

Activating Identities and Futures: Modified (Stage 2)

2024 Subject Outline

Version 1.0

This subject outline is accredited for teaching at Stage 2 from 2025. The SACE Board has accredited the teaching of Stage 2 Activating Identities and Futures: Modified for pilot schools only from 2024, and implementation across all schools from 2025.

Subject completion pathway

AIF is a 10-credit subject at Stage 2. This document provides the basis for ensuring that students eligible for modified subjects have equitable access to the AIF curriculum. This is a 'one subject, two pathways' procedure.

Eligible students may be enrolled in AIF: 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 AIF 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 AIF may assist schools to determine if a student requires a transfer to AIF: Modified for the successful completion of the course.

To meet the completion requirements of the SACE, students must gain a result of C- or better for AIF or, for eligible students, a result of 'completed' for the AIF: Modified subject.

Content

The AIF: Modified pathway aims to foster independent learning and the skills of lifelong learning in students. The belief that students should be supported to positively influence their own lives and the world around them, is integral to the course.

Each student will have a different learning journey tailored to their learning goal. Where the term goal is not preferred, this may be interpreted as a learning intention or purpose. Approaches, contexts, and strategies will vary to suit the individual student. Students showcase the achievement towards their learning goal with natural evidence of their learning. Both the learning goal, and learning activities connected to it, should have purpose and value for the student, others, and/or the broader community.

This learning builds on the capabilities, strategies, and insights developed in Stage 1 Exploring

Identities and Futures (EIF) or the Stage 1 EIF: Modified subject.

Teachers are encouraged to access the AIF subject outline to gain a full picture of learning opportunities in this subject.

In this AIF: Modified subject pathway, students are encouraged and supported to:

- develop **agency** by setting a purposeful learning goal, exploring an activity of choice, and showcasing natural evidence of learning
- explore their **future capabilities** through participating in purposeful supported learning and being involved in making choices and decisions for and about themselves
- develop their **communication** and **reflection** skills by collaborating and/or connecting with others, responding to advice, 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.

Where students have undertaken learning in these same key areas in Stage 1 EIF, the learning planned for Stage 2 AIF should extend and further develop student capabilities appropriate to each individual student.

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

Students should explore at least one key area of learning for each part of the AIF course.

Learning requirements

In Stage 2 of this subject, students, with assistance, participate in activities specific to the key areas of learning to:

- explore and develop agency
- plan and implement purposeful action
- communicate and reflect on learning

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

Students who undertake AIF: Modified may achieve their personal learning goals and develop capabilities 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: Portfolio

In Part A of this course, students explore ideas related to a learning goal of personal interest.

With assistance, students choose a learning goal, within their proximal achievement, designed to further increase their agency and/or future capabilities and/or connections with others. This learning goal may be based on:

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

Evidence of learning that takes place towards this goal is collected in a student learning portfolio.

The portfolio contains a collection of natural evidence of learning, which demonstrates the student's journey towards their learning goal. This evidence should be an authentic collection of relevant material, for example: photos, annotated articles, recorded observations, voice notes, transcripts, scrap books, sticky notes, and/or diagrams. Many other forms of evidence are appropriate if relevant to the learning, but artificial curation of the material is not required. The content of each student's portfolio will be as diverse as the student's choice of learning goal.

With assistance, students explore their agency and/or future capabilities and/or connections with others, based on at least one of the following key areas:

Key Area 1: Exploring and developing 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
- Exploring and experiencing a creative process
- Investigating a new hobby or leisure pursuit
- Developing a dream project or adventure
- Investigating what creates joy and fulfilment in life
- 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.

Key Area 3: Developing capabilities

- Identifying, developing, and practising communication skills
- Developing independent living skills
- Developing and using support networks
- Developing skills in planning, 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 participating in learning, workplace, and/or social activities
- Practicing decision-making to solve problems or make progress
- Other as negotiated.

Key Area 4: Planning and implementing action for learning

- Exploring ways of learning that are fit for purpose
- Exploring ideas and knowledge in an area of interest
- Making decisions about personal learning in different contexts and for different purposes
- Using current knowledge in new ways
- Identifying and developing strengths or talents
- Trying or practising new skills for a purpose
- Using tools, devices, or strategies to progress learning
- Identifying problems and taking action to solve them
- Developing skills in planning and managing resources and personal organisation
- Developing the capacity for self-reflection
- Other as negotiated.

Part B: Showcasing learning (aligned to progress checks and appraisal assessment types)

In Part B of this course, students select and showcase the natural evidence of learning that best demonstrates their progress towards or achievement of their learning goal.

With assistance, students engage in activities to reflect on and communicate the value and purpose of the learning for themselves and/or others, showcasing how their evidence represents purposeful development or progress in their learning, based on the following key area:

Key Area 5: Communicating and reflecting on learning

- Exploring various methods of communicating (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 and/or progress in learning
- Seeking and responding to advice and guidance in the learning environment
- Recounting and/or demonstrating learning to an audience
- Showcasing artefacts or outputs of learning that represent learning
- 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 AIF: Modified subject, the teacher can recognise partial tasks undertaken in AIF for their learning value.

For assessment, **students present 3-5 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 at Stage 2

Assessment for Stage 2 modified subjects is school based.

The assessment design criteria are based on the learning requirements and are 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 Agency and/or futures and/or connections

AIF1 Student further explores agency and/or futures and/or connections with others.

Planning and Implementing Action

AIF2 Student further engages with learning activities for a purpose.

Communicating Evidence of Learning

AIF3 Student communicates evidence of learning in an authentic and personally relevant manner.

The teacher assigns a result of 'completed' or 'not completed' for AIF: 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 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.