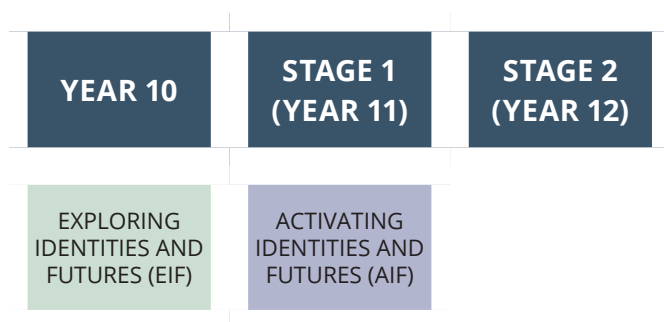




CROSS DISCIPLINARY

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CROSS DISCIPLINARY



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EXPLORING IDENTITIES AND FUTURES (EIF) YEAR 10

LEVEL Year 10

LENGTH 1 Semester

SACE CREDITS 10

CONTENT

Stage 1 Exploring Identities and Futures (EIF). The EIF supports an exploration of student's aspirations; creating future visions that are expanded to encompass their lives beyond careers, and exploring who they want to be, not just what they want to do. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

This subject is foundational in initiating students to and preparing students for their SACE journey and the knowledge, skills and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of their future and where their pathway leads, exploring interests, work, travel and/or further learning. The intention behind EIF is to assist students to recognise their individual strengths and see that the purpose and value of learning is much more than knowledge and grades. Through EIF students will:

- explore identity and belonging
- develop agency
- pursue and develop an area of interest that matters to them

In EIF students will lead their own learning and use a self-directed approach to move away from the old 'what do you want to do' and towards 'who do you want to be.'

ASSESSMENT TYPES

Assessment 1:

- Exploring me and who I want to be (50%)

Assessment 2:

- Taking Action and showcasing my capabilities (50%)

CROSS DISCIPLINARY (continued)

ACTIVATING IDENTITIES AND FUTURES (AIF) YEAR 11

LEVEL Year 11

LENGTH 1 semester

SACE CREDITS 10

CONTENT

Stage 2 Activating Identities and Futures which aims to foster independent learning and the skills of lifelong learning in students. The belief that students have the ability and the will to positively influence their own lives and the world around them, is integral to the course. This subject supports students to be more proactive and reflective in their learning and to develop and use a broad set of transferable learning strategies.

Activating Identities and Futures requires students to take greater ownership and agency over their learning as they select, test and explore relevant strategies and perspectives in the pursuit of a Learning Goal of their choice. They seek feedback on their learning processes, become metacognitive about their thinking and make informed decisions to enhance their learning.

Each student will have a different learning journey they tailor to their Learning Goal. Approaches, contexts and strategies will vary to suit the individual student. Students showcase the achievement of their Learning Goal with an Output of Learning. An Output of Learning, for example, could be a plan for future action, a proposal for a service or social enterprise, an oral explanation, a demonstration of a skill, or a completed product such as an artwork, a report, academic article or short video. Both the Learning Goal and the Output of Learning need to have purpose and value for themselves, others and/or the broader community.

Students will develop greater awareness and understanding of their own thought processes, decision-making and organisation in relation to the learning process. These understandings are often enhanced by feedback from peers, mentors and teachers as coagents and are critical in the development of metacognition and self-regulation.

These skills build upon the capabilities, strategies and insights developed in Stage 1 Exploring Identities and Futures.

ASSESSMENT TYPES

- Portfolio (35%)
- Progress Checks (35%)
- Appraisal (30%)