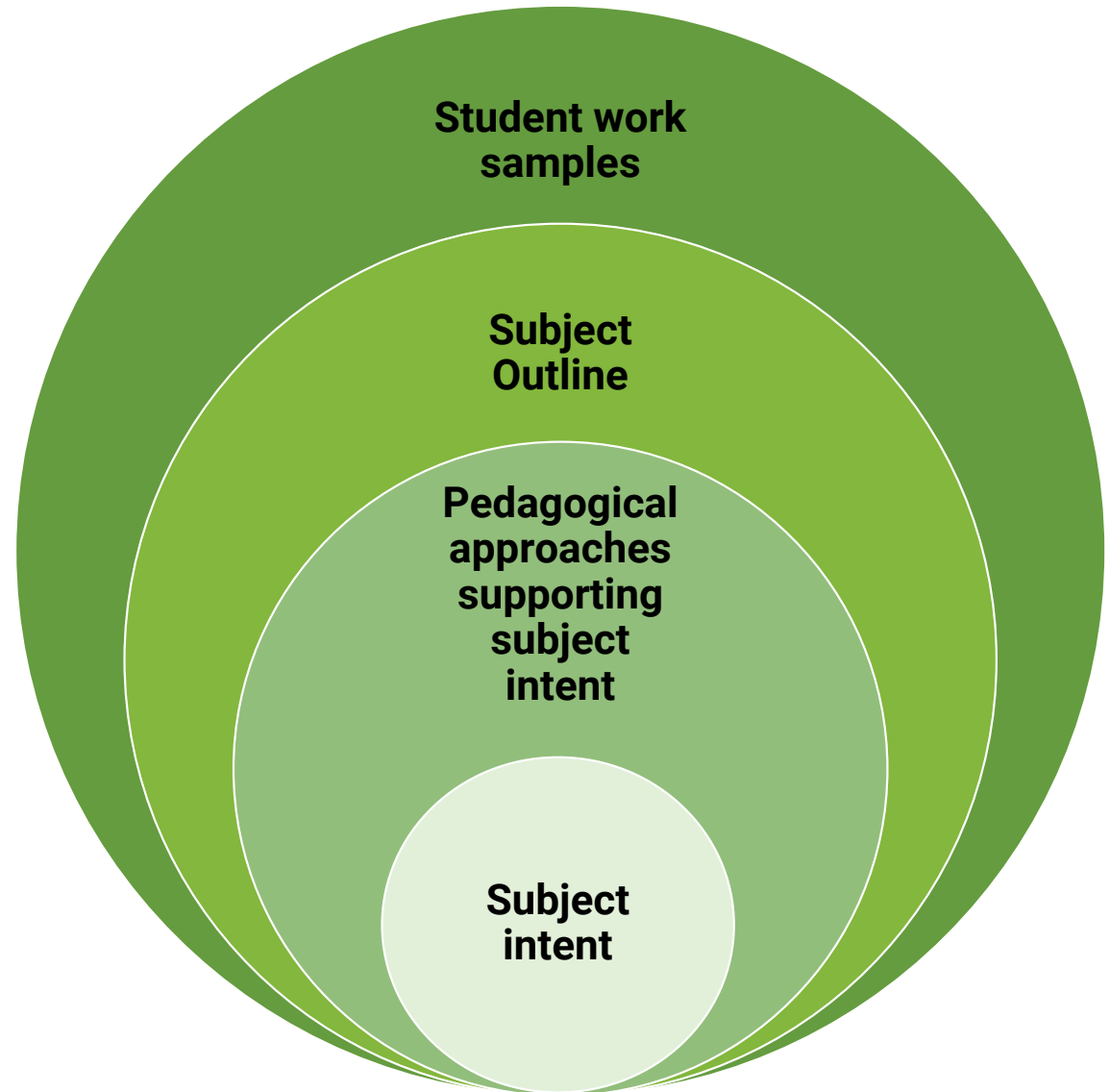


OFFICIAL

Workshop purpose



Educator Workshops

WELCOME

- Why is now the time for EIF?
- Subject Outline
- Exploring the underpinning pedagogies
- Agency for teachers and students
- Natural Evidence of Learning and Quality Assurance Processes

STRETCH BREAK (10 mins)

- Unpacking student work samples
- Supporting resources
- Q&A

CLOSE

grow
flourish
achieve
prosper
develop
bloom
thrive.

Why is now the time for Exploring Identities and Futures?

How did we get here?

grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

Exploring Identities and Futures (EIF)

Students are living and learning in a local and global context that is changing rapidly.

They are engaging with learning and assessment differently.

2018

The SA Government undertook a Stage 2 Review to investigate what secondary education should look like for current and future generation of students.

