



Exploring Identities and Futures (Stage 1)

2024 subject outline

Version 1.1

Accredited in July 2023 for teaching at Stage 1 only from 2024.

Subject description

Exploring Identities and Futures is a 10-credit subject at Stage 1.

Exploring Identities and Futures (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. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads: uncovering their interests, discovering the world, exploring work and/or further learning.

The exploration of identities and futures in this subject will continue into the Activating Identities and Futures subject at Stage 2.

Teaching and learning context

Students will begin this subject with varying levels of understanding of their agency, self-efficacy and self-regulation and will require varying levels of supportive teacher guidance to progress their learning. Teachers consider the individual need for, and progressively adjust their levels of co-agency as students increase their confidence, independence, and control over their own learning decisions.

Teachers develop a program of work as responsive co-agents to engage students in a balanced exploration of their strengths and the areas they wish to develop in pursuit of their goals, to build an optimistic vision of their future self, embracing resilience and uncertainty.

Learning activities should include a broad range of options to enable student agency and support the growth of self-efficacy. Where needed, at the beginning of this course, students can be encouraged to connect with other's experiences of agency, self-efficacy and identity to assist them to begin to identify their own choices.

Reasonable adjustments 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. Activities exploring influences on identity from the past are not a required part of this course, especially if this is counterproductive to student wellbeing.

Capabilities

All students are 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 further explored in Stage 2 Activating Identities and Futures.

Capabilities are reflected in the elements of the learning and assessment design of this 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.

The table below illustrates the connection between the SACE capabilities and the key ideas explored in the subject.

<i>Current SACE capabilities</i>	<i>Connection to the key Ideas of this subject: Agency, Self-efficacy, Self-regulation, and Communication</i>
Literacy/ Numeracy/ Information and Communication Technology	Expressing ideas and presenting findings. Building digital fluency through multimodal presentation.
Critical and Creative Thinking	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. Planning and delivering through action.
Personal and Social Capability	Communicating for a purpose Developing strategic and supportive relationships Accessing community resources Seeking and engaging with the perspectives of others Developing a growth mindset Driving learning progress and owning personal choices Managing motivation and progress Responding to challenges and seeking help Developing optimistic sense of self-efficacy Building initiative and determination
Ethical Understanding	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	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 1 Exploring 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 that students are entitled to develop and demonstrate through their learning in Exploring Identities and Futures.

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.

Evidence of learning

Assessment at Stage 1 is school based. 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

The assessment design criteria are based on the learning requirements and are used by teachers to:

- clarify for the student what they need to learn
- 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 look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

Exploring identity and connections

EIC1 Exploring identity

EIC2 Exploring connections

Planning and implementing action

PIA1 Planning and organising

PIA2 Implementing and refining plans

Communicating evidence of learning

CEL1 Communicating evidence of learning

CEL2 Reflecting and responding.

School assessment

Assessment Type 1: Exploring me and who I want to be

In this assessment type, students are facilitated through a self-directed journey exploring their identity, strengths, interests, skills, capabilities, and/or values. Students explore the connections they value in their life, develop their personal sense of agency and learning capabilities, and use insights to inform their aspirations for the future. Selecting from a range of possible activities, students use their agency to identify and reflect on their connections to people, dreams, culture, community and/or work.

Students are assessed on the quality and extent of their explorations, the depth of their insights and their ability to communicate their learning progress. Assessment is free from judgement about the identity and experiences of the student.

Exploring Identities and Futures promotes the use of natural evidence of learning to allow students to authentically capture their experiences.

Students choose modes of assessment that suit their learning preferences to communicate what they have learnt about themselves, and their vision for their future, to an appropriate negotiated audience. Students can develop a single, cohesive piece, or they can undertake a range of activities and present evidence of these in a folio or showcase of work.

These modes evidence can include, but are not limited to:

- electronic media, blogs, podcasts, or photo stories
- visual products, comics, or annotated documents
- collages, dream-boards, timelines, or mind maps
- oral presentations, discussions, speeches, or interviews.

For this assessment type, students provide evidence against the following assessment design criteria:

- Exploring identity and connections (EIC1, EIC2)
- Communicating evidence of learning (CEL1, CEL2).

Assessment Type 2: Taking action and showcasing my capabilities

Students explore and deepen their understanding of their strengths, interests, skills, capabilities, and/or values by putting them into practice for a purpose. Students can work collaboratively with their peers on a shared activity, or they can choose to focus on an individual activity of interest. Throughout the activity, students plan and undertake an action seeking feedback to adjust their approaches and enhance their experience.

This activity can be linked to Assessment Type 1, or it can be a standalone project linked to a future goal or aspiration.

As this assessment type is focused on the learning process, students engage in and showcase ongoing reflective practice. Students must share their learnings with an audience noting that 'audience' is intended to be interpreted in the broadest possible sense, relevant to the student/s activity.

Exploring Identities and Futures promotes the use of natural evidence of learning to allow students to authentically capture their experiences.

Students can evidence their learning and reflective practice in many ways, including but not limited to:

- annotated photos
- audio/video recordings
- screen shots of emails or other digital communications
- writing and annotations
- planning documents
- oral presentations, discussions, or interviews
- or as negotiated by students.

For this assessment type, students provide evidence against the following assessment design criteria:

- Planning and implementing action (PIA1, PIA2)
- Communicating evidence of learning (CEL1, CEL2).

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
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.

Performance Standards for Exploring Identities and Futures

Stage 1

Exploring Identity and Connections (Developing agency)		Planning and Implementing Action (Applying self-efficacy and self-regulation)		Communicating Evidence of Learning (Developing communication and reflective practice)		
	EIC1 Exploring identity	EIC2 Exploring connections	PIA1 Planning & organising	PIA2 Implementing and refining plans	CEL1 Communicating evidence of learning	CEL2 Reflecting and response
A	Purposefully explores and evaluates relationships between current identities and future aspirations.	Purposefully explores and develops connections and uses insights to inform future decisions and aspirations.	Designs a plan with strategic intent, prioritising and effectively managing actions and resources.	Refines and improves outcomes through responsive action, proactively managing emerging opportunities and challenges.	Intentionally selects relevant mode and medium to concisely convey ideas, findings and learning development fit for purpose and audience.	Purposefully explores diverse perspectives and proactively considers and values feedback to inform and reflect on learning.
B	Explores and considers relationships between current identities and future aspirations.	Explores connections with others to develop relationships and make decisions about their future.	Establishes a comprehensive plan, organising and prioritising required actions and resources to proceed.	Effectively implements a plan of action, responding to opportunities and challenges that arise.	Effectively communicates learning progress, ideas and/or findings with consideration of purpose and audience.	Explores and responds to perspectives and relevant feedback from others to inform and reflect on learning.
C	Explores and describes current identities and future aspirations.	Describes connections, and links these to future choices and aspirations	Makes a plan and identifies the required actions and resources that follow.	Implements a plan of action, responding to challenges to solve problems.	Communicates learning progress, ideas and/or findings to an audience.	Responds to a perspective or relevant feedback in the learning process to make progress.
D	Identifies personal interests or qualities that contribute to a sense of identity.	Identifies a connection that communicates a personal interest, choice or sense of belonging	Follows steps or directions for a purpose.	Participates in activities and makes learning progress	Communicates and/or demonstrates ideas and learning.	Identifies a perspective other than their own that impacts learning.
E	Identifies personal preferences, interests or skills.	Expresses preferences and choices to others in the learning environment	Accepts a plan for action.	Makes choices that aid participation in learning activities.	Partially recounts or demonstrates an aspect of learning	Acknowledges others' ideas or perspectives in a learning environment.