

Changing education to champion the capabilities of students in South Australia



South Australian Certificate of Education

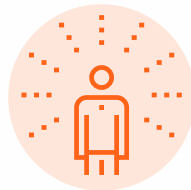
grow
flourish
achieve
prosper
develop
bloom
thrive.



2018 SACE STAGE 2 REVIEW

recommended a more contemporary curriculum, one that was designed to enhance the capabilities of students

This was in response to local and international recognition that education must adapt how they equip students to excel, ensuring the following:

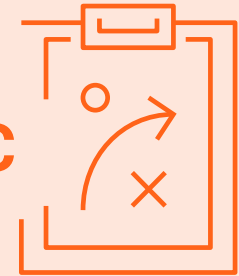


Preparing the whole young person for life beyond school



Equipping students with the skills, knowledge, values and capabilities to succeed in their future employment, personal life and civic life

2020-2023 STRATEGIC PLAN



In response to this, the SACE Board developed their 2020-2023 strategic plan to focus on transforming the SACE so that it recognises young people's knowledge, skills and capabilities that better connects them to future success.

This program introduces the assessment of capabilities alongside academic achievement (grades) to provide a more holistic view of graduates' achievements.

A thriving SACE graduate embodies...

personal enterprise

self-motivated learning



principled action

quality thinking

collective engagement

The SACE Board coordinated pilot program 2, which involved:



42
pilot
schools



302
teachers



1,202
students



SATAC



An independent
tertiary advisory
group



Local and
national
industry bodies

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Pilot 2 aimed to...



develop teachers' ability to recognise student capabilities



promote capabilities as valuable and helpful in guiding student choices



provide students opportunities to seek out and showcase their capabilities



show capabilities data visually as a learner profile to support better matching to post-school pathways.

...to better understand:



whether students demonstrate agency, value their unique profile and seek pathways they were passionate about



how much current teachers' practice effectively supports the development and recognition of capabilities



the impact on students' wellbeing in relation to the learner profile



how effective the collaborations were between students, advocates and teachers in the recognition of capabilities



how accurately capabilities data matched students to relevant tertiary and employment pathways.

Direction ahead...

Students play a key role in who, where and when their capabilities are assessed

Pilot schools have clarity on what is known and what is still being tested

Students understand the possibility and value for themselves and others in 'better matching'

Collate impactful strategies that integrate capabilities into the SACE

Schools work as a community of practice to build system capability and capacity

Teachers and students work as co-agents to plan development and evidencing of capabilities

Communication material that is useful for pilot schools to create awareness and desire in their community.

...by a pilot 3 focus on ...

Empowering students in the assessment process

Providing confirmation to commence at the start of the year and resources to support schools

Partnering with industry and tertiary sectors to create useful resources for schools

Identifying key elements of teaching and learning design to develop capabilities

Dedicated opportunities to exchange challenges, learnings, and innovative solutions

Co-design of learning and assessment process between student and teachers

High-quality, co-developed communication materials featuring a diverse student cohort and pathways