

Passport to Thrive

Teaching and Learning
Leader conference
Semester 2 - 2026



SACE
BOARD
SOUTH AUSTRALIA

Open doors
Stretch minds
Strengthen ownership
Embrace perspectives
Share success
Thrive.



Dr Ankit Agarwal

Senior Manager, Education Services
SACE Board of South Australia



Open doors
Stretch minds
Strengthen ownership
Embrace perspectives
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Thrive.

Quality professional learning
in teams supported
by central messaging (why)

Regular
review

Student
voice
& capabilities

HR
Timetabling

Career Pathways
Technology/
resources

Why are we making the change?
(Narrative)

Semester 1 Conference: activity outputs

Enablers

- ★ Identify Key Teacher to drive the process
→ Non leader to engage in learning and share back to site.
- ★ Identifying similarities that were already happening in different learning areas around 'Natural evidence'.
- ★ Release time to plan and prepare, have early conversations.
→ Drip feeding information worked.
- ★ Development of a clear implementation plan.
- ★ Teachers being flexible and open to the change.
- ★ Identify additional key staff to begin the process.
- ★ Educating students + wider school community.
- ★ Gathering feedback to inform needs as part of the process.
- ★ Providing staff release time when appropriate.

Barriers

- ★ some concern from leaders about authenticity + how it could work
- ★ Lack of concrete information for staff to work with.
- ★ Time!! Lead teacher not given additional dedicated time to work on the development of the subject.
- ★ Differences in Moderation process created some issues with the parent community.
- ★ Staff not having time to change learning design to do it properly.
- ★ Resistance to change from staff.
- ★ Lack of time allocation for staff to make effective change
→ Heavily reliant on professionalism and goodwill of staff and learning area leaders.

SCHOOL NEEDS

- This work needs to start in Middle School.
→ some familiarisation with CAPS
- Evidence that ~~this~~ 'this' is going to lead to 'better outcomes'.
- Schools need to know what universities are using + valuing in relation to capabilities.
- Language, observation + teaching skills in facilitating capabilities-based learning, such as 'enquiry' skills.
- be able to outsource administrative task.

SACE SUPPORT

- Clear messaging with through lines to other system work (like SA curriculum).
- Working with Universities to understand what students need to be successful.
- ★ WHAT RIGOR ACTUALLY MEANS
→ and looks like
- What introducing capabilities looks like so that it doesn't feel like an add-on.
- Small schools filling the process, can't spread the load when there's small staff.
- avenues for schools to share their journey + struggle together learning networks, social ventures through SPSA

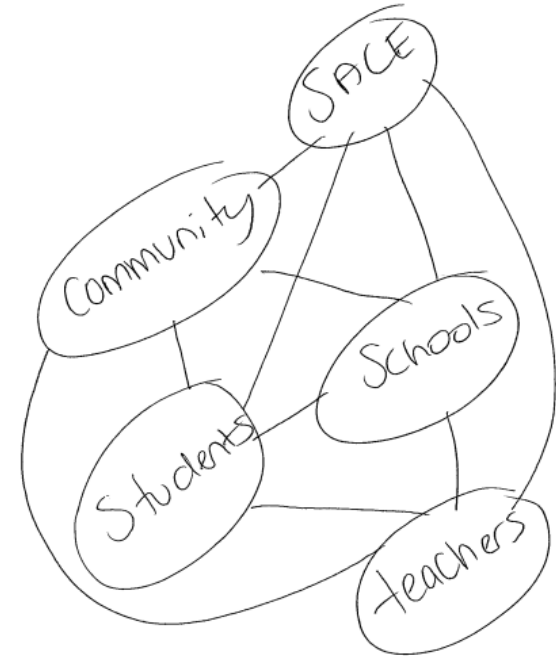
WHAT NEEDS TO BE TRUE

- Data needs to be quantitative AND Qualitative
→ WEP, Grades, student feedback
→ to show "better outcomes"
- School Communities value a broad definition of success
- System-wide safety-net for schools to be vulnerable and look honestly critically at their current practice (its strengths + failings)
- There are more effective administrative processes + (technology) so schools can focus on curriculum + learning
→ what does good teaching look like

