**Exploring Identities and Futures (EIF)**

Rationale

**Why is the SACE moving from the Personal Learning Plan (PLP) to Exploring Identities and Futures (EIF)?**

In 2018, the South Australian Government undertook a Stage 2 Review to investigate how senior secondary education could be improved for the future generation of students. The report noted that “…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."

In response, the SACE Board worked with all three education sectors to actively reshape curriculum and assessment with the aim of enabling every student to thrive. This includes revitalising the Personal Learning Plan (PLP) and Research Project (RP) to better meet the needs of current and future students in a changing world.

We are also currently working on a range of other projects such as the Capabilities and Learner Profile project, and the Recognition of Aboriginal Cultural Knowledge and Learning project. You can access information about these on the [Innovating in the SACE](https://www.sace.sa.edu.au/innovating/) section of our website.

**Where can I find out more about what happened in Pilot 2?**

Information about the development of EIF, and the journey of Pilots 1 and 2 can be found on the [SACE website](https://www.sace.sa.edu.au/innovating/revitalising-plp).

School readiness

**What happens if my school is not ready to implement EIF in 2024?**

If your school decides it’s not ready to implement EIF in 2024 schools can continue to offer the PLP. Please contact the askSACE team if you would like advice.

The SACE Board provided Information Sessions and Educator Workshops to support the system prepare for implementation. Limited repeats of these sessions will be hosted at the start of 2024 and complemented by a range of online materials and networks provided throughout the year. If your school is not ready to implement EIF in 2024, we strongly recommend that representatives from your school engage in these events to assist your preparation for 2025.

**What support materials are available for schools to use with the community?**

Resources to support schools in communicating with staff and community include:

* A subject blurb that can be used in subject and school handbooks.
* Slides for schools to use to communicate with students and families.
* A letter introducing EIF to families and the school community.

See the [Forms and Resources](https://www.sace.sa.edu.au/web/exploring-identities-and-futures/forms) section of the EIF minisite.

**Are there any pre-approved Learning and Assessment Plans (LAPs) or exemplar materials for EIF?**

Participants at educator workshops engage with student work samples, and professional conversations that focus on how teachers can approach the teaching of EIF.

In early 2024, we will provide examples of student achievement against specific assessment features to support teachers’ interpretation of performance standards, and samples which demonstrate student agency, to support teachers in their teaching.

We do not intend to provide exemplar LAPs or tasks to encourage schools to interpret the subject broadly and develop courses relevant to their students and contexts.

**Is there a PLATO course?**

A PLATO course is currently in development and will support all new teachers to EIF, including those who were not able to attend face-to-face sessions.

**Personal Learning Plan (PLP) transition**

**Do students still need to complete PLP?**

No. Students who complete EIF are not required to also complete PLP.

**If a student has already completed PLP, do they also need to complete EIF?**

No. Students who have already completed PLP are not required to complete EIF.

**If a student started PLP in 2023, but didn’t complete it, what should they be enrolled in for 2024?**

Schools should consider to what degree the student has engaged in the learning. If a student has received a pending result for PLP and has almost completed the learning requirements, the school can result them against the PLP code in 2024. However, if a student has not engaged in the learning, the school may determine that it is beneficial for the student to enrol and complete the EIF subject.

**What happens if a student does not complete PLP in 2024?**

The final resulting period for South Australian students completing PLP will be December 2024. South Australian students cannot be enrolled in PLP in 2025. Schools are encouraged to contact [askSACE](mailto:askSACE@sa.gov.au) directly if they have concerns about transition arrangements.

**If a student is getting block status for Stage 1, does this include EIF?**

EIF will follow the same rules for block status as PLP, meaning students will not need to complete EIF if eligible for block status.

Relationship to Activating Identities and Futures (AIF)

**When is AIF being implemented in schools?**

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

Timetable and Operations

**Can EIF be completed in year 10 or year 11?**

EIF is a Stage 1 subject, that is typically completed by students in either year 10 or year 11. This decision is at the school’s discretion.

**Can students complete work experience in EIF?**

Work experience is not a requirement of EIF or PLP; however, the subject can accommodate work experience, particularly where this is driven by individual students interests and needs. Work experience does not complete a course requirement or align directly to performance standards, but can be incorporated as a rich learning experience to inform students about their identity and/or future goals.

Work experience is accommodated by some schools in different configurations (duration, hours, location, workplaces) and for individual students without requiring the whole class or cohort to undertake work experience.

**Will the Stage 1 moderation process apply to EIF?**

Like other Stage 1 compulsory subjects, EIF will be moderated, focusing on samples at the C/D grades. The moderation process for EIF will differ slightly from the process for other subjects, with schools attending a face-to-face moderation event earlier in the semester, providing schools with feedback and additional support in addition to confirmation of teacher decisions. Early in each semester, schools will be invited to nominate a staff member to attend moderation.

**What happens if students do not complete EIF within a semester?**

If a student cannot complete EIF by the resulting date, schools can enter a ‘pending’ result. This means the SACE Board will automatically roll over the enrolment to the next resulting period.

Students eligible for modified subjects

**Will there be a modified version of EIF?**

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 achieved a C grade or higher in EIF using reasonable adjustments. The data also revealed that there are still a small number of students whose learning entitlement can only be achieved through a fully personalised modified curriculum.

In response, EIF (Modified) has been developed and is available for teaching in 2024.

Staffing considerations

**What should schools do if they don’t know what staff they will have for 2024?**

We appreciate that some schools are still finalising their staffing for 2024, and that additional EIF teachers may be appointed over the holidays. To support these schools and teachers, additional educator workshop sessions have been scheduled for January 2024, which can be booked via the SACE website. So far, teachers from more than 146 schools across South Australia have already attended workshops, and we encourage teachers, including those who have engaged in a workshop, to reach out to their professional networks as they develop and plan their courses.

An online course is currently in development to support all teachers new to EIF, including those who are unable to attend educator workshops. We anticipate this will be available in early 2024.

**What did pilot schools learn about EIF teachers?**

During the pilot, EIF was successfully taught by middle school and senior school teachers at all stages of their careers (graduate through to lead). Pilot schools found that EIF teachers did not require any subject-specific knowledge or previous experience teaching PLP to be successful.

Pilot teachers who thrived teaching EIF valued opportunities to develop relationships with students and saw the learner as their 'area of expertise.' They embraced being a co-agent and learner alongside their students and were open to seeing evidence of learning in a range of formats. These schools found that EIF teachers should be willing to experiment, try varied approaches to teaching and learning, and be driven by the desire to intentionally promote the self-efficacy of their students.