# Government of South Australia LogoSACE Board LogoSubject Renewal Policy

Introduction

The SACE Subject Renewal Policy outlines the guiding principles of subject renewal, key process, steps, and elaborations on several key areas from the SACE Learning and Assessment Design Policy. This policy informs and supports those involved in the subject renewal process, including SACE Officers, writers and reference group members.

Subject renewal is guided by the following principles:

* Quality learning
* Engagement
* Innovation
* Quality assessment
* Manageability

Quality Learning

Worthwhile learning that is relevant and contemporary, and enables students to learn in contexts that are of interest to them. Quality learning connects subject knowledge with current social, economic and environmental issues, and global perspectives in meaningful ways. It provides opportunities for students to develop higher order thinking skills, including analysis, synthesis and evaluation that enable them to adapt and apply learning across subjects and in future pathways.

Engagement

Subjects are developed in flexible and responsive ways to accommodate the diversity of learners and the different learning styles of students in productive and interesting ways. This will support students to personalise their learning, and develop their knowledge and skills expertise in ways that reflect the diversity in their life experiences and cultures. Through the capabilities, students develop knowledge, skills and understanding for success in the SACE and future pathways.

Innovation

Students develop critical, creative and innovative thinking skills for learning at school, and in training and work. Students learn to research and evaluate information in coherent ways, and to use this information to build knowledge and generate ideas in innovative ways. Students identify problems or needs, then work collaboratively to create an innovative solution. Students learn with and through technology, using it as a source to access information and as a learning tool, and to show evidence of their learning.

Quality Assessment

Quality assessment includes school and external assessment that is fit for purpose, where assessment design leads to assessments that are valid, reliable and fair. It assesses knowledge, skills and capabilities in the context of student learning in a subject. Assessment that is valid and reliable generates evidence that reflects the importance of the SACE capabilities, knowledge expertise, and relevant and transferrable skills. Quality assessment values diversity of assessment types and formats, within and across subjects, and assessment that is meaningful to learning. In the case of examinations, careful design ensures that questions assess what the learning is in a subject. This makes certain that knowledge, skills, understanding and, capabilities are assessed in ways relevant and appropriate to the subject context.

Manageability

Manageability of assessment ensures student workload in learning and assessment is accessible and achievable across subjects. It values time for students to engage in deep learning, develop and apply their capabilities, and provide evidence of their engagement in ways that connect to their learning. Assessment is manageable in a variety of formats, including digital, online and electronic environments, and schools have the capacity to process students’ evidence of learning.

Subject renewal process

The subject renewal process involves the following key operational steps:

* Review
* Drafting
* Consultation
* Accreditation
* Tertiary Admission Subject (TAS) status
* Communication
* Implementation

Review

* Subject reference group comprising subject experts from the three school sectors, tertiary sector, and business and industry (where appropriate) is formed.
* Consultation with standards leadership teams.
* Consideration of national and international trends.
* Data analysis of previous years’ student achievement and participation data.

Drafting

* Writers selected from the reference group prepare a draft subject outline for consideration by the broader subject reference group, with reference to the principles for subject renewal and key performance indicators for quality curriculum.
* Writers prepare exemplar materials to support consultation on draft subject outline.
* Writers consider the qualities of the renewed subject in light of the criteria for TAS status.

Consultation

* Practising teachers provide feedback on pre-consultation draft subject outline.
* The draft subject outline and survey questions made available online for a six-week period for feedback from teachers, school leaders, and the community.
* Feedback from designated entities and the three universities is sought.
* Communication to SATAC about the renewed subject.
* Consultation feedback collated and analysed.
* Subject outline refined.
* Subject reference group considers consultation feedback and refinements, and recommends accreditation.

Accreditation

* The Accreditation, Recognition, and Certification Committee (ARCC) considers the subject outline and report, with reference to the principles for subject renewal and key performance indicators for quality curriculum, and recommends accreditation.
* SACE Board accredits subject outline.

Tertiary Admission Subject status

* SATAC is provided with the accredited subject outline and then provides the SACE Board with advice regarding the Tertiary Admission Subject status of the subject.

Communication

* SACE Board notifies schools.

Implementation

* Exemplar materials developed to support implementation.
* Implementation activities delivered for teachers in year before teaching.

This reflects each element of the subject renewal process, and brings to the fore implementation as an integral part of the renewal of all subjects. Implementation supports the key messages about the learning in renewed subjects, provides elaboration of the intent of the subject outline, and suggestions for teaching strategies. Implementation activities engage teachers in professional discussion and are essential components in ensuring the teaching community are informed and involved in the transition to delivery of the new subjects.

Design of student learning and assessment in the SACE

The Learning and Assessment Design framework is described in the SACE Learning and Assessment Design Policy. For the purposes of subject renewal, key sections of the SACE Learning and Assessment Design Policy are supported and further elaborated below.