confidence/quality assurance of practice
moving in the right direction



SACE BOT



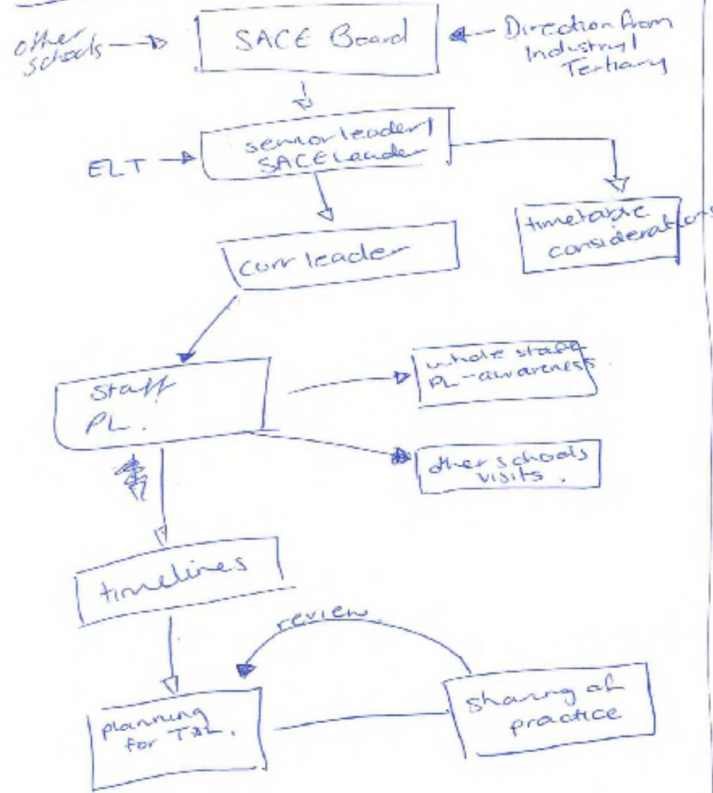
PRIZS - New Subject Implementation

UNDERST

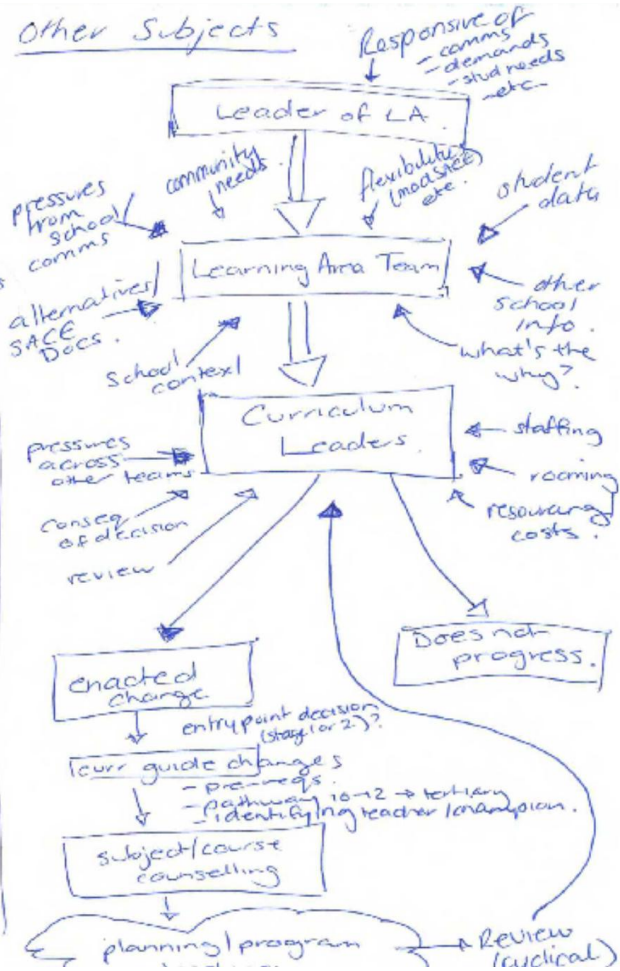


- Timetabled Staff - who would be good to try something new.
- Got the team together - asked the team what they needed.
- Visited another school who were involved in the trial + had a day workshop
- Time to plan before beginning
- Supported Professional Learning for team in and out of school
- Moderation / Review / Evaluate.

EIF/AIF



Other Subjects



Enablers to effective subject implementation



ENABLER

Strong leadership

PROVIDES

Direction, clarity and alignment.

SO THAT...

Schools make decisions and align implementation across staff.



Professional learning

Confidence and capability.

Teachers embed new approaches in practice.



Collaboration

Shared understanding and ownership.

Staff build collective understanding and implement consistently



Time and flexibility

Planning, adaptation and improvement.

Schools can respond to and improvement local needs and contexts

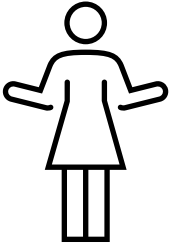
Schools are different

Recognition of different contexts and needs.

Support can be tailored to different starting points and needs and readiness level

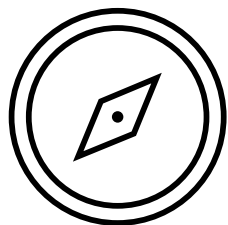
Schools are most successful when leadership, collaboration and professional learning work together

Barriers to effective subject implementation

	BARRIER	CREATES	RESULTING IN...
	Lack of clarity	Uncertainty	Delayed decision-making and inconsistent implementation
	Workload pressures	Capacity constraints	Reduced engagement with change
	Time constraints	Limited opportunities to collaborate and plan	Fragmented implementation
	Confidence and capability gaps	Hesitation and uneven readiness	Additional support needs
	Context and equity challenges	Uneven access to support and resources	Different implementation experiences across schools

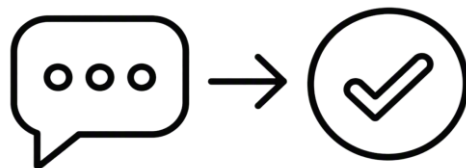
Clarity, capacity and responsiveness are critical for successful implementation

What you need from TLL conferences



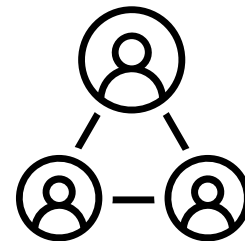
Practical support is needed

Leaders want examples, resources, professional learning and implementation guidance they can use in their schools.



Feedback must lead to action

TLLs want to see evidence that their input influences decisions, planning and support



Teachers learn best from teachers

Peer learning, case studies and hearing from other schools were consistently rated as highly valuable.



Events need practical value

Participants want purposeful activities, practical takeaways and less repetition.

What we're doing in response

Our focus is to make implementation clearer, more practical and better supported for teachers and school leaders by:

- providing greater **clarity and direction**
- developing practical **guidance and tools**
- sharing tangible **examples and resources**
- supporting **professional learning and collaboration**
- **recognising the diverse contexts** in which schools operate



Your feedback is shaping today's session design and the next phase of support.

Agenda

1. Welcome
2. Subject renewal program update
3. Breakout activity
4. 5 minute break
5. Public consultation
6. Implementation model
7. AIF leadership story with Adam Fitzgerald
8. Breakout activity
9. Close

Our journey

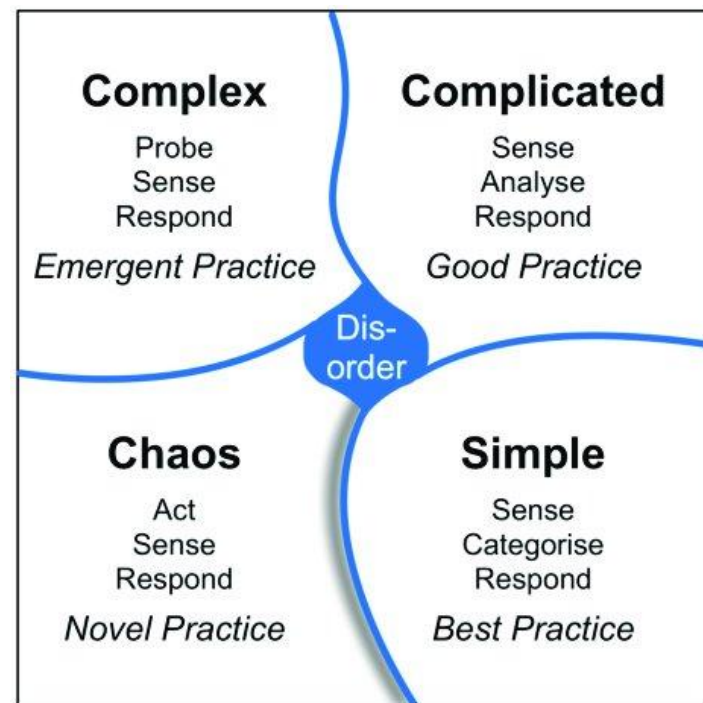
- Curriculum and assessment forums
- Subject Renewal Groups established
- Prototyping and testing
- Development of a new approach to curriculum and assessment
- Stage 1 draft subject outlines developed
- Public consultation on our first subject outlines
- Accreditation preparation
- Updated roadmap and implementation planning



Subject renewal is a complex change journey



Damien Newman
'The Process of Design Squiggle'