“...teaching and learning in the senior years must evolve to support and challenge students to develop deep knowledge entwined with the capabilities to apply that knowledge in the world beyond school.”



grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

Bringing Thrive to Life:

Revitalising the PLP & RP Pilot

Capabilities and Learner Profile Pilot

Aboriginal Education Pilot



Belonging



Ability to transfer learning



Agency



Lifelong learning
– “zest for life”



Human connectedness



Deep understanding
and skilful action



South Australian
Certificate of Education

grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

Exploring Identities and Futures (EIF)

Pilot 2 testing

>4000

Students across SA & NT

63

Schools representative
of all levels of SEQ

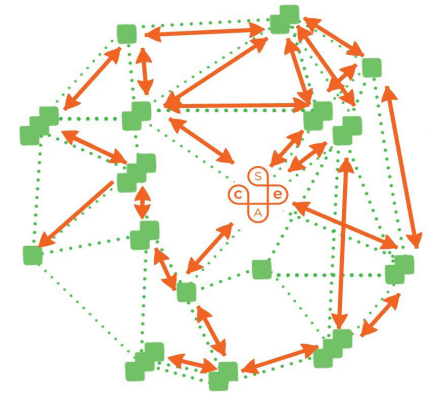
**GOVERNMENT
CATHOLIC
INDEPENDENT**

Piloting schools, teachers, students have said:

There are more opportunities for students to deeply explore the things that matter to them

Students are able to express themselves in a way that works for them

Teachers and students have an opportunity to build relationships as the subject focuses on sharing the learning experience together.



grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

Exploring Identities and Futures (EIF)

Stage

10
credits

ONE
semester

Available to
all schools in
SA from
semester 1,
2024

If students
have already
done PLP,
they don't
have to do
EIF as well

Celebrate what students are good at,
interested in, and dream of achieving
Develop a student's self-belief that they
can and will experience success

Space for students to
proactively develop their
capabilities whilst doing
things that matter to them

First step in
a student's
SACE
journey

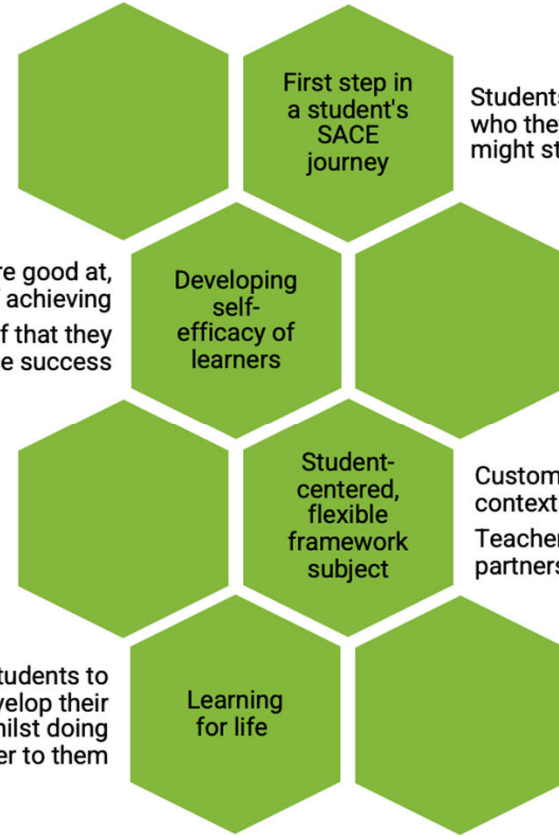
Students to explore who they are,
who they want to be, and how they
might start to achieve this

Developing
self-
efficacy of
learners

Student-
centered,
flexible
framework
subject

Customisable to different school
contexts and for different learners
Teachers and students work in
partnership to develop the learning

Learning
for life



Stage 1: Exploring Identities and Futures Subject Outline

For teaching in 2024

grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

Key features: Subject Description

“...space and opportunity to extend their thinking beyond what they want to do, to also consider **who they want to be** in the future.”

“EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be **thriving learners**.”

“As an introduction to the SACE, students will be **empowered to take ownership of where their pathway leads**: uncovering their interests, discovering the world, exploring work and/or further learning.”



South Australian
Certificate of Education

achieve
prosper
develop
bloom
thrive.

OFFICIAL

Subject outline is deliberately flexible and adaptable to allow **teachers to have agency in course planning** and for all learners to be able to access the curriculum. This includes making **reasonable adjustments** for eligible students.

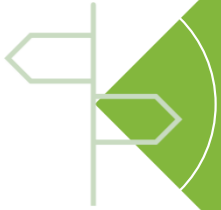
There is **no formula or template for achievement or success** – we encourage learners to experiment within this space.

Open nature of the course allows for EIF to **look different at different schools** and in different classrooms.

Teachers decide weighting for assessment types, structure of assessment and order of assessments that will **best fit their context**.