The Subject Renewal Policy supports the Learning and Assessment and Design Policy framework in developing, renewing and implementing subjects to meet the needs, interests and aspirations of students and to ensure they are prepared for the ever changing work environment and society of the 21st century. The policy is cognisant of students entering a global society in which jobs may not yet be defined, and the need for them to be equipped with capabilities and skills that can be applied in different and unfamiliar contexts. It reflects the need for students to develop higher order thinking skills to build knowledge and generate new ideas. It recognises the need for students to be able to extend and apply these skills across disciplines, in preparation for study, training, and work beyond school. This connection of knowledge, understanding and skills is embedded in the capabilities that underpin all SACE subjects and are integral to the policy principles.

SACE learning design features

Learning design in the SACE is based on the understanding that students have diverse needs, aspirations and abilities; that they bring to their learning a diversity of life experiences and cultures; that they learn in different ways.

The Board accredits subjects and recognises courses that foster the development of a common set of capabilities and skills to ensure that all students, whatever their learning pathways, have the capabilities and essential skills, knowledge, and understanding for success in the SACE and beyond.

Capabilities

The capabilities comprise an integrated and interconnected set of knowledge, skills, and understandings that students extend and apply in their learning through SACE subjects.

Capabilities, in the context of the SACE, include the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active and informed citizens.

Students extend their capabilities when they apply knowledge and skills confidently, effectively and appropriately in changing circumstances, both in their learning at school, and their training and lives outside school.

The SACE Capabilities Policy defines the capabilities that underpin and connect learning across all SACE subjects. The seven capabilities that have been identified are:

* literacy
* numeracy
* information and communication technology capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

Literacy includes:

* text knowledge
* visual knowledge
* word knowledge
* grammar knowledge
* comprehending texts
* interpreting and extrapolating meaning from texts
* analysing and evaluating texts for reliability, relevance and accuracy
* responding to texts
* creating texts.

Numeracy includes:

* estimating and calculating with whole numbers
* recognising and using patterns and relationships
* using fractions, decimals, percentages, ratios and rates
* using spatial reasoning
* interpreting and extrapolating statistical information
* using information to predict trends and outcomes
* using measurement.

Information and communication technology capability includes:

* exploring with ICT
* manipulating and interrogating data with ICT
* communicating with ICT
* creating with ICT
* managing and operating ICT
* applying social and ethical protocols and practice when using ICT
* exploring the impact and effect of technology.

Critical and creative thinking includes:

* identifying problems, asking questions and posing hypotheses
* identifying, exploring, and organising information and ideas
* generating ideas, possibilities, and actions
* reflecting on thinking, actions, and processes
* analysing, synthesising, and evaluating information
* using logic to evaluate evidence, test explanations and make decisions.

Personal and social capability includes:

* developing an appreciation of the perspectives and experiences of others
* listening to, respecting and acknowledging diverse perspectives
* self-awareness
* self-management
* developing an awareness of how to take constructive personal and/or social action
* social management.

Ethical understanding includes:

* understanding ethical concepts and issues
* reasoning in personal decision-making and actions
* exploring values, rights, and responsibilities
* respecting the rights and work of others
* using safe and ethical research processes
* asking ethical questions to develop informed values and attitudes.

Intercultural understanding includes:

* recognising culture and developing respect
* extending knowledge of culturally diverse perspectives and roles in a global context
* appreciating and valuing intercultural diversity
* considering differences and beliefs across languages, cultures and nations
* interacting and empathising with others
* reflecting on intercultural experiences and taking responsibility.

The Board provides opportunities for all students to extend and apply their capabilities in:

* the Personal Learning Plan (at Stage 1) and the Research Project (at Stage 2). The design of these compulsory subjects of the SACE includes a specific focus on understanding, extending, and applying specific capabilities
* all other Board-accredited subjects. The design of each subject outline includes descriptions of how the capabilities are extended and applied through learning in the subject
* the range of Board-recognised courses.

SACE assessment design features

Assessment design in the SACE is based on the understanding that senior secondary assessment serves a range of purposes, depending on the pathways that students follow beyond the SACE. The range of student learning pathways through the SACE, and the different contexts in which they learn, promote a diversity of ways in which students are able to demonstrate evidence of learning.

For the purposes of subject renewal, assessment design is based on the principles of: diversity, validity, reliability and fairness, and manageability. Assessment design leads to assessments that are fit for purpose and meaningful to the learning in subjects. Assessments generate evidence that reflects the importance of knowledge, understanding, skills and capabilities in the context of student learning in a subject.

The capabilities are integrated into the learning requirements, content, assessment design criteria and performance standards, and are assessed in ways relevant to the subject context.

Careful consideration is given to the manageability of assessment to ensure student workload in learning and assessment is achievable across subjects. In addition, attention is paid to the consistency of assessment across subjects in the SACE.