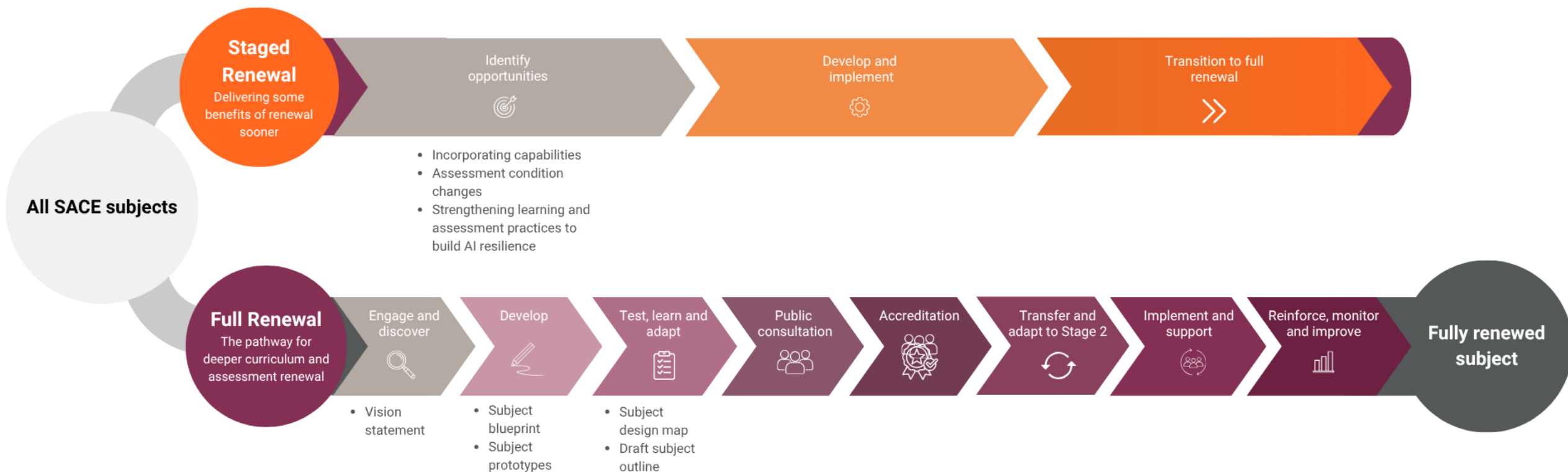


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What we have learned through renewal

- Full subject renewal remains the strategy for deeper curriculum and assessment reform
- Some benefits of renewal can be realised earlier while still working towards full renewal

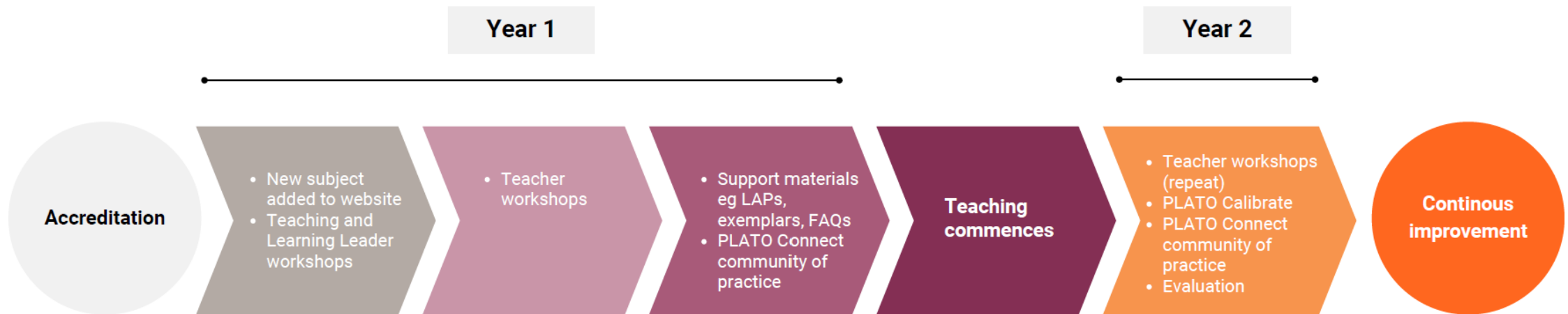
Updated roadmap



Full Subject Renewal: Implement and support

For subjects undertaking Full Subject Renewal

Each phase of the implementation roadmap is designed to support a smooth transition to teaching while monitoring impact, responding to feedback and continuously strengthening subjects over time.



Questions?

Breakout activity

Communicating the updated roadmap

Miro Sandbox: practice here before the activities

Start here: how to get around

Read a step, then try it in any of the 15 sandboxes arranged around this frame. Nothing here is precious.

Start here: how to get around

1. **Move around the board (pan)**
 Mouse: hold the right mouse button and drag.
 Trackpad: slide two fingers.
 Keyboard: Arrow keys, hold the Spacebar and drag, or press H for the Hand tool.

2. **Zoom in and out**
 Mouse: scroll the wheel.
 Trackpad: pinch two fingers.
 Keyboard: Ctrl + plus / minus (Cmd on Mac).
 Lost? Alt + 1 (Option + 1 on Mac) fits the whole board on your screen.

3. **Select and drag**
 Click a sticky note or shape to select it, then drag it somewhere new.
 Click and drag on empty canvas to draw a box and select several items at once.
 Use the arrow keys to nudge a selected item.

4. **Edit and create**
 Double-click a sticky note or shape to type in it. Click outside it when you're done.
 Add your own sticky notes and shapes from the creation bar.
 Copy and paste with Ctrl + C / Ctrl + V (Cmd on Mac).

5. **Resize, recolour and connect**
 Select a shape and drag a corner handle to resize it.
 With an item selected, use the small toolbar that appears to change its colour.
 Drag a shape that has a connector line and watch the line follow it.

6. **Oops? Undo It**
 Undo: Ctrl + Z (Cmd + Z on Mac).
 Delete a selected item; press Delete or Backspace.
 Mistakes in the sandbox are expected. That's what it's for.

7. **Pick a sandbox and play**
 There are sandboxes around these instructions.
 Try every step above at least once. When the facilitator calls time, click your breakout room circle to jump to your room by clicking the room number or panning to the right room.