OFFICIAL

Learning Requirements



develop **agency** by exploring their identity, interests, strengths, skills, capabilities and or values, and making choices about their learning



demonstrate **self-efficacy** and **self-regulation** through planning and implementing actions to develop their capabilities, connect with future aspirations, achieve goals and make decisions.



develop their **communication skills** and reflective practice by collaborating and connecting with others, valuing feedback, and sharing evidence of their learning progress with an audience.

grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

Teaching and Learning Context



Students have different starting places and require different levels of support/teacher guidance



Teachers as co-agents in learning and learning design



Role modelling agency, self-efficacy and self-regulation




Reasonable adjustments and quality differentiated teaching practice




Activities exploring influences on identity from the past are not required, especially if counterproductive to student wellbeing

grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL



In your
table
groups,
discuss...

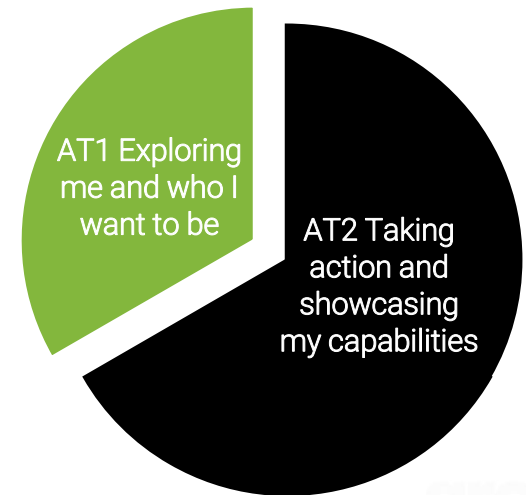
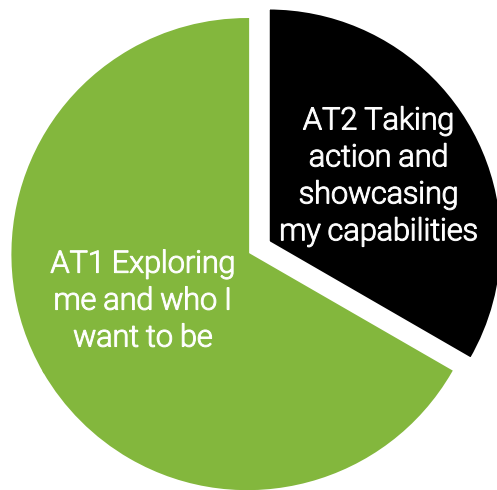


What does this look like for a Year 10 student/ 15-year-old in your context?

What experience of agency, self-regulation and/or self-efficacy do your students have?

OFFICIAL

Two assessment types



2
ASSESSMENT
TYPES

30%
MINIMUM
WEIGHTING

NO
PRESCRIBED
SEQUENCE

OFFICIAL

Assessment Design Criteria

EXPLORING IDENTITIES AND CONNECTIONS

EIC1 Exploring identity

EIC2 Exploring connections

PLANNING AND IMPLEMENTING ACTION

PIA1 Planning and organising

PIA2 Implementing plans

COMMUNICATING EVIDENCE OF LEARNING

CEL1 Communicating evidence of learning

CEL2 Reflecting and responding



grow
flourish
achieve
prosper
develop
bloom
thrive.

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.

