

Exploring Identities and Futures

Quick Start Planning Guide

Welcome to Stage 1 Exploring Identities and Futures, a subject designed to give students the opportunity to explore themselves and who they want to be.

The purpose of the Quick Start Planning Guide is to:

- support your understanding of the EIF subject
- provide the planning guidance you need to design an EIF course that suits your context.

For learning requirements, full task details and performance standards, you should refer to the Subject Outline.

Through engaging with this document, you will:

- Understand some of the key concepts of the EIF subject
- Consider how to apply the core concepts of the EIF subject to your own context.

You can use this guide in a way that works for you, such as at the start of your planning, or as a reference tool later on.

Key Concepts of EIF

One Subject - Two Pathways

Students eligible for a modified program are encouraged to start in EIF and move to an EIF: Modified pathway as needed to complete the EIF requirement of their SACE. The course has been designed so that students can be enrolled in either version at any time and **change part way through if needed**. We encourage you to consider how a student can engage with this subject flexibly, and if needed, pivot to EIF:Modified.

Students use Natural Evidence of Learning (NEoL)

In EIF, students are entitled to demonstrate their learning in a way that is **natural, authentic and works best for them**. The course has been designed to allow students to authentically capture their experiences; evidence is usually curated for themselves, rather than for others. Students are encouraged to use evidence that emphasises their learning and thinking processes rather than only a final product.

Consider:

- Do students know that it is genuinely acceptable to use formats or mediums that work best for them?
- How can you encourage students to capture evidence of their learning as they go?
- To what extent do students feel the need to annotate or 'curate' their evidence so others can make sense of the story of their learning?

Students are developing agency in their learning

EIF has been designed for students to have agency over their learning. Having agency means **participating in active learning rather than passive learning, and trying to work things out for yourself**. It is also being willing to experiment, learn, fail and then try again.

Students will likely come in to your EIF class with varying levels of agency. It's also common for a students' agency to fluctuate, depending on the task, how they're feeling, or a range of other factors. Consider how you can determine your students' **readiness for agency**, and how you can support the development of this agency through their learning. Consider:

- You have a new student in your class. How will you determine their general readiness for agency?
- You observe a student is stuck in what they should do next. Do they need you to step in, or would they benefit from some time to work out things on their own?
- A student asks you for help, as they are not sure how to do something. Have they asked you for help out of habit, or have they tried other strategies, and are now asking for your support as a co-agent?

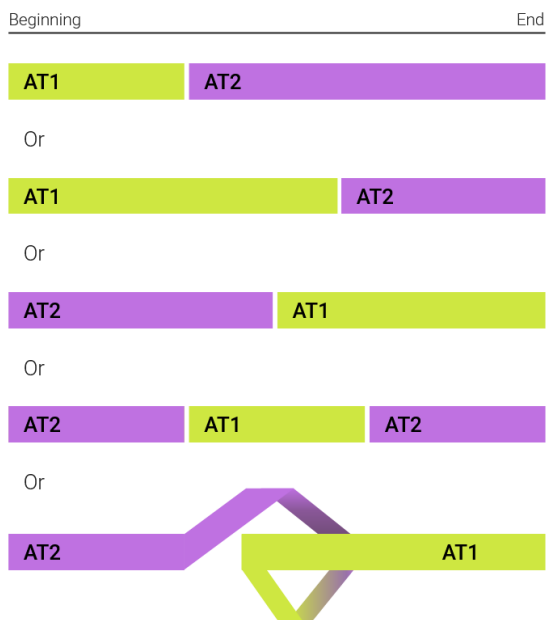
Planning your Course

Considerations for your learning and assessment plan

Your context is key to the design of your course, and EIF has great flexibility to facilitate this. You are encouraged to design a course that meets the needs and context of your school. EIF provides teachers with an adaptable framework, there is no one 'right way' of doing this subject. What works in another school might not be the right fit at your school. Consider:

- Your school's structural elements – are there timetabling considerations or existing school activities that need to be considered or incorporated?
- Your school and student culture – what are your school and student readiness levels for agency? What school values or community links can be leveraged?
- Your students' backgrounds and interests – how can you balance supporting a whole class to navigate through EIF, while continuing to support a student's personal EIF journey?