Jordan

Jamie Dunnill

Sandbox 14

Sandbox 13

Sandbox 12

Sandbox 4

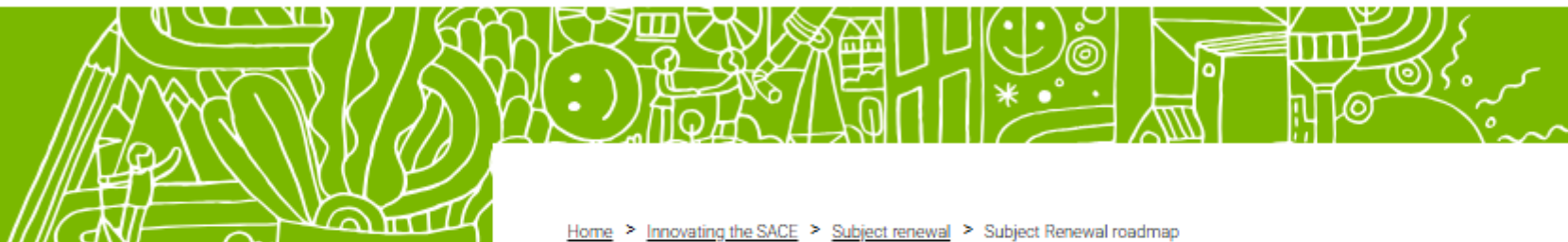
Sandbox 5

Sandbox 6

Break



Q&A

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SACE](#)[Coordinating the
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SACE](#)[Innovating the
SACE](#)FINANCED BY Google[Innovating the SACE](#)[Subject renewal](#)[Subject Renewal Groups](#)[Subject Renewal
roadmap](#)[Full Renewal](#)[Staged Renewal](#)[Implementation and support](#)[Subject renewal progress](#)[Public consultation](#)[FAQs](#)[Home](#) > [Innovating the SACE](#) > [Subject renewal](#) > [Subject Renewal roadmap](#) [Print](#)

Subject Renewal roadmap

Over the past two years, the SACE Board has been advancing subject renewal through ongoing collaboration with educators, schools and sector partners, to ensure the SACE is a modern, responsive qualification for a changing world.

The updated Subject Renewal roadmap outlines how subjects will progress towards full renewal over time. While a fully renewed suite of SACE subjects remains the long-term goal, not every enhancement needs to wait for full renewal. This approach allows benefits to be delivered sooner while maintaining a sustainable pace of change.

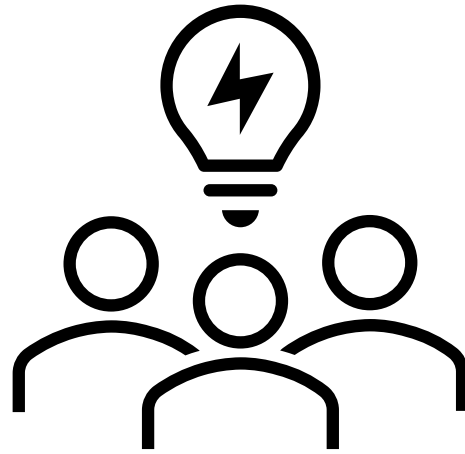
Subjects have been prioritised into two pathways:

- **Staged Renewal** - subjects that will benefit from targeted enhancements before progressing to full renewal.
- **Full Renewal** - subjects that will continue through comprehensive renewal, including deeper changes to subject design, learning outcomes, assessment types and performance standards.

Renewal priorities and sequencing have been informed by factors including progress already made by Subject Renewal Groups, readiness for accreditation, the length of time since a subject was last renewed, alignment with the key drivers of

Questions?

Public consultation



Open doors
Stretch minds
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Share success
Thrive.

Public consultation engagement

Essential English, Music, Languages
n=356

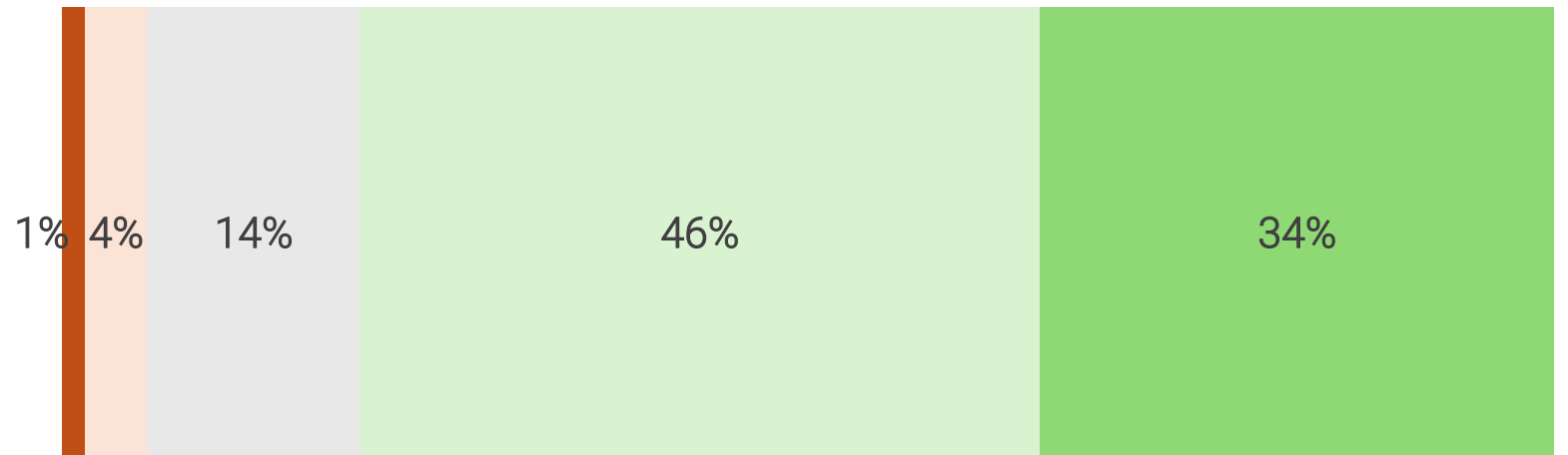
Sector	Proportion
Catholic	13%
Government	58%
Independent	29%

Location	Proportion
SA	91%
NT	8%
SACEi	1%
Other	1%

Stakeholder	Proportion
SACE student	1%
Music Teacher	13%
Languages Teacher	27%
Essential English teacher	28%
Teacher of another English subject	15%
Teacher of another subject area	17%
SACE Capabilities Feasibility Program teacher	2%
SACE lead practitioner	6%
SACE marker/moderator	19%
Subject association member	7%
Subject association leader	5%
Teaching and learning leader	25%
Principal	3%
other	3%