Taking action and showcasing my capabilities

ASSESSMENT TYPE

2

30% min weighting

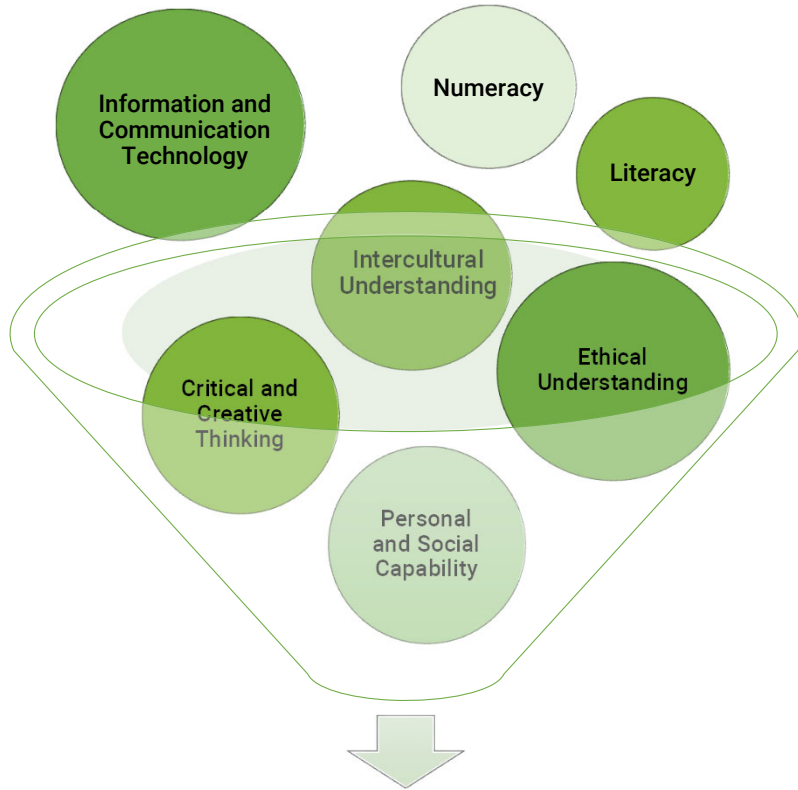
Linked to AT1
or
standalone

- explore and deepen their understanding of their strengths, interests, skills, capabilities, and/or values by putting them into practice for a purpose.
- can work collaboratively with their peers on a shared activity, or they can choose to focus on an individual activity of interest.
- throughout the activity, students plan and undertake an action seeking feedback to adjust their approaches and enhance their experience.
- must share their learnings with an audience noting that 'audience' is intended to be interpreted in the broadest possible sense, relevant to the student/s activity.

'audience' is intended to be interpreted in the broadest possible sense, relevant to the student/s activity.

As this AT is focused on the learning process, students engage in and showcase ongoing reflective practice. They must share their learnings with an audience.

Capabilities



“Capabilities are initially **embedded** in Exploring Identities and Futures, further developed through SACE studies, and further explored in Stage 2 Activating Identities and Futures.”

“Capabilities are reflected in the elements of the learning and assessment design of this subject; that is, the learning requirements, content, evidence of learning, assessment design criteria, and performance standards.”

EIF built around the intentional development of the capabilities

AT2 allows students to explore how their capabilities may be authentically developed, whilst intentionally undertaking an action

Not explicitly included in the Performance Standards

Exploring the underpinning pedagogical approaches

supporting subject intent



Government
of South Australia



South Australian
Certificate of Education

grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

Underpinning Pedagogical Approaches

Feedback on task
Feedback on process
Feedback on self-regulation

Feedback

Agency

Developing capacity to initiate and progress learning
Making decision in partnership with teachers
Teacher as co-agent in learning

Authentic and varied
Supporting student strength and choice
Curated for self

Natural evidence of learning

Self-regulatory learning

Building self-efficacy
Awareness of motivation
Awareness of impacts on learning



South Australian
Certificate of Education

grow
flourish
achieve
develop
bloom
thrive.

OFFICIAL

The relationship between EIF and AIF

Stage 1 (EIF) 2024

Emerging Agency
I can choose

Emerging Self-Regulation
I am in control

Developing Self-Efficacy
I believe I can do it

Developing communication and reflection
I can think about my learning and tell others what I have learnt

Stage 2 (AIF) TBC 2025

Activating Agency
I can choose and pursue an individual path

Refining Self-Regulation
I can work out how to do it

Exploring Metacognition
I can use how I think to achieve my goals

Practicing Reflective Practice and Evaluative Judgement
I know and can justify my why

OFFICIAL



Think,
Pair,
Share...



How familiar are you with these terms?

Agency, Self-regulatory
Learning, Natural Evidence of
Learning, Feedback.

Where might there be connections with initiatives or practices that are already occurring at your site?

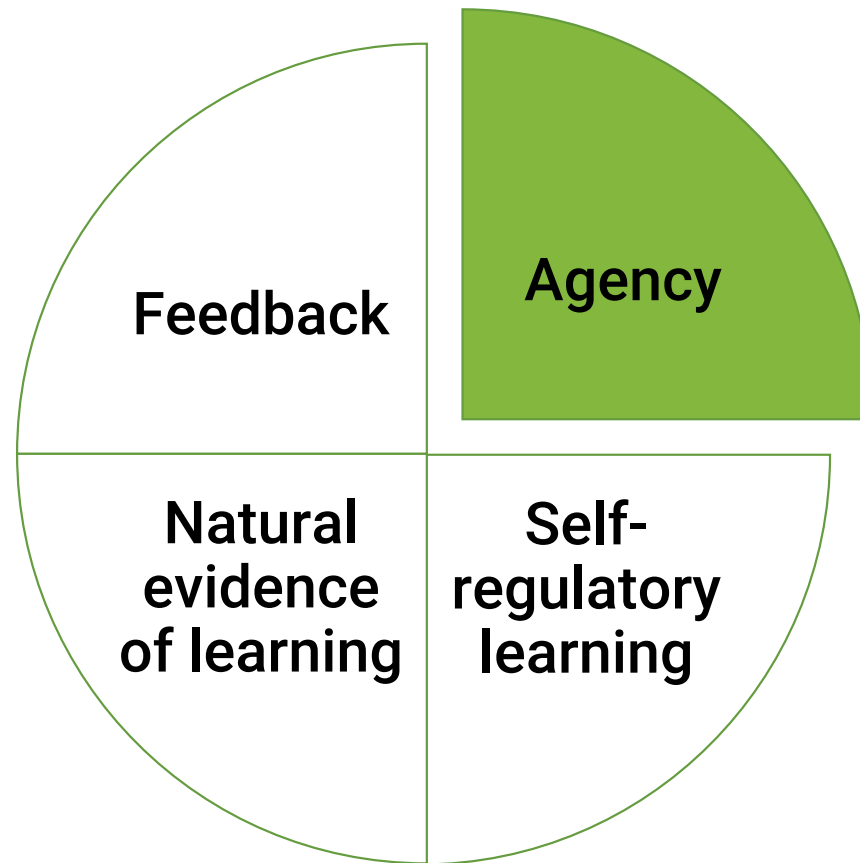
What feels like it might be very new or different for you or your school?