When and how will students experience AT1 and AT2? The design of the two assessment types is up to you. You have the flexibility to decide the order, the weighting and the way these assessment types are experienced by your students. The only firm rule is that **neither AT1 or AT2 can be less than 30%**.



- AT1 then AT2** – you can use this sequence to explore identity and ways of learning, to prepare students to 'take action' in an informed way.
- AT2 then AT1** – this sequence allows you time to build a relationship with your students, as they can be engaged in something practical rather than something personal like identity. This may be a better experience for students who need time to build trust, or who may struggle with introspection.
- A mix of AT1 and AT2** – you may choose to do multiple tasks as part of AT1, like a learning menu, then move between AT1 and AT2. Pilot schools found moving flexibly between types allowed them to support and scaffold the development of agency, reflection, and planning.

AT1: Exploring me and who I want to be



Students are facilitated through a self-directed journey, exploring their identity, strengths, interests, skills, capabilities, and/or values.

Example: Nadia creates a photo board of all the relationships that have impacted them. This might be one task Nadia completes of a larger set or learning menu.

Assessment Design Criteria:

- EIC1 Exploring identity
- EIC2 Exploring connections
- CEL1 Communicating evidence of learning
- CEL2 Reflecting and responding

Design Prompts:

- What joyful activities or icebreakers can you facilitate in your lesson to build relationships, trust and sharing of passion? Feel free to build connections with your class before jumping into assessment tasks.
- How can students explore their identity and connections through different lenses or perspectives? Consider prompting them to think about their opinions, taste in music, hobbies and commitments, and connections to other people.
- Will students do one task for AT1, or a series of multiple tasks?
- If doing multiple tasks as part of AT1, when will students experience these tasks? Consider how the timing of tasks can facilitate different aspects of introspection, such as the beginning of the course for idea generation, or the end of the course for self-reflection.
- How can you create a classroom culture where students are encouraged to share their interests or passions?
- How can you encourage students to negotiate aspects of the task or their learning with you?
- How can students consider the connections to others they have to learn more about agency, self-efficacy and identity? Can students look at the connections they have in their life, or to people they look up to to reflect more about themselves?
- How can you challenge students to think more deeply about their identity and connection?
- What language do students respond better to? What words or phrases resonate better with students? E.g. instead of 'agency', maybe 'showing initiative' resonates more with your students.

AT2: Taking action and showcasing my capabilities



Students undertake an action to put their strengths, interests, skills, capabilities, and/or values into practice for a purpose. This action can be done individually, or collaboratively. AT2 can be connected to AT1, or standalone.

Example: Juan and three other students launch a podcast about community-building through video games.

Assessment Design Criteria:

- P1A1 Planning and organising
- P1A2 Implementing plans

- CEL1 Communicating evidence of learning
- CEL2 Reflecting and responding

Design Prompts:

- Will students do one task for AT2, or a series of tasks? Consider if your students would benefit from one larger, project-style action, or if they would benefit from experiencing multiple tasks.
- What parts of your task or lesson design can you leave unplanned, to make room for students' input?
- How can you encourage students to communicate their plans and progress with you throughout AT2?
- What parts of your own learning process and decision-making can you model to students?
- What lesson structures can you put in place to encourage students to proactively and progressively capture evidence of their learning?
- When students are implementing a plan of action, what structures can you put in place to help them identify what is effective, or what they're learning about themselves as they go?
- How can you support students to build on interests and passions while also exploring new and diverse ideas?

The **AT1 Extracts of Student Work** and **AT2 Extracts of Student Work** available on the SACE website illustrate these key concepts and design prompts may look in practice.