Activating Identities and Futures (Pilot 2, 2023)

Stage 2

Version/history

Endorsed in November 2022 for teaching in semester 1, 2023 to be used by the SACE Change Network schools only. Editorial changes may be made as a result of the pilot.

Subject description

Activating Identities and Futures is a 10-credit subject at Stage 2.

Activating Identities and Futures aims to foster independent learning and the skills of lifelong learning in students. The belief that students have the ability and the will to positively influence their own lives and the world around them, is integral to the course. This subject supports students to be more proactive and reflective in their learning and to develop and use a broad set of transferable learning strategies.

Activating Identities and Futures requires students to take greater ownership and agency over their learning as they select, test and explore relevant strategies and perspectives in the pursuit of a Learning Goal of their choice. They seek feedback on their learning processes, become metacognitive about their thinking and make informed decisions to enhance their learning.

Each student will have a different learning journey they tailor to their Learning Goal. Approaches, contexts and strategies will vary to suit the individual student. Students showcases the achievement of their Learning Goal with an Output of Learning. An Output of Learning, for example, could be a plan for future action, a proposal for a service or social enterprise, an oral explanation, a demonstration of a skill, or a completed product such as an artwork, a report, academic article or short video. Both the Learning Goal and the Output of Learning need to have purpose and value for themselves, others and/or the broader community.

Students will develop greater awareness and understanding of their own thought processes, decision-making and organisation in relation to the learning process. 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.

These skills build upon the capabilities, strategies and insights developed in Stage 1 Exploring Identities and Futures.

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Teaching and Learning context

Students will begin this subject with varying levels of understanding of their Agency, Self-regulation, Metacognition, Reflective Practice and Evaluative Judgement and will require varying levels of supportive teacher engagement to progress their learning. Teachers will need to consider the individual need for, and progressively adjust their levels of co-agency as students increase their confidence and independence.

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

Students develop self-regulation and metacognitive skills in this subject. Self-regulation relates to student awareness of their strengths and weaknesses, their motivation to engage in learning, and their development of different ways to enhance learning. Metacognition relates to students purposefully monitoring and directing their own learning, whilst engaging in regular reflection and feedback with their teachers, peers, mentors and any relevant individual in the planning, acting and evaluation stages about the relative success and relevance of learning experiences.

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 in order to demonstrate evidence of their learning aligned to the performance standards.

Assessment of the learning requirements of this subject may require reasonable adjustments, including increased teacher support (co-agency), to align personalised learning with the individual student's proximal development. This is a flexibility available to all students in this subject. When a proximal development goal or activity is planned, students can then be assessed on their achievement in this activity.

Capabilities

All students must be given the opportunity to explore, apply and develop their capabilities to thrive in an appropriate supportive context in this subject.

Capabilities are initially embedded in Exploring Identities and Futures, further developed through SACE studies, and showcased in Stage 2 Activating Identities and Futures.

Capabilities are reflected in the elements of the learning and assessment design of a subject; that is, the learning requirements, content, evidence of learning, assessment design criteria, and performance standards. The capabilities connect student learning within and across subjects in a range of contexts.

Activating Identities and Futures: current and emergent capabilities

Current AC capabilities	Emergent Capabilities	Connection to the key Ideas of this subject:
Literacy/ Numeracy/ Information and Communication Technology		Expressing ideas and presenting findings. Building digital fluency through multimodal presentation.
Critical and Creative Thinking	**Quality Thinking** Quality thinking allows learners to develop a range of thinking strategies to refine their understanding of the world around them. They generate ideas, evaluate information, apply reasoning, and build their curiosity. **Personal Enterprise** Students develop their personal enterprise through being resourceful and through the discerning selection of resources to produce outcomes of value.	Developing a growth mindset Monitoring thinking strategies Evaluating and responding to feedback. Making decisions supported by reasoning. Transferring learning from one context to another. Generating unique and or innovative ideas Problem-solving to initiate plans and put them into action. Identifying opportunities for growth Developing optimistic sense of self-efficacy Building initiative and determination
Personal and Social Capability	**Collective Engagement** encourages inclusivity and allows learners to build understanding of the importance of inclusive relationships. Learners identify the strengths and perspectives of other people who can add value. **Self-motivated Learning** Through exploring their own self-motivation, learners drive their learning progress, demonstrate agency in learning, and show resilience in the face of challenges.	Communicating for a purpose Developing strategic and supportive relationships Accessing community resources Seeking and engaging with the perspectives of others Planning and delivering through action. Driving learning progress and owning personal choices Managing motivation and progress Responding to challenges and seeking help
Ethical Understanding	**Principled Action** Through the pursuit of principled action, learners seek to understand the experiences of others, take responsibility for their actions, and consider the impact they have.	Acting ethically in personal interactions Recognising the impact of decisions on others Demonstrating awareness and empathy when exploring and sharing aspects of identity Accepting and valuing diversity
Intercultural Understanding	**Collective Engagement** Actively seeking and understanding multiple viewpoints, and being actively inclusive of ideas and perspectives, enables the development of learners to become principled, inclusive, and well-informed citizens.	Recognising aspects of self- identity linked to culture. Exploring personal identity in the context of local, national and global communities Exploring individual agency balanced with community responsibilities