Agency for teachers and students

grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL


Underpinning Pedagogical Approaches




- Developing capacity to initiate and progress learning
- Making decision in partnership with teachers
- Teacher as co-agent in learning

thrive.
bloom
develop
prosper
achieve
flourish

OFFICIAL



Sharing our experiences Pilot 2



What did the focus on agency mean for you and your students?

How did this impact the way that you planned, taught, and thought about EIF?

What did you find was the biggest difference to PLP/other Stage 1 subjects?

What would be your advice to other teachers who are about to teach EIF for the first time?

OFFICIAL

Agency: Students and Teachers

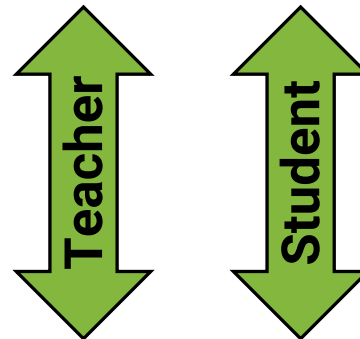
‘Having agency means participating in active learning rather than passive learning and trying to work things out yourself. It is also being willing to experiment, learn, fail and then try again’

OECD, 2020 – 2023 Strategic Plan

“The most significant change for me was to step back and allow them to have a go.”
Pilot 2 Teacher



LEARNER



KNOWER

grow
flourish
achieve
prosper
develop
bloom
thrive.

Co-Agency: Modelling how to be a learner to our students

Learner stance vs Learner (Hinken, 2005)

They admit they are not currently achieving desired results – they want something more or better



They take responsibility for addressing the current unsatisfactory situation



They admit that what they are presently doing is not producing the desired results



They admit that, to achieve the desired results, they must go beyond the repertoire of actions they can reliably use



They are willing to be influenced



Learners are people who operate from a "learner stance." They choose a mental posture that includes, at a minimum...



Learners often go deeper and make two more decisions



flourish
achieve
prosper
develop
room
thrive.

OFFICIAL

Agency/Co-Agency relationship

“Student Agency is rooted in the belief that students have the ability and the will to **influence positively their own lives** and the world around them. Student agency is defined as the capacity to **set a goal, reflect and act** responsibly to effect change”

(OECD 2030)

“It is about acting rather than being acted upon; **shaping rather than being shaped**; and **making responsible decisions and choices rather than accepting those determined by others**”

(OECD 2030)

“Having agency means participating in **active learning** rather than passive learning and trying to **work things out for yourself**. It's also being willing to **experiment, learn, fail, and then try again.**”

(SACE Strategic Plan 2020-2023)

Affirm Students

Allow for choice

Celebrate failure, encourage risk

“The biggest challenges I faced would've been the change in learning. Going from being fed information to having to find everything out myself.” *Student, Pilot 2*

“Students aren't used to having the freedom and found this overwhelming and 'shocking'.”
Teacher, Pilot 2

“It is the independence you crave.”
Student, Pilot 2

“It made students think a little bit more independently about what they were doing and how they're going about it.”
Teacher, Pilot 2



grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

Scaffolding learning and the development of Agency

Supports the students in developing their thinking, taking risks and experimenting

Varied, open-ended, and promotes the development of agency, self-regulation and self-efficacy for the learner

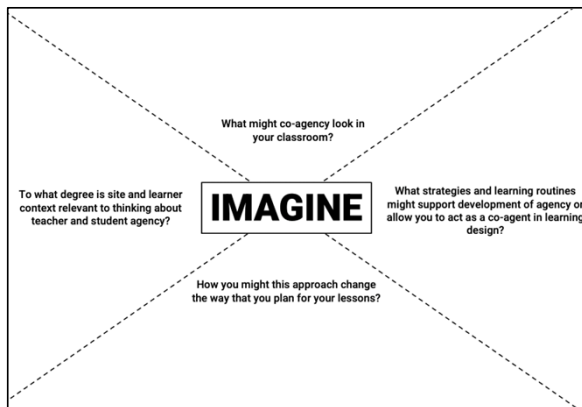
May differ between learners, between tasks, and across time



grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

'Imagine' placemat



What might co-agency look like in a classroom at your site?

