Capabilities and Learner Profile

Changing education to champion the capabilities of students in South Australia

2018 SACE STAGE 2 REVIEW

recommended a more contemporary curriculum, one that was designed to enhance the capabilities of students

This was in response to local and international recognition that education must adapt how they equip students to excel, ensuring the following:
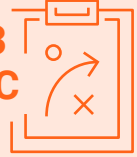
- Preparing the whole young person for life beyond school
- Equipping students with the skills, knowledge, values and capabilities to succeed in their future employment, personal life and civic life

2020-2023 STRATEGIC PLAN

In response to this, the SACE Board developed their 2020-2023 strategic plan to focus on transforming the SACE so that it recognises young people's knowledge, skills and capabilities that better connects them to future success.

Introducing the development and profiling of student's capabilities pilot program

This program introduces the assessment of capabilities alongside academic achievement (grades) to provide a more holistic view of graduates achievements.

A thriving SACE graduate embodies...

- personal enterprise
- self-motivated learning
- principled action
- quality thinking
- collective engagement

The SACE board coordinated pilot program 1, which involved:

31 pilot schools	**94** teachers	**314** students	SATAC	An independent tertiary advisory group	Local and national industry bodies

The pilot program aimed to...

- Develop teachers' ability to recognise student capabilities
- Promote capabilities as valuable and helpful in guiding student choices
- Show capabilities data visually as a learner profile to support better matching to post-school pathways

...to better understand:

- Whether students and teachers saw this innovation as fairer and more inclusive
- How much current teachers' practice effectively supports the development and recognition of capabilities
- How to recognise student capabilities
- How accurately capabilities data matched students to relevant tertiary and employment pathways

Reflections from pilot 1:

- 2022 was a complex project in a complex year
- Students compartmentalise their learning as inside vs. outside school
- Subject-only based curriculum programs limited teachers and reinforced inside vs outside learning mindsets
- Schools lacked confidence in communicating why and how capabilities can be used to support tertiary and employment pathways
- SATAC and universities used capabilities to support admissions

Directions for pilot 2:

- Shift from teacher to student focus
- Involve students more to breakdown the 'inside' vs. 'outside' school mindset
- Provide schools with upfront guidance on planning and making reliable judgements
- Building more sophisticated models that better match students to tertiary pathways
- Assist schools in clearly communicating the value of this approach to the broader community

Where to from here?

From pilot 1...	...to pilot 2
Teacher	Student
Subject focus	Holistic learning focus
Compartmentalised learning	Life-integrated
Rigid curriculum and assessments	Personalised curriculum and assessments
Teacher-led assessments	Encourage student agency
Industry awareness	Industry engagement
Expanded model of university entry	Sophisticated model of university entry
School-led localised communications	SACE supported system-wide communications