

LearningCreates  
AUSTRALIA



Chapter 2 - The Learner's Journey story so far

# Cycle 1 of the Social Lab

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JANUARY 2021

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*Learning Creates would like to acknowledge the traditional custodians of the land throughout Australia who have been learning and educating on Country for over a thousand generations.*

*We pay our respects to their Elders past, present and emerging for they hold the memories, traditions, cultures and hopes of Aboriginal and Torres Strait Islander Australia. We acknowledge that Aboriginal and Torres Strait Islander people continue to live in spiritual and sacred relationships with Australia.*



## About Learning Creates Australia

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**Learning Creates Australia is a first-of-its-kind national initiative, with a bold ambition – to create a more inclusive, productive and creative learning system.**

We bring together diverse stakeholders across the Australian community, including young people, teachers, government, education and business leaders, policy makers and parents, to create innovative, practical solutions to deeply entrenched and systemic educational challenges.

We believe that every young Australian, regardless of where they live or what school they attend should be recognised through a learning system that helps them thrive.

**Our collective work is:**

**Evidence-based**, robust in design and drawn from new ways of thinking.

**Inclusive** to those who have the most to gain because they experience barriers across our current systems.

**Fit-for-purpose** for all Australians as they adapt to living, learning and working in a range of settings throughout their life.

Our first project is titled **The Learner's Journey**. Through a National Social Lab we will unlock several solutions around new metrics and a better currency for recognising learning.

We will build a trusted and well-endorsed approach to recognising learning that will strengthen and increase agency in young people and help them to effectively navigate and access a range of pathways beyond school.

The Social Lab method has evolved over twenty years and been applied to global challenges including food sustainability, homelessness and childhood malnutrition.

**The following summary presents the body of work to date from our first of three cycles of work in The Learner's Journey Social Lab – and provides some snapshots of our story of engagement from the those who have driven the work.**

## Our starting place

Since The Learner's Journey project was launched in May 2020, Learning Creates established and set up the pre-conditions for a National Social Lab which commenced in October 2020.

The Social Lab brings together people from different fields of learning to contribute through their lived experience and technical expertise - bringing unique perspectives to the process.

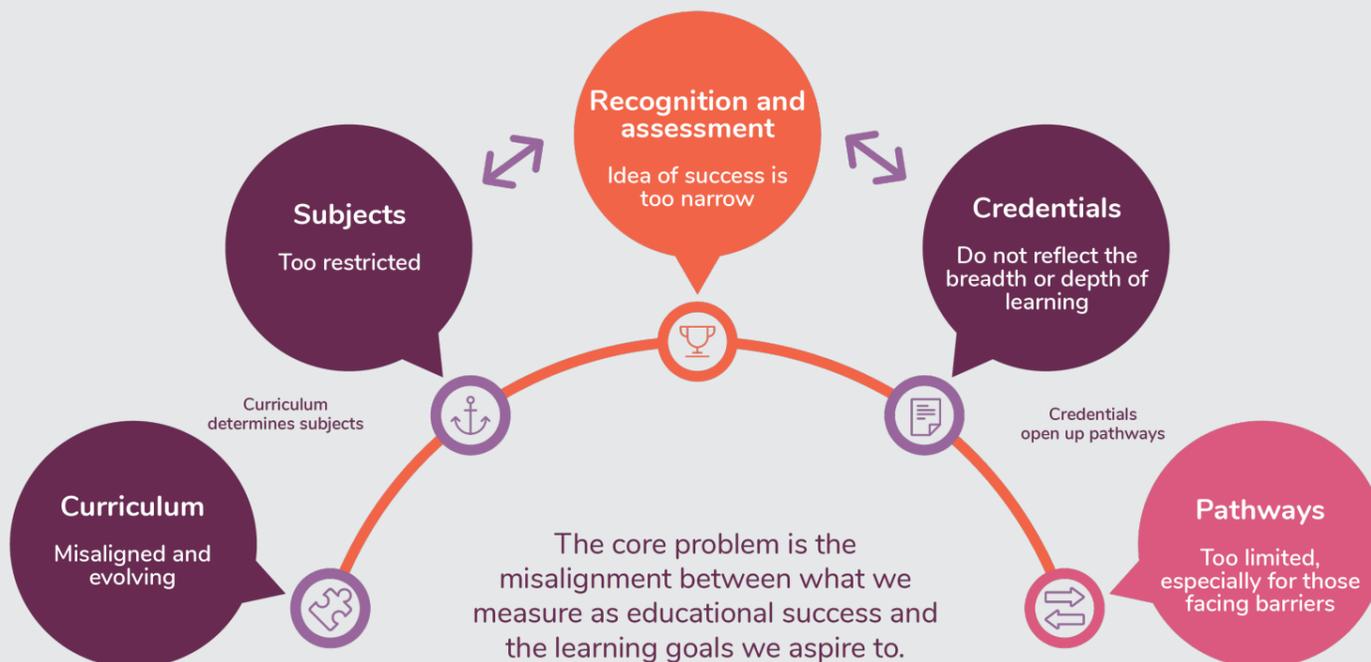
As well as the development of the Lab and the tools to support it, we spent several months engaging key stakeholders in the ecosystem, aggregating research, and identifying existing innovations and exemplary practices through various forums, campaigns and events.

