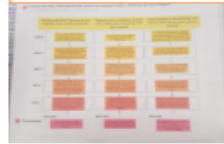


- Multi-modal – beneficial as more detail can be imbedded.
- Written – can add snap-shots from portfolio, eg graphs, images, tables.
- 750 words / 5 minutes per progress check * 2 (can do more than 2)

ORAL HEALTH'S CONNECTION TO CARDIOVASCULAR DISEASE

Throughout the current process of research into oral health and heart disease, my value of this topic has changed from career-based to value for my community, as I now have an increased understanding about a lack of medical knowledge being distributed to the population. Through finding that the best way to develop medical complexity in my vocabulary was to present information visually, like in [figure 1.1](#), tracking my value progression, and I can feel myself thinking more critically through a deeper understanding of the true impact of oral health.

Figure 1.1 – Tracking value progression through the '5-whys' infographic

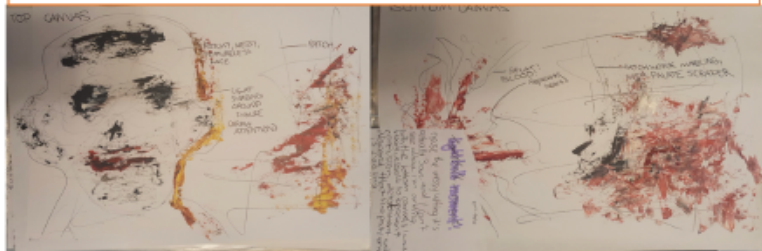


As I discovered that the elderly community is most at risk of a lack of medicinal knowledge through various University longitudinal studies that corroborated one-another (e.g., the University of Nebraska-Lincoln files¹), I now feel that this emotional reaction based on my value of my older family members aided my research, pushing me to find ways to spread this message of oral-health further ([figure 1.2](#)). By talking with my regular dentist, Dr Adelia Ng², I have been able to establish extended subtopics, (cardiomyopathy, periodontitis, atherosclerosis), this has caused a change in my directional question, causing me to have an emerging interest in bacteria entering blood-ways and include this research in the painting drafts ([figures 1.3-1.4](#)).

Figure 1.2 – Artwork 'mood board', organising my thoughts...



Figure 1.3 –1.4
Painting drafts, experimentation with symbolism



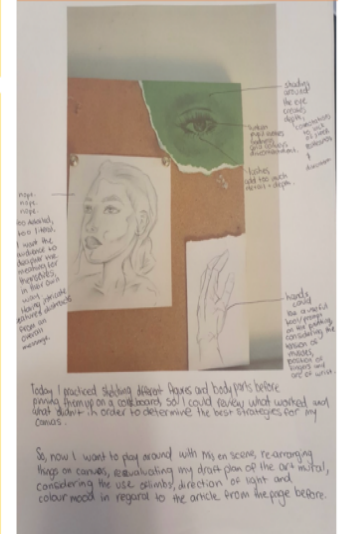
PROGRESS CHECK 931863G 11th March 2022

Because of this, the periodontal-heart disease is something that I wish to focus on, as I shift my focus from the top oral-health canvas to the bottom cardiovascular-disease one [figure 2.1](#).

The painting draft was labelled by Unley Orthodontics Clinic as 'an emotive piece that conveys the reality of the issues portrayed', and acquiring this perspective allowed me to realise I am on the way to effectively conveying the message that I wanted to my community, that there is indeed a connection between oral-health and heart disease. I also believe that this overall bacterial connection is something that I will choose to focus on beyond AIF, perhaps 40 years down the track when I am a fully consulting dentist, running my own practice.

And in the words of Dr Sven Jensen, *"This issue, that is not nearly regarded with distress now needs to be at the forefront of research, taken seriously by not only the medical community, but effectively communicated to those left vulnerable."*

Figure 2.1 – Painting drafting process, and practicing sketching



¹ Nelson; ~~Ukay~~ ~~Ukay~~, O., Patrick, Emeka-Ukay, and Uche, P. (2016). ELDERLY PEOPLE AND THEIR INFORMATION NEEDS p.1332. Available at: <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=3629&context=libphilprac>

² Dr Adelia Ng

The effects of lower-body injuries on young Australian dancers mentally and physically, and techniques to prevent them

Progress Check 1:

Struggling with dance injuries in the foot

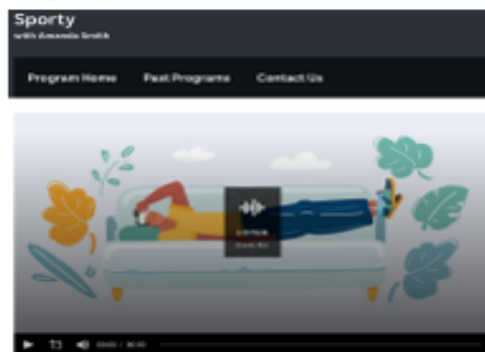
As an individual aspiring to a career in strength coaching, who has experienced many lower-body injuries throughout 11 years of classical ballet training, illustrated in figure 1, my AIF journey began with deciding to research how various bodily injuries affect dancers, mentally and physically. However, this topic became too broad and along with feedback from my AIF teacher, has since been refined with purpose, focussing on sharing the knowledge around the frustration associated with the development of lower-body injuries, in areas including hips, feet and knees, that affect young Australian dancers, mental and physical health, and provide them with advanced prevention methods that are realistically achievable.



