

## Stage 1: Exploring Identities and Futures (10 Credits)

The SACE Board's Thrive Strategic Plan has made a commitment to all students that they would develop the capabilities required to thrive as life-long learners, whilst also gaining deep subject-specific knowledge. Exploring Identities and Futures is an exciting step towards realising this vision across senior schooling in South Australia.

Across the last three years, the SACE Board has partnered with a diverse range of schools from all three sectors (Catholic, Government and Independent) through the SACE Change Network to co-design the creation of a subject that reflects the strategic commitment, and positions students as agents of their learning. We aim to provide the conditions to enable rich learning experiences, high levels of engagement by learners, and opportunities for abstract thinking.

*EIF supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future.*

Evaluation data from schools, teachers and students who experienced EIF during the pilots in 2022 and 2023, indicated greater opportunities for students to deeply explore the things that matter to them, that students are able to express themselves in ways that work for them, and that teachers and students have better relationships as the subject focuses on the co-agency of the teacher and student sharing the learning experience.

### 2024 Enrolments and timetabling



### Teaching and learning context

Teachers develop a program of work as responsive co-agents to engage students in a balanced exploration of their strengths, to build an optimistic vision of their future self, embracing resilience and uncertainty. Learning activities must include a broad range of options to enable student agency and support the growth of self-efficacy.

The role of the teacher, as a responsive co-agent in this subject, is important to support and coach the individual student to progress their learning. This requires teachers to support each student's growth and support decisions made in a partnership. Teachers are encouraged to demonstrate and model the skills of agency, self-efficacy, and self-regulation, as well as providing effective feedback to all students on an individual basis about the progression of their learning.

Reasonable adjustments, as part of a teacher's quality differentiated teaching practice, should provide opportunities for all students to demonstrate what they know, understand, and can do, increasing their access to learning and participation to demonstrate evidence of their learning aligned to the performance standards. Activities exploring influences on identity from the past are not a required part of this course, especially if this is counterproductive to student wellbeing.

### Pedagogical approaches

**Agency** – developing students' capacity to initiate and progress their learning, making decisions in partnership with their teachers.

**Natural Evidence of Learning (NEoL)** – valuing authentic and varied evidence that captures students' learning and capability development. Supporting students collect, build on and present evidence in ways that suit their strengths and their learning.

**Self-regulation (self-efficacy)** – building awareness of how self-efficacy and motivation can have positive impacts on learning outcomes.

**Feedback** – continuous and iterative feedback is provided on the ways students are learning and thinking, as well as on the tasks themselves.

### Learning requirements

In this subject, students:

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.

## Assessment types

The following assessment types enable students to demonstrate their learning in Stage 1 Exploring Identities and Futures:

Assessment Type 1	Exploring me and who I want to be
Assessment Type 2	Taking action and showcasing my capabilities

Each assessment type should have a weighting of at least 30%.

## 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

## Students eligible for a modified program

During the second EIF Pilot, we tested whether the subject was flexible enough for all learners – including those students who are eligible for a modified program – to experience success if they actively engaged in a learning program. This concept was tested with schools who had enrolments for students eligible for modified programs in mainstream classes, special classes/units, and special schools.

Evaluation data from the pilot revealed that many students who were eligible for modified subjects were able to achieve a C grade or higher in EIF without requiring a modified curriculum. The data also revealed that there are a small number of students who are likely to require a modified version to access the curriculum.

In response, EIF: Modified was co-developed with schools in 2023 and will be available for teaching from 2024.

The EIF: Modified subject has been designed to enable students and teachers to recognise any tasks undertaken in the non-modified version of the subject for their learning value. As such, in the first instance, we strongly encourage schools to consider whether students may be able to access learning via the non-modified version if individual reasonable adjustments are made, so that students can access their learning entitlement with their peers.

## Exploring the connection between Stage 1 Exploring Identities and Futures (EIF) and Stage 2 Activating Identities and Futures (AIF)

*Stage 2 Activating Identities and Futures will be implemented in schools from 2025. Further information regarding this timeline will be provided in 2024.*

AIF is complementary to EIF and is underpinned by the same four pedagogical approaches (agency, natural evidence of learning, self-regulatory learning, and feedback). In AIF, students build upon the capabilities, strategies and insights developed in Stage 1 Exploring Identities and Futures.

Exploring Identities and Futures	Activating Identities and Futures
<b>Emerging Agency</b> <i>I can choose</i>	<b>Activating Agency</b> <i>Choosing and pursuing an individual path</i>
<b>Emerging Self-Regulation</b> <i>I am in control</i>	<b>Refining Self-Regulation</b> <i>Working out how to do it</i>
<b>Developing Self-Efficacy</b> <i>I believe I can do it</i>	<b>Exploring Metacognition</b> <i>Using how I think to achieve my goals</i>
<b>Communication and Reflective Practice</b> <i>I can think about my learning and tell others what I have learnt</i>	<b>Practicing Reflective Practice and Evaluative Judgement</b> <i>Knowing and justifying my why</i>

In AIF, students take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output. Students explore ideas related to an area of personal interest through a process of self-directed inquiry.

They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

These understandings are often enhanced by feedback from peers, mentors and teachers as coagents and are critical in the development of metacognition and self-regulation.