

ACTIVATING IDENTITIES AND FUTURES



TEACHING AND LEARNING CASE STUDIES



Jess Milburn, Berri Regional Secondary College

Embracing the 'I don't know' zone: how Jess is redefining learning through continuous improvement

Jess approached the AIF as an opportunity to make learning more meaningful for students. The focus on learning, and not a grade, as the goal was important to Jess and her peers. Underscoring the extensive professional learning undertaken by teachers to successfully deliver AIF, she says "We are still continually asking ourselves how we continue to adapt and improve our teaching and pedagogy in the AIF classroom to better suit students."

Having to leave students in the 'I don't know' zone, so that they could build their capability to know what to do, was cited as a significant challenge. However, Jess' advice for teachers delivering AIF next year mirrors her students' AIF journey – to embrace the role of being a learner, being open to making mistakes, and focusing on continuous improvement.



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.



Genevieve Patching, Sacred Heart College

From Dedication to Purpose: Genevieve's AIF Journey supporting her grandmother's journey with Parkinson's"

Genevieve's AIF topic was close to her heart – choosing to investigate medicinal, psychological, and lifestyle interventions which could contribute to an improved quality of life for Parkinson's disease patients, in light of her grandmother's Parkinson's diagnosis.

Noting how AIF differed from her other subjects, Genevieve says "AIF facilitated more flexibility in allowing me to respond to different learning types to identify gaps in my learning while identifying how I learn most effectively, thus accommodating the learning process to my individual learning style."

Genevieve advises future AIF students to manage their time well, understand all assessment requirements, and prioritise relaxation and wellbeing.



Max Pedlar, Cummins Area School

Max's surf wax journey: how AIF helps students blend passion with learning

Max's AIF Learning Goal was to make surf wax from scratch, a topic he chose as it aligned with his keen interest in surfing. Both Exploring Identities and Futures (EIF) and AIF allowed Max to follow his interests, and he was able to take his learnings from EIF – in which he chose a topic that he was already quite accomplished in – to AIF where his topic required him to undertake extensive research and engage with members of the community for feedback.

Describing his progression towards the Learning Goal, Max explains that it took some trial and error to arrive at his final recipe for the surf wax. Building on feedback received from his peers and teachers, Max refined his process and retested his product until he was satisfied with the outcome. Max's primary takeaway from his AIF experience was that he learns best by thoroughly researching each aspect of his learning topic.