Figure 1: MRI scan of Freiburg's Disease

Dance Injuries are a mental battle

In order to discover the fear surrounding the repercussions of dance lower-body injuries, archival research has been predominate, with Australian peer-reviewed medical journals, such as, 'Injury Fear, Stigma and reporting in professional dancers',¹ which have presented valued resources, adding validity to my topic and providing statistical information, as the percentage of professional dancers who fear "the risk of injury is 76%".² The consequences of this could include losing their career, leading to conflicting decisions between prioritising their mental and physical health or whether to keep dancing. Listening to radio-episodes from ABC Sporty, such as, 'Take Control - Pain with Amanda Smith',³ figure 2, was valuable, to understand that a dancer's mentality is similar to a mixed martial-arts fighter, both trained to continue through a performance, despite pain, becoming accustomed to discomfort, and creating a difficulty to notice severe injuries developing in their bodies. This line of research instigated the desire to email correspond with Rebecca Paige, a former Queensland Ballet Academy student, and gain insight to how her mental health suffered from a significant lower-back injury, during her career, through observing her advancing classmates during class, a point we emotionally connect over. To enhance the purpose behind conducting this research for the benefit of young dancers, including myself, engaging with qualitative research including Rebecca, with questions surrounding the psychological effects of lower-body injuries and feedback, "I love that you are shedding light on this topic, it is rarely discussed within the



Take Control, part 4 - Pain

Figure 2: ABC RN radio-episode 'Take Control - Pain with Amanda Smith'

¹ Ekegren, C 2014, 'Injuries in pre-professional ballet dancers: Incidence, characteristics and consequences', *Journal of Science and Medicine in Sport*, vol. Volume 17, no. Issue 3, May, viewed 15 February 2022, <<https://www.sciencedirect.com/science/article/abs/pii/S1440244013001783>>.

² *Ibid*

³ 'Sporty with Amanda Smith' 2022, *Take Control, part 4 - Pain*, Radio Program, ABC RN Sporty, 22 January, viewed 7 February 2022, <<https://www.abc.net.au/radionational/programs/sporty/take-control-part-4-pain/13665970>>.

industry",⁴ has been influential, emphasising how our bodies can be put through extreme measures, mentally and physically, throughout all styles of dance, due to the lack of education provided around protecting our developing bodies and minds.

Daily calf rises for decreasing dance lower-body injuries

In effort to prevent lower-body injuries such as calf tears and ankle sprains, conversing with Rebecca Paige, has convinced me to the importance of daily single-leg calf rises, a practice performed by The Australian Ballet dancers at the end of their morning barre class, endorsed by Sue Mayes, Principal Physiotherapist of The Australian Ballet, who conducted a valuable study in 2003, connecting poor calf-endurance to lower-leg injuries.⁵ Since the study, single-leg calf rises have been embraced by dance academies across the world, including The Royal Ballet in London,⁶ shown in figure 3. The decision to research Mayes' study, supported my pre-existing knowledge from previous physiotherapists such as Matthew Stamatias⁷, who recommended that daily calf rises are crucial for rehabilitation, unaware of their assistance towards preventing future lower-body injuries, simply by continuing to practice this exercise beyond recovery, substantiating the decision to implement this exercise within my lower-body strengthening programme, I aim to create and perform, suggested by my AIF teacher. It has been difficult to navigate the research in the direction of gaining strength which will benefit all dance styles, besides strictly ballet, however with this, I now recognise, ballet dancers are some of the strongest, mentally and physically, and the techniques they develop create a strong foundation for other dance styles such as contemporary and jazz.



Figure 3: The Royal Ballet dancers doing calf rises in their morning ballet class

Prevention over cure

Working towards the learning output, I will apply the accumulated knowledge surrounding the benefits of strengthening the lower-body muscles, to create programme which guides young dancers through injury prevention techniques for areas such as feet, knees and hips. This will be achieved by corresponding with industry professionals to receive feedback, on the exercises I have collated, including resisted crabwalks seen in figure 4, and their sequencing, ensuring they are credible for all levels of dance experience to perform and achieve maximum strength. Alongside feedback, the programme will be made comprehensible to young dancers, through visual-images and explanations of each exercise to achieve safe practices. I will undertake the programme over four-weeks, conducting an initial, riddle and final test that is compared against another dancer as the control of the experiment.

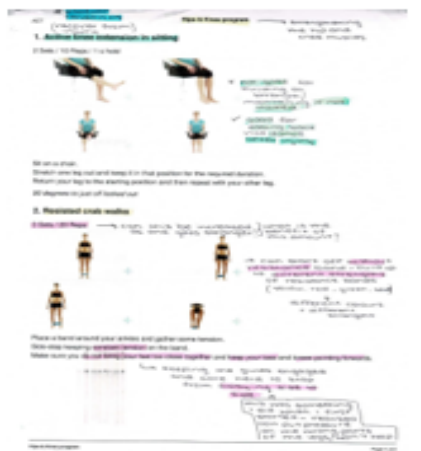


Figure 4: Lower-body strengthening exercises provided by my physiotherapist

⁴ Paige, R (Queensland Ballet) email 2022, pers. comm., February 17.

⁵ The Australian Ballet, 2020, 'How to Get Strong Calves', Informative Blog, 23 March, viewed 23 February 2022, <<https://australianballet.com.au/behind-ballet/how-to-get-strong-calves>>.

⁶ Royal Opera House 2021, *Royal Ballet morning class - barre and centre #WorldBalletDay 2021*, online video, 21 October, viewed 15 March 2022, <<https://www.youtube.com/watch?v=7ZboDD28qxU>>.

⁷ Stamatias, M 2021, *Exercises for tendinitis in patella tendon*, Scan, Flex Rehabilitation Clinic, viewed 25 February 2022

The Australian Ballet, 2020, 'How to Get Strong Calves', Informative Blog, 23 March, viewed 23 February 2022, <<https://australianballet.com.au/behind-ballet/how-to-get-strong-calves>>.