# Exploring Identities and Futures: Modified (Stage 1)

## 2024 Subject Outline

## Version 1.0

Accredited in September 2023 for teaching at Stage 1 from 2024.

## Subject completion pathway

Exploring Identities and Futures (EIF) is a 10-credit subject undertaken at Stage 1. This document provides the basis for ensuring that students eligible for modified subjects have equitable access to the EIF curriculum. This is a 'one subject, two pathways' procedure.

Eligible students may enrol in EIF: Modified at the beginning of the year or have their enrolment transferred from EIF part-way through the course, while valuing and recognising the learning that has already taken place. In either scenario, students may participate in the same EIF course as their peers with accessible and personalised pathways to completion.

Eligibility must be established for enrolment in modified subjects according to SACE guidelines. However, not all students who are eligible will need to access the modified subject. Schools, in collaboration with students and their advocates, such as parents/carers, determine enrolment in modified subjects. Initial enrolment in EIF may assist schools to determine if a student requires a transfer to EIF: Modified for the successful completion of the course. Students on a fully modified subject pathway may prefer to enrol in EIF: Modified from the beginning of their SACE journey.

To meet the completion requirements of the SACE, eligible students must gain a result of 'completed' for the EIF: Modified subject.

## Content

The EIF: Modified pathway supports students in learning more about themselves and their connection with the world around them. It follows the same key learning areas as the EIF curriculum. Teachers are encouraged to access the EIF Subject Outline to gain a full picture of learning opportunities in this subject.

The EIF: Modified subject pathway encourages and supports students to:

- develop **identity** and **self-efficacy** by exploring their interests, strengths, skills, capabilities, and/or values

- develop their **agency** through participating in purposeful supported learning and being involved in making choices and decisions for and about themselves

- develop their **communication** by collaborating and/or connecting with others and sharing their learning in an authentic and personally relevant manner.

Students and teachers choose key areas for detailed study to support the development of each student's learning, based on their needs and interests. The key area lists provided are not exhaustive and include an 'other as negotiated' to provide flexibility for detailed study in related alternative areas.

The key areas listed in this modified subject outline align with the assessment types for the EIF Subject Outline. This enables students to be included in classroom activities where EIF lessons are being conducted. Additionally, this facilitates a smooth transition from EIF to EIF: Modified if/when this occurs.

Students should explore at least one key area of learning from each part of EIF: Modified.

## Learning requirements

In Stage 1 of this subject, students, with assistance, participate in activities specific to the key areas of learning to:

- explore identity and/or futures and/or connections
- plan and implement action, and
- communicate evidence of learning

to the degree that best reflects their abilities and proximal development.

Students who undertake EIF: Modified may achieve their personal learning goals and develop capabitlities independently or with assistance. The type of support will vary according to the particular needs of each student and the requirements of the assessment. Support may include, for example:

- physical and/or verbal assistance from others
- the provision of technological aids, which may include the use of augmentative and alternative communication strategies
- adjustments to the environment, based on the specific needs of individual students.

### Part A: Exploring me and who I want to be

In Part A, students explore their identity, strengths, interests, skills, capabilities, and/or values. Students may explore the connections they value in life, develop their sense of personal agency and learning capabilities, and use insights to communicate about their future aspirations. Selecting from a range of activities, students can focus on their connections to people, dreams, culture, community, and/or work.

**With assistance, students explore their identity and/or futures and/or connections, based on one or both of the following key areas:**

### Key Area 1: Exploring Identity and Agency

- Identifying and exploring personal interests
- Developing factors that contribute to the formation of identity
- Developing the capacity for self-reflection
- Exploring factors that affect self-image and self-confidence
- Identifying and developing strengths or talents
- Exploring future goals and fulfilling aspirations
- Understanding the value of individual uniqueness
- Identifying individual indicators of physical, emotional, and mental health and well-being
- Exploring ways to express preferences and choices to others
- Making decisions about personal learning in different contexts and for different purposes
- Other as negotiated.