Aboriginal and Torres Strait Islander knowledge, cultures, and perspectives

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences

- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society

- drawing students' attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present

- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities

In undertaking Stage 2 Activating Identities and Futures, students should consider and be respectful of Aboriginal and Torres Strait Islander cultures and perspectives. Students should consider and/or seek cultural advice in deciding what to include in their exploration and make personal decisions about the respect and sensitivity of what they chose to explore and discuss.

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding students are entitled to develop and demonstrate through their learning in Stage 2 Activating Identities and Futures.

In this subject, students:

- develop **agency** by setting a Learning Goal, exploring a topic of their choice and showcasing their Output of Learning.

- demonstrate **self-regulation** in time management, decision-making and the consideration of strategies, perspectives and feedback to achieve their Learning Goal.

- develop and apply **metacognitive** skills by showing awareness of their own thinking in relation to the learning process and engaging in continuous reflection about their learning.

- develop their **reflective practices** and **evaluative judgement** through relevant feedback about the learning process in relation to their progression to the Learning Goal.

Evidence of learning

Stage 2 subjects have a school assessment component and an external assessment component.

The following assessment types enable students to demonstrate their learning in Stage 2 Activating Identities and Futures:

School assessment

Assessment Type 1	Portfolio	30%
Assessment Type 2	Progress Checks	40%

External assessment

Assessment Type 3	Appraisal	30%

Assessment design criteria

The assessment design criteria are based on the learning requirements and are used by:
- teachers to clarify for students what they need to learn
- teachers and assessors to design opportunities for students to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:
- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

Exploring

E1   Exploring ideas related to an area of interest

E2   Selecting and applying strategies

E3   Selecting and using perspectives

Planning and Acting

PA1   Seeking and responding to feedback

PA2   Managing time and resources

PA3   Making judgements and decisions

Appraising

A1   Appraising the value of the learning

A2   Evaluating the impact of strategies, perspectives and/or feedback on the learning process

A3   Appraising the Output of Learning

School assessment

Assessment Type 1: Portfolio (30%)

In the Portfolio, students explore ideas related to a Learning Goal of personal interest. They sharpen the focus of their Learning Goal by considering the value and purpose of their topic to self and/or others and/or the community. Students explore and select relevant strategies to progress their learning. They actively seek perspectives to build their understanding and ideas when exploring their topic and seek feedback from responsive co-agents such as teachers, peers and subject matter experts about their learning processes. Students demonstrate agency, self-regulation and metacognitive skills in progressing and reflecting on their learning and learning processes.

The Portfolio contains a collection of natural evidence of learning, which demonstrates the student's journey towards their Learning Goal. This evidence should be an authentic collection of relevant material, for example: photos, annotated articles, recorded observations, voice notes, transcripts, scrap books, sticky notes and diagrams. Many other forms of evidence are appropriate if relevant to the learning, but artificial curation of the material is not required. The content of each student's Portfolio will be as diverse as the student's choice of Learning Goal.

