

Young people don't fit a mould, they make their own

Capabilities & Learner Profile

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I was excited to explore student agency through this project, allowing me to bring learning from outside the classroom. In our area there are a lot of students that come from different backgrounds and interests such as farming and sport where this project allowed students to see their interests recognised. We are moving in a world where capabilities such as showing initiative or quality thinking are valued more.

Because we live in the community, we have the opportunity to often see students outside of school, whether it be at work or participating in sport. Though we didn't assess extra-curricular activities directly for the pilot, we did use conversations with one of the teachers who coaches football to help identify other evidence as part of the overall picture of the student. I became more aware of asking different questions to learn how the answers would relate to a student's Learner Profile. I noticed the capabilities were already intertwined within the subjects I teach so I only had to slightly shift focus to identify where the capabilities were evident in each task.

We informed students of the pilot towards the end of Term 3 and they were excited about having what was important to them being valued. Many students were doing VET and apprenticeships for their SACE and to know their external experiences were being included meant their successes were recognised. One student in the pilot wasn't as engaged in the learning aspect of school but he would be at his football club every Saturday morning, umpiring the Under-12s then help prepare for the next game. It highlighted his values, skills, and initiative outside the classroom, presented differently to what we see in school.

I didn't feel my workload increased once I allowed time to breakdown the capabilities. Based on the summative tasks we focused on three of the capabilities, but we were able to identify enough evidence for all five of the capabilities through intangible evidence due to the external community relationships. The earlier we can build capabilities into our teaching, the quicker the students value them and the outcomes will be more successful.

I have discovered my passion for this change through conversations about Thrive and the Learner Profile. I am big believer in removing the institution from schooling because with the profound task of teaching each student individually, you realise students don't fit a mould as there is no mould of what it looks like be an adult.