Persevering despite challenges
Capabilities & Learner Profile
Pilot 2 teacher

In the Capabilities & Learner Profile pilot, I took on the challenge of understanding my students more holistically. To do this, I decided to break down the capabilities assessment into smaller sections, allowing students to focus on one capability at a time. This approach made it easier to think about their strengths and areas of development.

Through this process, I learned more about my students' lives outside of school and gained insight into their support structures, challenging preconceptions about their lives and motivations.

Some students who initially appeared to have minimal extracurricular activities surprised me. I discovered they were responsible for babysitting their younger siblings or focused on their homework when not at school.

The assessment format presented a time-consuming challenge. Providing thoughtful responses for each student took time and focus away from competing responsibilities. This issue raised concerns about the practicality of implementing the assessment of capabilities comprehensively, particularly with some overly repetitive elements.

Despite the challenges, I created a division between my assessments and the external perspective by having students share progressions with family members, coaches, and others who knew them well, providing ownership in comprehensively evaluating their capabilities.

When it comes to students' understanding the capabilities, they are still fully grasping the concept. For most students, this is an additional task on their already busy schedules. While they participated, they may not have internalised the significance of the capabilities and their self-assessment within the bigger picture of their education. However, the students valued discussing the capabilities and understanding their strengths with the teachers in a casual interview format.

I am uncertain about the future use of this in our school. While it has the potential to be informative, the time investment required may deter both students and teachers from using it consistently.

Simplifying some elements, breaking it into manageable sections and introducing it in Year 10 could enhance the project's usability and effectiveness.

Students have shown interest in understanding how I perceive their capabilities. However, I hesitated to reveal this information, unsure if it's the right approach. Balancing transparency with the need for objective evaluation is a challenge I'm still navigating in this pilot program.