Public consultation results

Support for strategic direction



■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

Public consultation results

Subject teacher responses

Capabilities



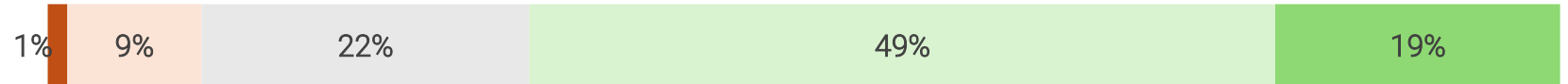
Conceptual Understanding



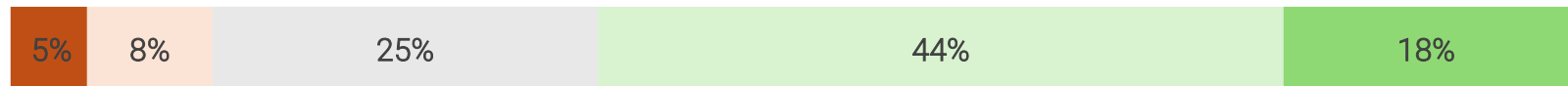
Subject vision



AT1 & AT2



Learning Outcomes



Strongly disagree

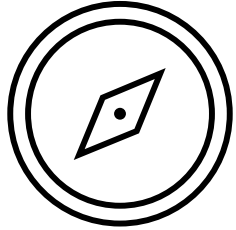
Disagree

Neither agree nor disagree

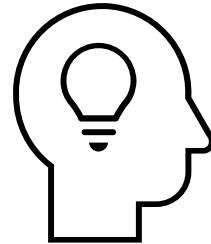
Agree

Strongly agree

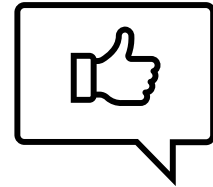
Positive feedback themes



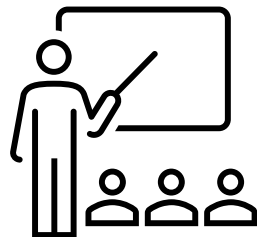
Strong support for the vision and direction of renewal



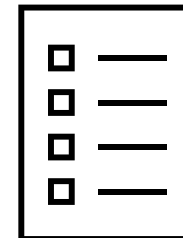
Appreciation for authentic and relevant learning



Broad endorsement of capability development

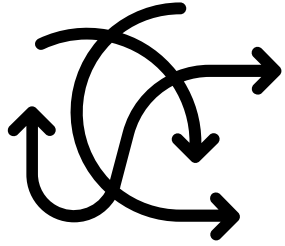


Recognition of opportunities for diverse learners



Positive reception to many proposed assessment approaches

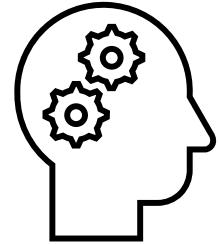
Constructive feedback themes



**Improve clarity and
reduce complexity**



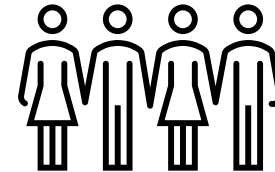
**Strengthen practical
implementation
guidance**



**Maintain strong
disciplinary identity**



**Ensure assessment is
manageable**



**Consider accessibility and
equity**

Key takeaways from consultation

1. Strong support for Subject Renewal

Stakeholders continue to support the direction and intent of Subject Renewal.

2. Feedback is strengthening the subjects

Education Consultants are using consultation feedback to refine and strengthen subject outlines before being presented for accreditation.

3. Implementation support is now the focus

Stakeholders want greater clarity, practical guidance, professional learning and implementation support.

Questions?