While there are no prescribed assessment conditions, evidence should be commensurate with a 10 credit, Stage 2 subject.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
- Exploring (E1, E2, E3)
- Planning and Acting (PA1)
- Appraising (A1)

Assessment Type 2: Progress Checks (40%)

In this assessment type, students discuss the progress of their learning in relation to their intended Learning Goal. Students use examples from their Portfolio as evidence of their progress and as reference points to evaluate the relative impact of strategies, perspectives and/or feedback they have used at each point. Students will explain and appraise their judgements and decisions at the time of each Progress Check, indicating actions that have been taken in response to feedback connected to their learning. The student's use of evidence and the quality of their discussion with their teacher will indicate how effectively they are managing time and resources.

These Progress Checks require retrospective and prospective reflection about the learning process and enable the student to display their metacognitive skills. Progress checks should, therefore, occur strategically throughout the development of the portfolio at times chosen collaboratively by student and teacher. It is necessary to ensure that there is sufficient time between the Progress Checks and the Appraisal to allow development to occur.

Student evidence for this assessment type may be written, oral or multi-modal. Examples from the Portfolio must be used to illustrate the student's discussion. While progress checks should occur over the course, evidence for this assessment type is captured in two or more Progress Checks. The evidence provided for moderation should be authentic and not contrived or overly curated. For moderation, students submit a combined maximum of 1500 words if written, 10 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
- Planning and Acting (PA2, PA3)
- Appraising (A2)

External assessment

Assessment Type 3: Appraisal (30%)

In this assessment, students evidence their Output of Learning that showcases the progress to or attainment of their Learning Goal, appraising the value and purpose of the learning for themselves. They evaluate the impact of strategies, perspectives, and feedback, identifying the most significant contributing factor/s that supported the learning process towards their Learning Goal and Output of Learning. They also showcase their Output of Learning and appraise it based on their own criteria and goals chosen and shaped throughout the portfolio. Their Appraisal may also include anticipation of future benefits related to transfer of skills and knowledge, development of connections and capabilities.

An Appraisal should be a maximum of 1000 words if written, a maximum of 6 minutes if oral, or the equivalent in multimodal form. The Output of Learning must be evidenced in the Appraisal but does not contribute to the word count of time limit.

Examples of an Appraisal with an Output of Learning showcasing the Learning Goal include, but are not limited to:

- Learning Goal – to learn about sustainable farming practices to use on their farm. The Output of Learning consists of a recorded discussion of the student with their parent of their main findings. The Appraisal is a written response of 1000 words with the completed Output of Learning attached.

- Learning Goal – to rebuild parts of a car engine. The Output of Learning is two pages of annotated photos for a Blog page showing how the car engine was reconditioned. The Appraisal consists of a 6-minute audio recording where the student appraises the rebuilding of the engine, referencing the photos as they are speaking.

- Learning Goal – to design and handknit a jumper. The Output of Learning is the nearly completed jumper. The Appraisal is a 6-minute video, including the student wearing the jumper appraising the strategies used with opinions about the quality of the jumper.

- Learning Goal – to make a short film in the horror genre. The Output of Learning is a storyboard with annotations of techniques and horror influences, with some uncut practice footage. The Appraisal consists of a 6-minute screencast of their materials accompanied by a student voiceover, explaining the directorial decisions made in the planning and preproduction of the film.

- Learning Goal – to find out about recent innovations in cochlear implants and its support in speech development in children. The Output of Learning is a scientific article written for publication in a magazine. Appraisal consists of a 1000-word discussion in the form of paragraph annotations around the article they have written.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

Appraising (A1, A2, A3)

Performance standards

The performance standards describe five levels of achievement, A+ to E-.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well students have demonstrated their learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Performance Standards for Stage 2 Activating Identities and Futures