What strategies or learning routines might support the development of agency/allow you to act as a co-agent in learning design?

How might this approach change the way that you plan for you lessons?

To what degree is site and learner context relevant to thinking about teacher and student agency?

OFFICIAL

Choose one
of the
following
scenarios...

Many schools used PLP as a space to incorporate other opportunities or experiences into the timetable/school calendar/learning.

Choose the one that is most relevant to your school context.

Work
Experience

Mentoring
(eg Big Sister/
Little Sister)

SRC / Student
Voice

Exposure Day
/ Week

OFFICIAL

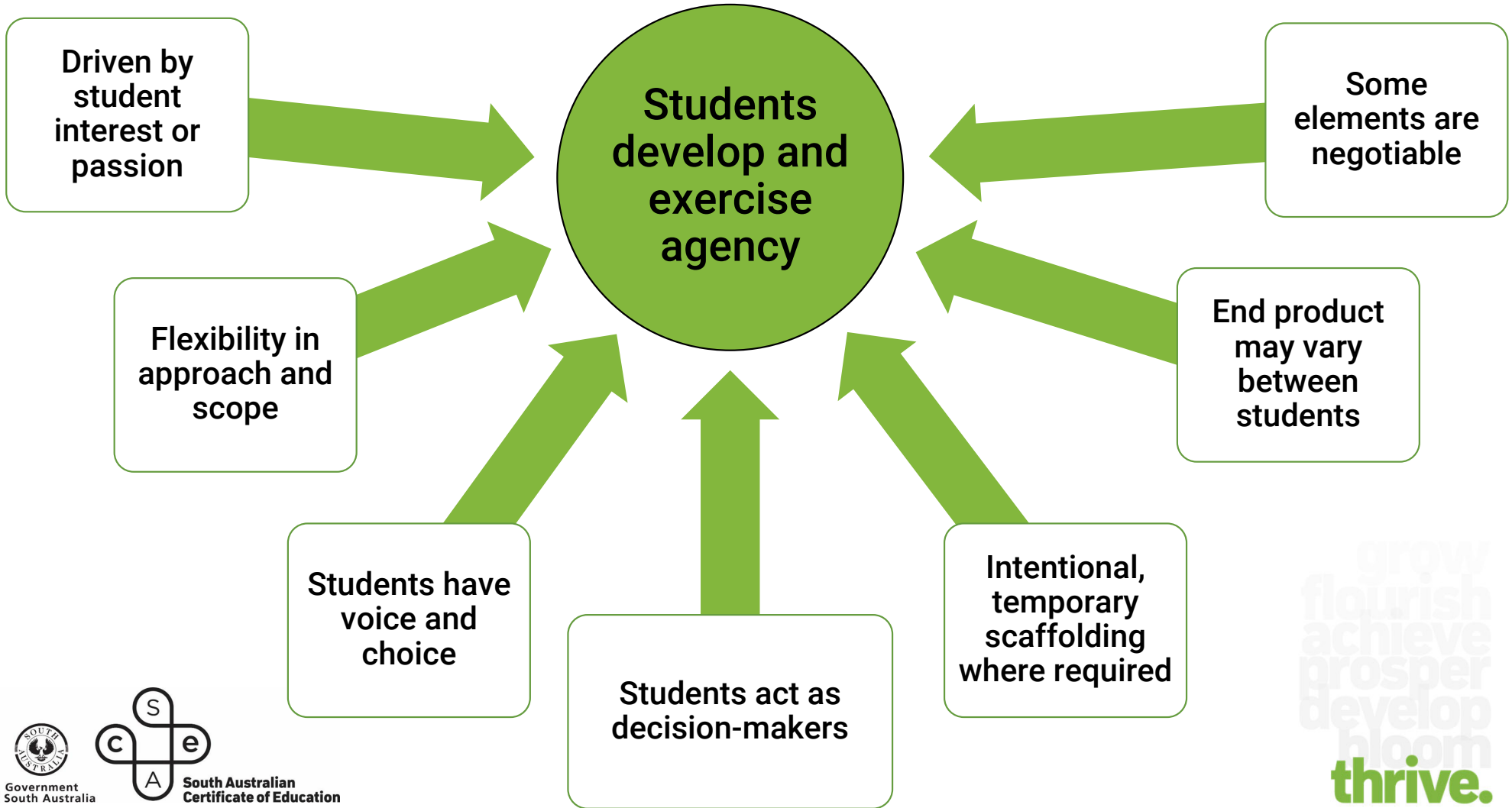
What needs to change?

Choose a scenario relevant for your context:	Transitioning from PLP to EIF	
	What does this activity look like at your school/in PLP?	What needs to be different so that it can complement the intent of EIF (for example, agency)
Work Experience		
Mentoring (eg Big Sister/ Little Sister)		
SRC / Student Voice		
Exposure Day/Week		
Other: _____	Who do you need to talk at your school to make it happen?	