Peta Johnston

Project Manager- Professional Learning
SACE Board of South Australia

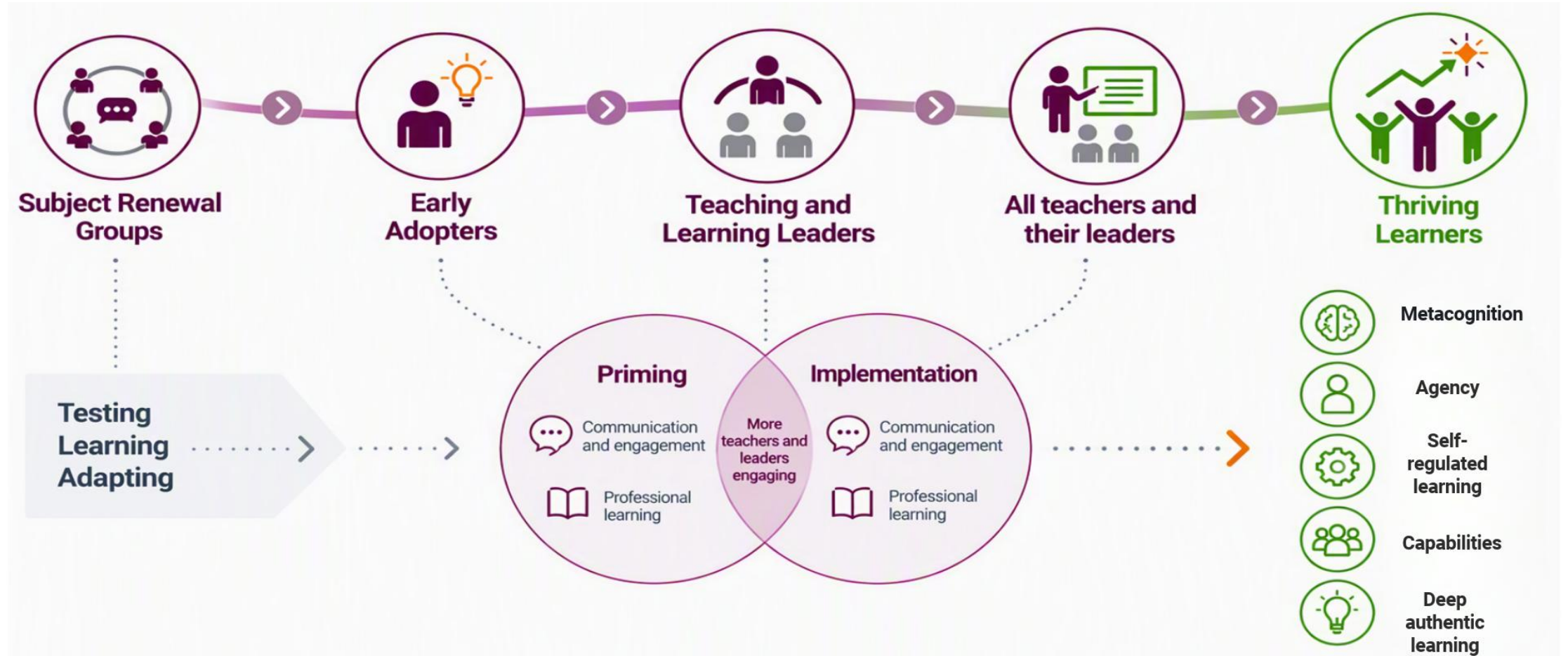


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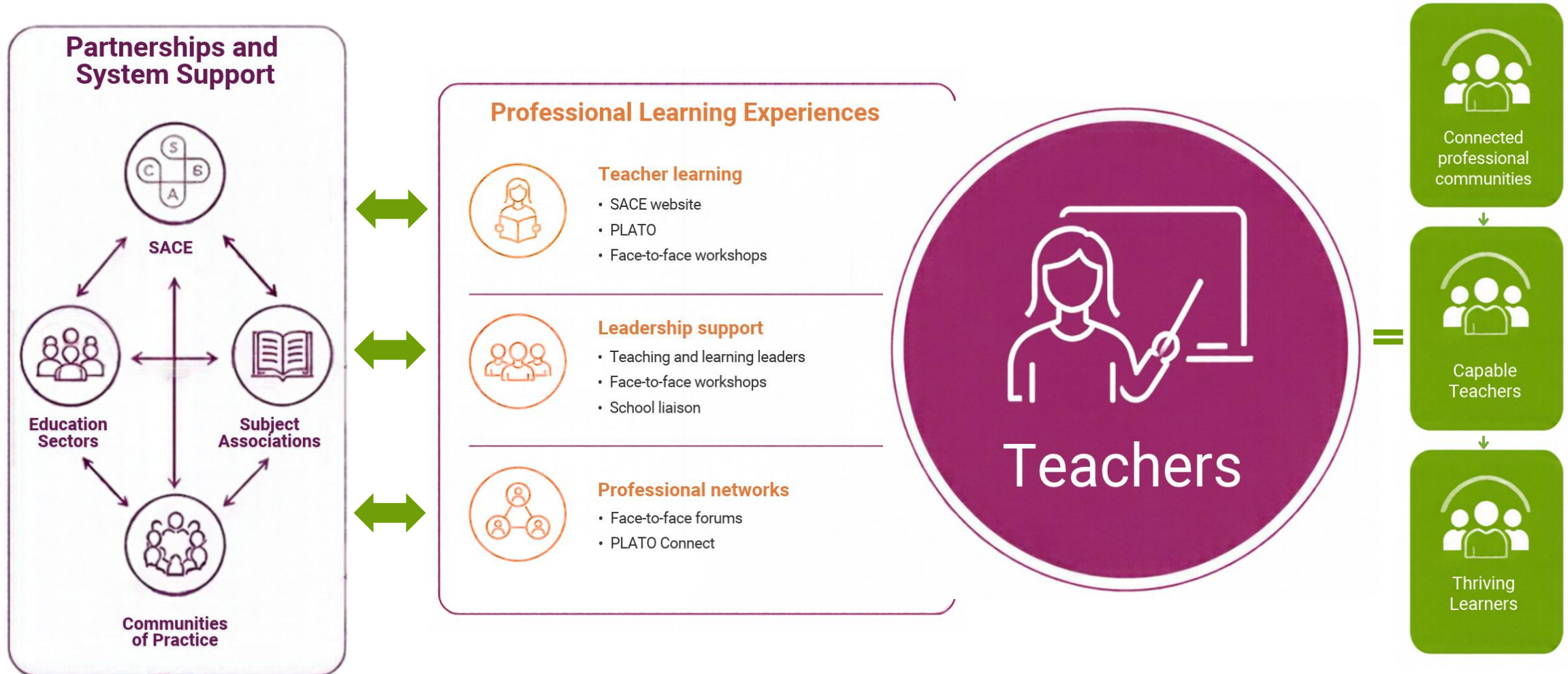
Components of implementation