This included engaging virtually with more than 460 diverse perspectives from across the learning ecosystem.

If you'd like to learn more about where we started and our work in the preconditions phase of the project you can download [chapter 1 of The Learner's Journey story so far](#) >

### The problem creates the opportunity

For Learning Creates Australia the problem creates our opportunity because how we recognise success in learning is a significant lever for change. We can confidently say that if assessment and recognition change that will have a powerful follow-on effect to the curriculum and organisation of learning - and for this reason, this is our starting point as the opportunity for impact is powerful.



## Narrowing in on the problem

Through a national Social Lab we will unlock several solutions around new metrics and a better currency for recognising learning.

The core problem is the misalignment between what we measure as educational success and the learning goals we aspire to.

The dominant recognition system for senior secondary schooling includes the Australian Tertiary Admissions Rank (ATAR) rankings for tertiary selection and senior secondary certificates. The system is long-established, deeply embedded, generally trusted and operates with high levels of efficiency and integrity, underpinned by the work of assessment and recognition authorities, tertiary selection bodies and schools in each jurisdiction.

The system sets syllabuses, defines study rules and regulations for students, sets assessments and examinations, calculates scores, monitors and moderates standards and issues certificates.

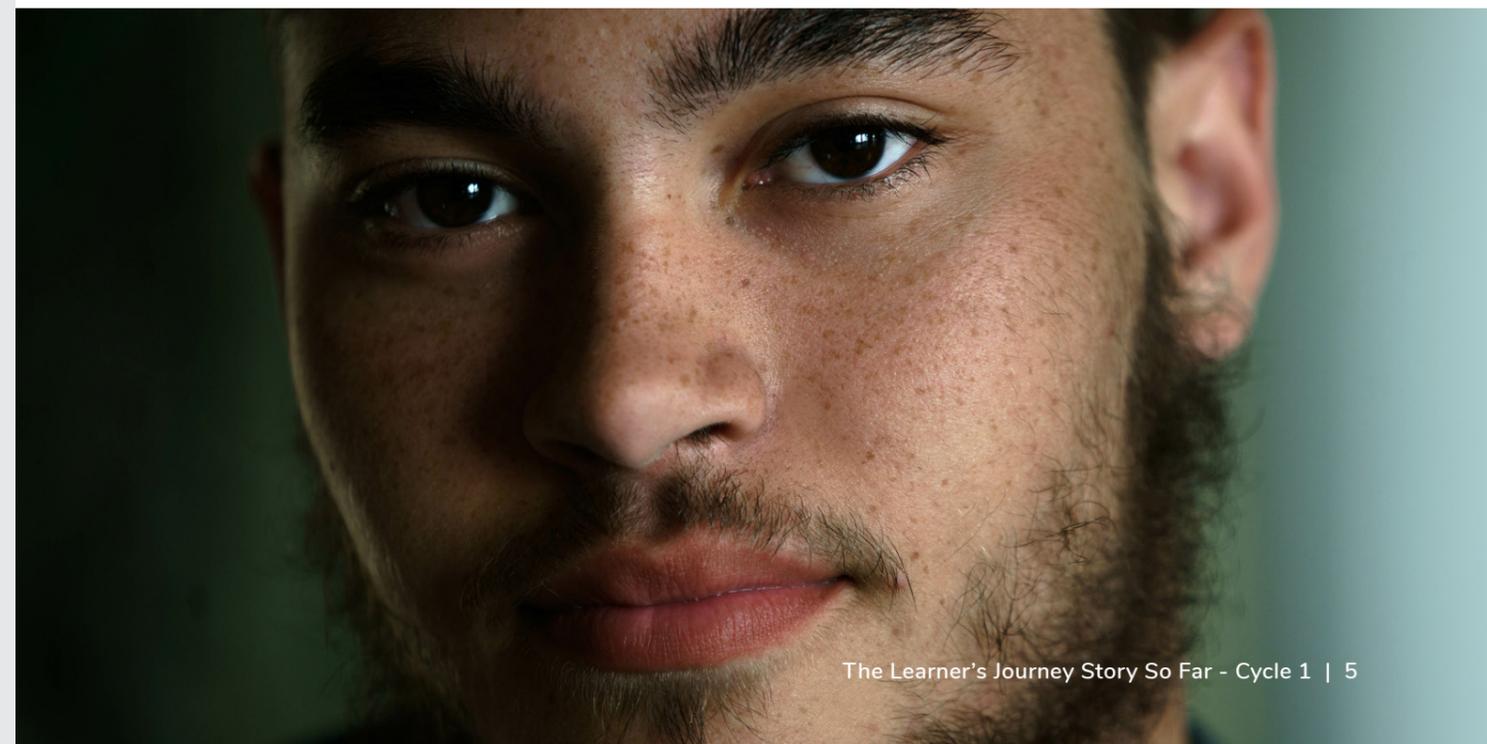
Today, Australia has the fourth most segregated education system in the world. We need to build a new way of recognising success that leaves no one behind.