	Exploring Developing agency			Planning and Acting Developing self-regulation and metacognition			Appraising Developing reflective practice and evaluative judgement		
	Learning how to learn independently			Knowing what to do when you don't know what to do			Revealing your thinking		
	E1 Exploring ideas related to an area of interest	E2 Selecting and applying strategies	E3 Selecting and using perspectives	PA1 Seeking and responding to feedback	PA2 Managing time and resources	PA3 Making judgements and decisions	A1 Appraising the value of the learning	A2 Appraising the impact of strategies, perspectives and/or feedback to the learning	A3 Appraising the output of learning
A	Organises ideas and makes discerning choices about the direction of the learning	Develops, tests, and/or adapts strategies, considering their implications on the learning	Selects and synthesises relevant perspectives to progress the learning	Seeks targeted feedback and makes discerning responses to progress the learning	Strategically manages time and resources with responses to risks and opportunities to progress the learning	Demonstrates discerning judgement and decision-making to progress the learning	Appraises the relative value of the learning experiences	Appraises the interrelated impact of strategies, perspectives and/or feedback on the learning	Interconnects relevant criteria to appraise the output of learning
B	Purposefully explores a range of ideas and connects them to progress the learning	Selects strategies and adjusts them for purpose to progress the learning	Selects and uses relevant perspectives to progress the learning	Seeks relevant feedback and makes appropriate responses to progress the learning	Manages the use of time and resources to progress the learning with awareness of risks and opportunities	Demonstrates informed judgement and decision-making to progress the learning	Appraises the value of the learning experiences	Appraises the impact of strategies, perspectives and/or feedback on the learning	Applies relevant criteria to appraise the output of learning
C	Explores and builds on ideas related to an area of interest	Selects and applies strategies to complete tasks and/or goals	Includes perspectives to progress the learning	Seeks and responds to feedback to progress the learning	Manages time and resources to progress the learning	Makes judgements and decisions to progress the learning	Considers the value of the learning experiences	Discusses the impact of strategies, perspectives and/or feedback on the learning	Considers and discusses general criteria to appraise the output of learning
D	Collects information related to an area of interest	Uses a strategy to complete a task	Acknowledges the purpose of identified perspectives related to an area of interest	Seeks and/or provides a response to feedback	Completes some tasks	Makes some decisions related to the learning goal	Identifies the value of the learning experience	Describes strategies, perspectives and/or feedback used in the learning	Describes the output of learning and its purpose or intent
E	Describes an area of interest	Describes a strategy	Identifies individuals or groups related to the area of interest	Acknowledges feedback	Initiates a task	Identifies a process and/or decision related to the learning	Identifies aspects of the learning	Identifies a strategy, perspective and/or feedback used in the learning	Identifies the output of learning

EIF/AIF Inclusivity Addendum for Pilot 2, 2023.

All students who are eligible to be enrolled in SACE Modified subjects to access education on the same basis as their peers will be supported to fully participate in the 2023 EIF/AIF pilot.

The inclusivity of the EIF and AIF subject design will be tested in this pilot without additional risk for students eligible for Modified subjects.

The SACE Board's Special Provisions in Curriculum and Assessment Policy provides flexibility for schools to make reasonable adjustments in curriculum and assessment to enable students with disability to access and participate in SACE programs, and associated assessments, on the same basis as other students. However, for a small number of students with disability, the learning requirements and performance standards in one or more SACE subjects are a barrier to achievement and SACE completion, even with the reasonable adjustments available under the Special Provisions in Curriculum and Assessment Policy. These students experience disabilities that are highly complex and require substantial or extensive adjustments in curriculum and assessment.

Students are eligible to enrol in Modified subjects on the grounds of documented or imputed disability that results in significant impairment in intellectual functioning and/or adaptive behaviours, which

1. cannot be addressed through reasonable adjustments under the Special Provisions in Curriculum and Assessment Policy, and
2. mean the student cannot meet, and/or provide evidence against, the performance standards of subjects at C/C- level or higher because of their disability, and
3. are, or will be, recorded on the NCCD database as requiring extensive or substantial adjustments.

Students who are eligible for Modified subjects will be enrolled in EIF and AIF subjects with their peers and fully included, appropriate to their own proximal capacity, in activities to meet the learning requirements of these subjects.

Reasonable substantial and extensive adjustments will be utilised as necessary to increase student's access and participation in the learning. This may include increased teacher co-agency and or associate advocacy assistance in creating appropriate learning goals and communicating learning evidence, along with additional personalised adjustments as required.

Inclusive Completion Review:
The EIF/AIF inclusive completion Review is commensurate with the same Review processes used to result students who are enrolled in the Personal Learning Plan: Modified and Research Project: Modified subjects.

If, after setting appropriate goals for proximal development and achieving these goals, a student eligible for Modified subjects is unable to reach the C level standard for resulting, they will be eligible to submit evidence of their learning for a Review. At Review, if a confirmation of the student's eligibility for modified subjects is indicated, and the student's evidence of learning demonstrates successful completion of their goals and the development of a capability, the student will receive a "granted" status for this subject.