Given the subject intent of EIF, and its **focus on students developing self-efficacy and exercising agency**, consider whether you would want to incorporate this experience into your EIF course planning, what might need to be thought about differently, or what might need to be adapted.

Note: There is no requirement to include any of these experiences in EIF

OFFICIAL



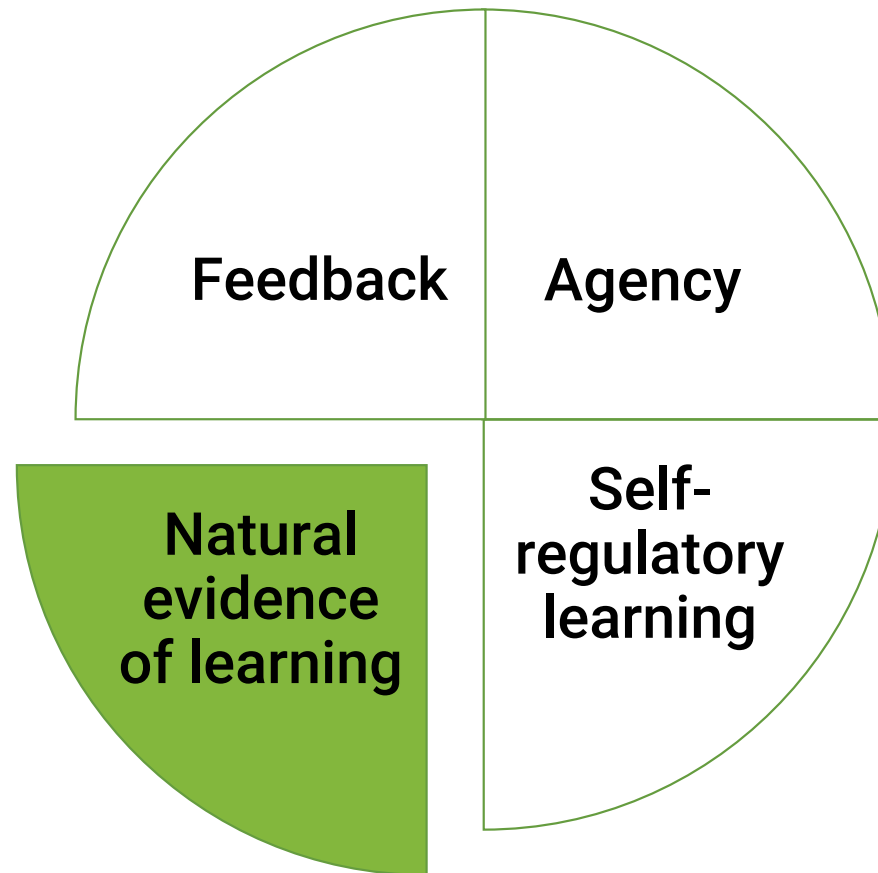
Natural Evidence of Learning and Quality Assurance Processes

grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

Underpinning Pedagogical Approaches

- Authentic and varied
- Supporting student strength and choice
- Curated for self



grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

Natural Evidence of Learning in EIF

‘Exploring Identities and Futures promotes the use of natural evidence of learning to allow students to authentically capture their experiences.’

Subject Outline

AT1: EXPLORING ME AND WHO I WANT TO BE

AT2: TAKING ACTION AND SHOWCASING MY CAPABILITIES



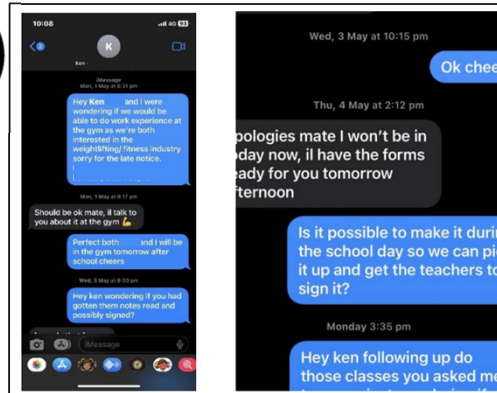
grow
flourish
achieve
prosper
develop
bloom
thrive.

In your table groups, discuss...

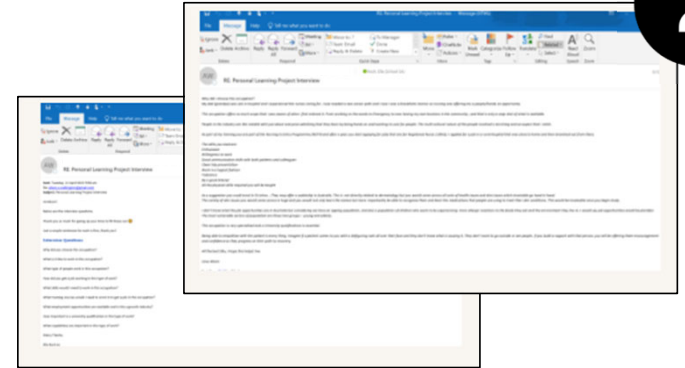
OFFICIAL

What do each of these pieces of evidence have in common?