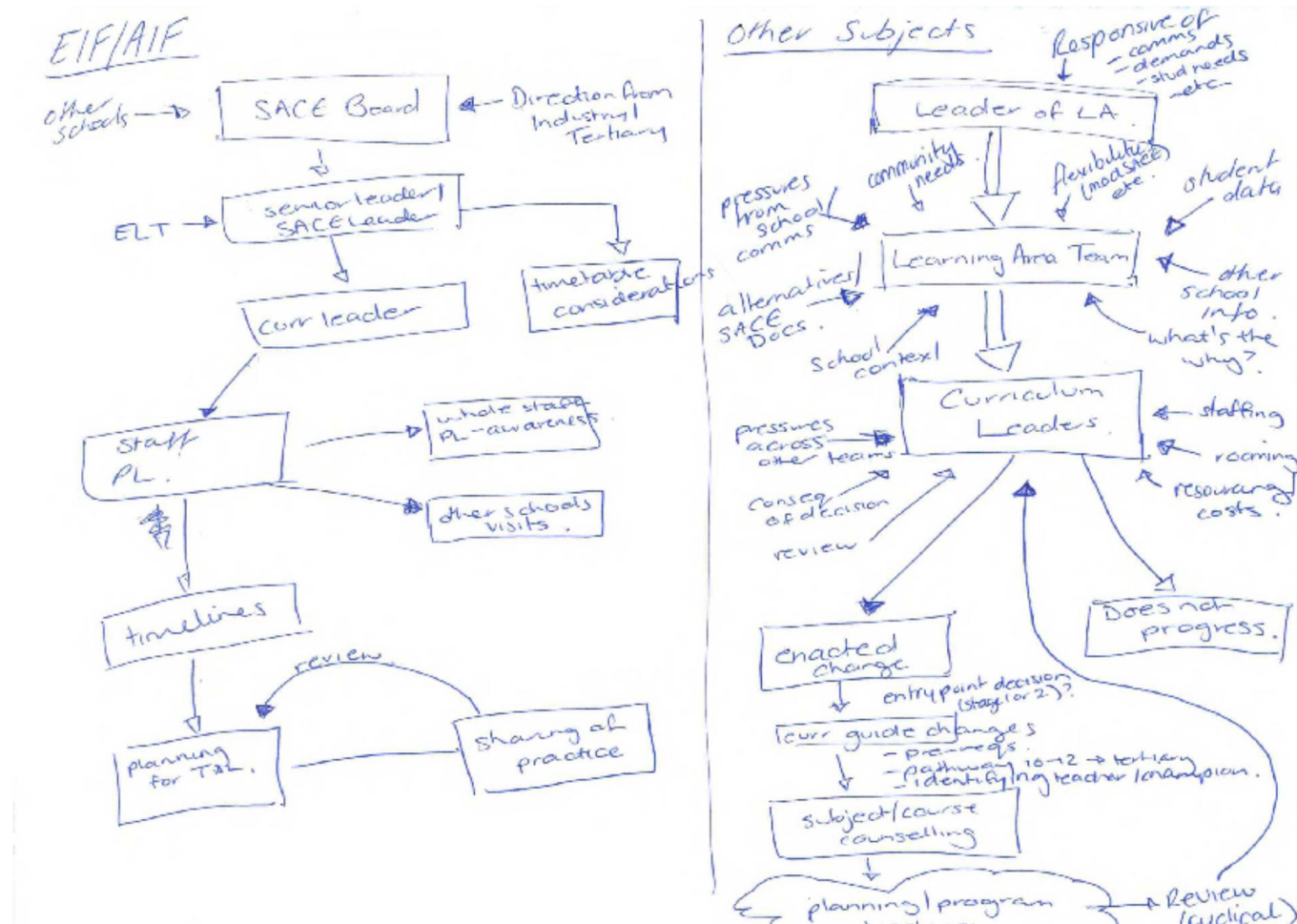
Process of implementation



Professional learning system



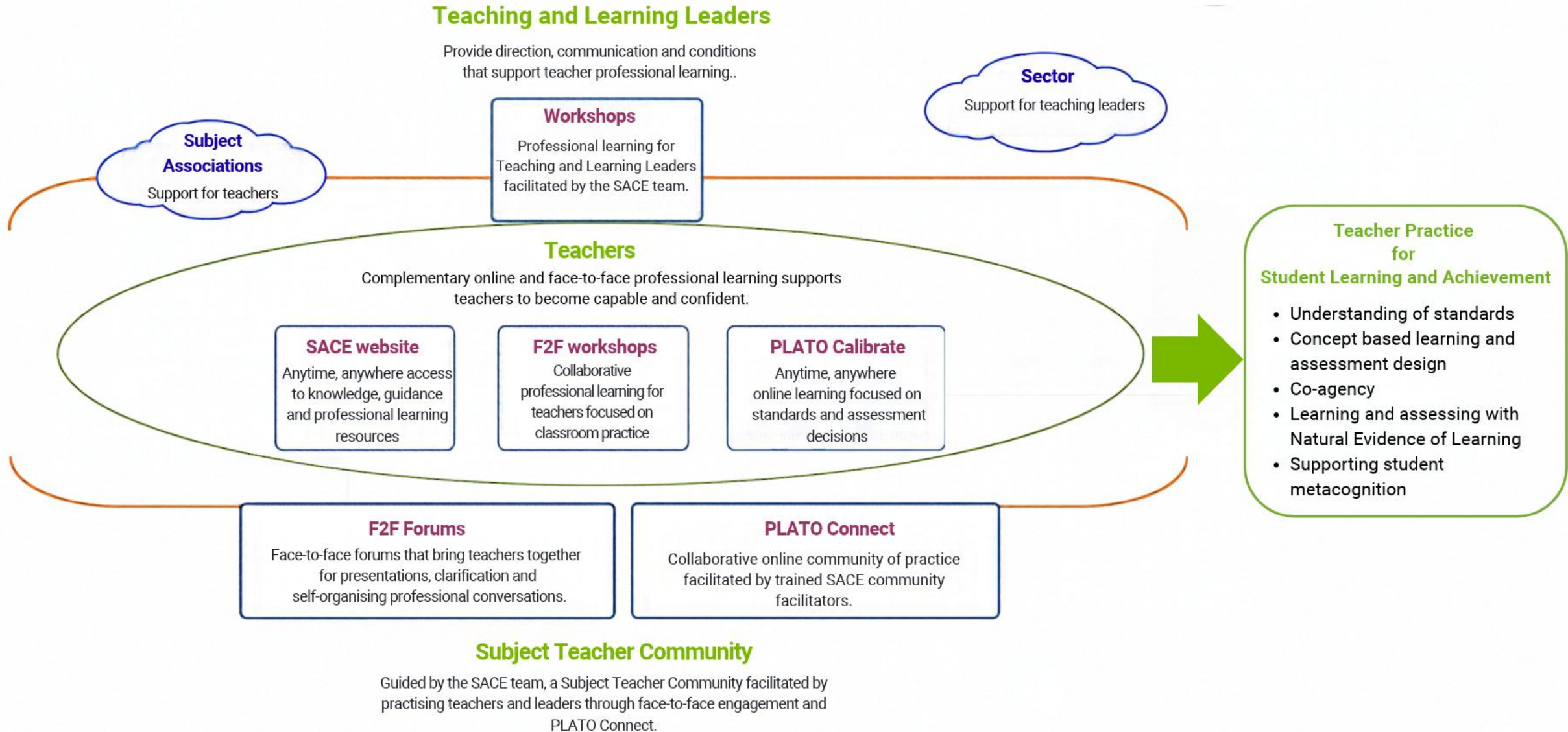
Teaching and Learning Leaders



Teaching and Learning Leaders bridge system strategy and classroom practice.

Leading change
Supporting local implementation
Building teacher practice

Professional learning system



Questions?

Adam Fitzgerald

Golden Grove High School



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About Me and AIF:

- 26 years teaching
- Teacher Librarian
- At Thiele Library (ONE+ GG)
- Research Project teacher (from when it began in 2009)
- Now teaching AIF since 2022
- Supporting growth at Golden Grove and across the state
- AIF Facebook page admin | PLATO Connect Community Facilitator | ASRT presenter

Adam.Fitzgerald869@schools.sa.edu.au



Adam Fitzgerald, Golden Grove High School

Student agency and thriving learners: Adam's approach to empowering students in AIF

Adam's journey of delivering AIF benefited greatly from the early professional learning sessions which reinforced the principles of thriving learners and student agency. He notes that he was able to draw on many of the tools used in delivering Research Project, but with the renewed emphasis that not all students use the same tools, and that it was important for each student to identify what worked best for their Learning Goal.

Some strategies Adam used to support his students included encouraging them to collaborate with their peers for feedback and perspectives, as well as getting them to focus on progressing their learning, regardless of what the outcome may look like. One of the highlights of teaching AIF has been "seeing the excited conversations when the AIF students are engaging and thriving in their learning". Adam says.