## Key Area 2: Exploring Futures and Connections

- Exploring the role of culture in the individual's life
- Developing connections with others based on personal interests
- Understanding community, social, and cultural roles and responsibilities
- Developing strategies for effective interpersonal skills
- Collaborating and working in teams
- Developing knowledge and skills for work or enterprise
- Exploring transition pathways to future learning
- Developing personal life skills and independence
- Other as negotiated.

### Part B: Taking action and showcasing my capabilities

In Part B, students explore and deepen their strengths, interests, skills, capabilities, and/or values by putting them into practice for a purpose. Students can either work collaboratively on a shared activity or focus on an individual activity of interest.

**With assistance, students choose a learning intention or goal, within their proximal achievement, designed to increase their agency, self-efficacy, and/or connections with others. This learning intention or goal may be based on:**

- the purposeful development of a skill
- an interest exploration or enrichment
- an independence-enabling or agency-enabling activity
- the transition to future connections beyond school.

**With assistance, students undertake activities to achieve their learning intention or goal based on one or both of the following key areas:**

## Key Area 3: Developing Capabilities

- Identifying, developing, and practising skills for a purpose
- Developing independent living skills
- Developing and using support networks
- Developing skills in planning and managing resources and personal organisation
- Exploring strategies for maintaining health and well-being
- Using critical and creative thinking skills
- Developing strategies to achieve personal learning
- Developing skills in advocacy and efficacy
- Recognising emotions and developing empathy
- Using support networks to help implement decisions
- Making choices that aid participation in learning, workplace, and/or social activities
- Practising decision-making to solve problems or make progress
- Other as negotiated.

### Key Area 4: Communicating Learning

- Exploring various methods of communication (e.g., verbal and non-verbal; augmentative and alternative communication programs and processes)
- Developing communication skills
- Adapting communication for different purposes and audiences
- Communicating using a range of technologies
- Negotiating and/or expressing choices and decisions to others
- Reflecting on learning experiences
- Identifying growth/progress in learning
- Seeking and responding to advice and guidance in the learning environment
- Recounting and/or demonstrating learning to an audience
- Other as negotiated.

## Evidence of learning

Evidence of student learning development can be drawn from across the learning activities of the subject, and student achievement should be considered holistically. When making judgements about the completion of the EIF: Modified subject, the teacher can recognise partial tasks undertaken in EIF for their learning value.

For assessment, **students present three to five samples of natural evidence of learning, collectively demonstrating achievement of the three assessment design criteria.**

Natural evidence of learning samples may consist of, but are not limited to:

- images of the student engaged in individual or group learning

- a creative product or experimentation with materials

- natural evidence of an enrichment activity (bus/movie tickets, event program)

- planning or reflection notes made with/by the student

- photograph of an object representing independent achievement

- secondary source material (evidence from home, community, or work placement)

- before and after samples of work.

**Brief annotations, explaining how each piece of evidence represents the achievement of learning for a purpose, should accompany these samples of natural evidence of learning.**

These annotations can be developed by the student independently, with assistance, or be provided by an advocate appropriate to the student's established reasonable adjustments. As a guide, learning annotations should be a maximum of 80 words or 2 minutes of oral/multimodal equivalent length for each sample of evidence.

## Assessment scope and requirements

Assessment at Stage 1 is school based.

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

- clarify for the student what they need and want to learn
- design opportunities for the student to provide evidence of their learning to the degree that best reflects their ability.

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.

The assessment design criteria and their specific features are described below.

### Exploring identity and/or futures and/or connections

EIF1    Student explores identity and/or futures and/or connections with others

### Planning and implementing action

EIF2    Student engages with learning activities for a purpose

### Communicating evidence of learning

EIF3    Student communicates evidence of learning in an authentic and personally relevant manner

The teacher assigns a result of 'completed' or 'not completed' for EIF: Modified based on evidence of authentic learning progress for a purpose aligned with the three specific features of these assessment criteria. Learning progress must be of an appropriate proximal achievement for the individual student.

Where there is insufficient evidence of authentic learning progress, students should be pended or withdrawn and given additional time to make the progress required. The teacher should assign a result of 'not completed' if learning is not scheduled to continue.