1



2



3

Steps I have taken

- Completed my WorkPro course
- Contacted the childcare via email, phone call and in person

A screenshot of a certificate from plink. The certificate is titled "WorkPRO: Work Preparation Readiness Orientation" and is dated 18th Nov 2022. It states that the recipient has completed the course and is now ready to start their work placement.

4

Sleep Journal

Day	Start	End	Hours
Monday	10:40pm	7:10am	8 hrs 30min
Tuesday	11:00pm	7:00am	8 hrs
Wednesday	9:45pm	6:30am	8 hrs 45 min
Thursday	10:50pm	7:10am	8 hrs 20min
Friday	12:30pm	7:00am	0 hrs 30min
Saturday	1am	9am	8 hrs
Sunday	11:30pm	9:30am	10 hrs
Total hrs:			5h 20min
Average			8h 20min

OFFICIAL

Natural evidence of learning

Considers, supports and expands on the disposition of the learner.

Intention + forethought + allowing room for the spontaneous

Curation for self



Evidence for progression of
knowledge and skills

Authentic, contextual, varied

Curation for others



Evidence for demonstration
of knowledge and skills

Polished, nominalized, formalized

OFFICIAL

Raise your hand when you
confidently know what the image is



grow
flourish
achieve
prosper
develop
bloom
thrive.



OFFICIAL

Take a moment to reflect...



At what point did you feel like you knew what the image could be?

At what point did you know confidently what the image was?

Where can you make interpretive judgements about what is missing?

Where would you be making speculative assumptions?

OFFICIAL

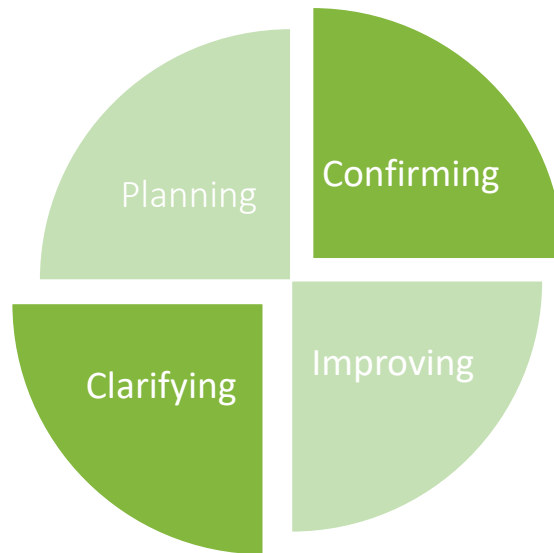
Why is Quality Assurance different in EIF?

We have heard

Teachers are looking for more feedback

Teachers want feedback when they can act on it

Teachers want to engage in face-to-face professional discussions



Social
Moderation
as Clarifying
and Confirming

Tested and refined in
Pilot 1 and 2

SUPPORTING
SCHOOLS
TO EMBRACE
NATURAL
EVIDENCE OF
LEARNING

AGENCY



grow
flourish
achieve
prosper
develop
bloom
thrive.

OFFICIAL

Quality Assurance: Social Moderation

Stage 1
moderation
School-selected
C/D borderline
samples

Social moderation
event approx.
halfway through
semester


Benchmarks
representing the
standards used for
training and
calibration

Teachers share
and discuss in-
progress sample
and judgements
against the
standard, and
provide peer
feedback


SACE confirmation
of teachers
understanding of
the performance
standards

- Opportunity for schools not confirmed at social moderation to be confirmed later
- In the first years of implementation, the SACE Board will continue to evaluate social moderation by checking randomly-selected samples at the end of the semester

OFFICIAL



Time to make a plan



Initial thinking about how you will approach EIF for your context

How might you use the flexibilities of this subject to create meaningful learning experiences for your students?

Will you start with AT1 or AT2?

How will you incorporate relationship building into your planning?

How will you find out about the beginning levels of agency of your students?

OFFICIAL

EIF Mini-site




Access support materials and professional learning related to the four underpinning pedagogical approaches

Subject Outline EIF for teaching in 2024

Subject Operational Information for 2024 (TBC)

Forms including a blank LAP template

Access details about Online Learning Network sessions (2024)



Big Ideas to takeaway



- At its heart, EIF is a subject about **belonging, human connection** and **developing agency**. Keep this in mind when planning your course.
- EIF provides teachers with an adaptable framework: **there is no one 'right way'** of doing this subject.
- **Use the flexibilities** of the subject outline to best cater to the needs and starting points of your learners. What works in another site might not be the right fit at your school.
- **Growth is important**. The journey may be more important than the end point, especially if the student is developing agency along the way.