SACE Research Project/AIF Teachers

Private group · 1.3K members



Events



+

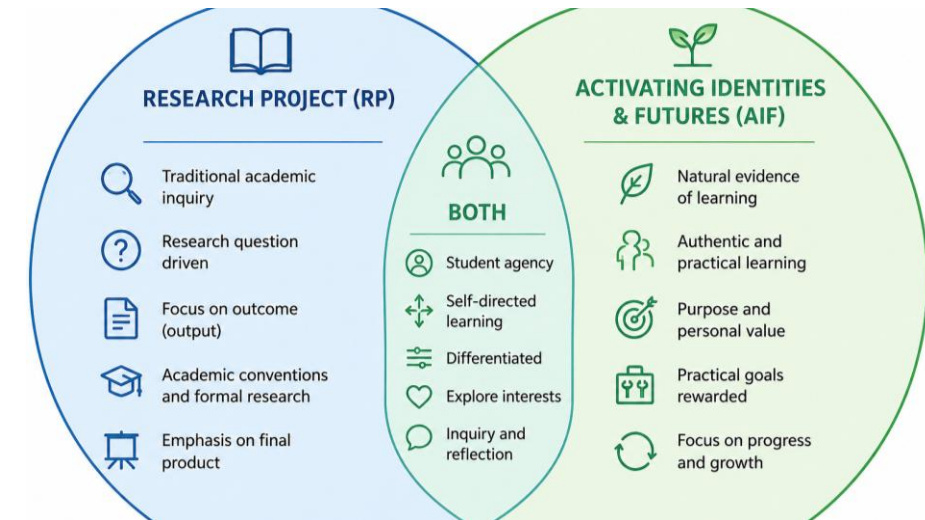
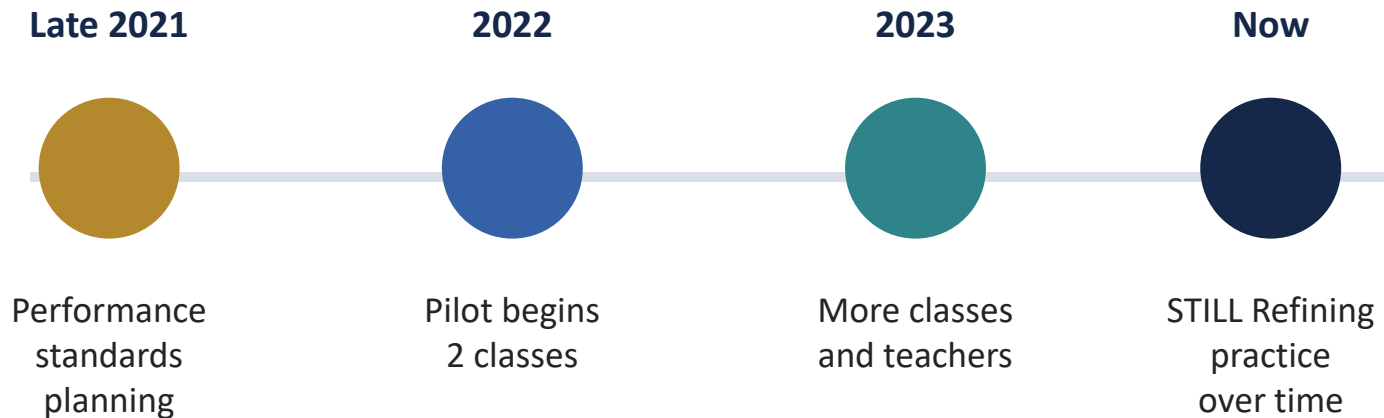


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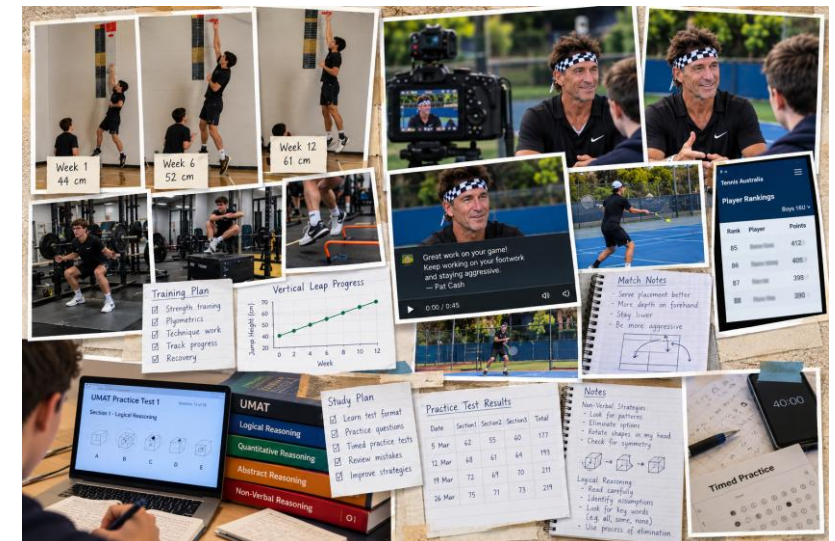


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The AIF Roll-out:



- **Pre-pilot**
- **Pilot - 2 classes (opt-out)**
- **Pilot 2 – Expanded to 5 classes (twice per year)**
- **Ongoing in-person conversations, and online**
- **Lots of informal chats / and “team teaching”**
- **AIF/ASRT Facebook Group, and then SACE PLATO Connect**



What 'mostly' worked.

Support and coaching

Worked alongside teachers as confidence grew, including planning, troubleshooting and helping translate the SACE intent of AIF into classroom practice.

Resources and shared materials

Built and adapted scaffolds, examples and practical tools so teachers were not starting from scratch.

Internal and external, formal and informal professional learning

Mostly used regular conversations, shared reflection and in-house professional learning to build common understanding across staff.

Wednesday, 24 June 2026 3:12 PM

Add Page

Portfolio PowerPoint

What I will be moving to...

Portfolio Performance S...

	Exploring Developing agency Learning how to learn independently.		Planning and Acting Developing self-regulation and metacognition Knowing what to do when you don't know what to do
	E1 Exploring ideas related to an area of interest	E2 Selecting and applying strategies	E3 Selecting and using perspectives
A	Organises ideas and makes discerning choices about the direction of the learning	Develops, tests, and/or adapts strategies, considering their implications on the learning	Selects and synthesises relevant perspectives to progress the learning
B	Purposefully explores a range of ideas and connects them to progress the learning	Selects strategies and adjusts them for purpose to progress the learning	Selects and uses relevant perspectives to progress the learning
C	Explores and builds on ideas related to an area of interest	Selects and applies strategies to complete tasks and/or goals	Includes perspectives to progress the learning
			PA1 Seeking and responding to feedback.
			Seeks targeted feedback and makes discerning responses to progress the learning.
			Seeks relevant feedback and makes appropriate responses to progress the learning.
			Seeks and responds to feedback to progress the learning.



More:

- Supported teachers through the **AIF Facebook page**
- Worked with the **SACE team** at first-year implementation workshops
- Contributed as a **PLATO Connect Community Facilitator**
- Shared practice through **ASRT presentation**
- Had **many one-to-one conversations** with teachers, students, parents and community:
 - emails
 - Meetings
 - ONE+ shared campus
 - other schools and previous colleagues
 - informal conversations, even at the football/running



SACE Research Project/AIF Teachers

Private group · 1.3K members



Discussion

Open questions

Members



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Activating Identities & Futures teaching community

Private workspace



Some final “change” leadership advice:

1. Grow the people, not just the subject

Coaching, shared planning, resources and internal professional learning build confidence.

2. Use conversation as a strategy for implementation

One-to-one support, emails, meetings and informal professional dialogue matter.

3. Use connections and networks to grow capability across the system

Facebook, SACE workshops, PLATO Connect, ASRT and school-to-school connections all help.

Breakout activity Implementation model

Q&A

What's next?

What SACE will do?

- Share consultation outcomes
- Progress subjects towards accreditation
- Provide implementation support and professional learning

What TLLs can do?

- Communicate the roadmap updates
- Help teachers prepare
- Continue providing feedback
- Engage in future implementation activities

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Feedback survey



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Thank you!