Too many young Australians finish school ill-equipped with the knowledge, skills, attitudes and dispositions that they need to navigate the transition from school to further education, training or employment.

A nationally agreed goal of Australian schooling is that all young people should leave school with the learning they require to be confident and creative individuals, committed to lifelong learning as active and informed members of the community who will thrive in work, family and community life.

However, the weight of evidence is that the Australian schooling system is stuck or even going backwards in providing the learning success for each young person. Key indicators and metrics are not improving, or are improving only slowly.

Learning Creates Australia is focused on building a new, trusted and well-endorsed approach to recognising learning that will strengthen and increase agency in young people and help them to effectively navigate and access a range of pathways beyond school.



# The social lab challenge question

The challenge question frames up the problem we are trying to solve and enables a strategic approach to the development of prototype solutions.

It was tested and refined with 80+ people from across our community and the learning ecosystem.

Solutions will be inclusive of the needs of all young people and designed particularly to address the challenges faced by those who experience disadvantage within the current dominant systems.

The Challenge Question:

**‘How might we develop a new and trusted way to recognise learning that enables every young person to thrive in learning, work and the community?’**

# The work within the social lab

The Social Lab is taking place across three cycles of work to develop a portfolio of promising prototypes that develop progressively throughout.

Prototyping teams are established to drive the work. Members of the teams are diverse and have come from different backgrounds and sectors.

The teams are also surrounded by people, groups and community partners who provide support to enable the work. These include - Team Convenors and Coaches, Lab Champions, Community Partners, a Research Panel, Community Leadership Panel, Government and Policy Panel and an Employer Panel.

This network of people, groups and community ensure solutions are scalable, affordable and practical, have the support of the community and address existing barriers.

**Oct-Dec 2020**      **Cycle 1 : DISCOVER AND DESCRIBE**  
Exploring recognition of learning themes through an equity lens

**Feb - Jun 2021**      **Cycle 2: TEST & DEMONSTRATE**  
Designing a portfolio of promising prototypes that better recognise learning

**Jul - Oct 2021**      **Cycle 3: PROVE TRUST & UTILITY**  
Establishing a new, valued, system of recognition built on trust

# Cycle 1 delivery

## Design Sprints

Cycle 1 was split into a series of three design sprints. Each design sprint lasted three weeks with teams working collaboratively towards the cycle goals.

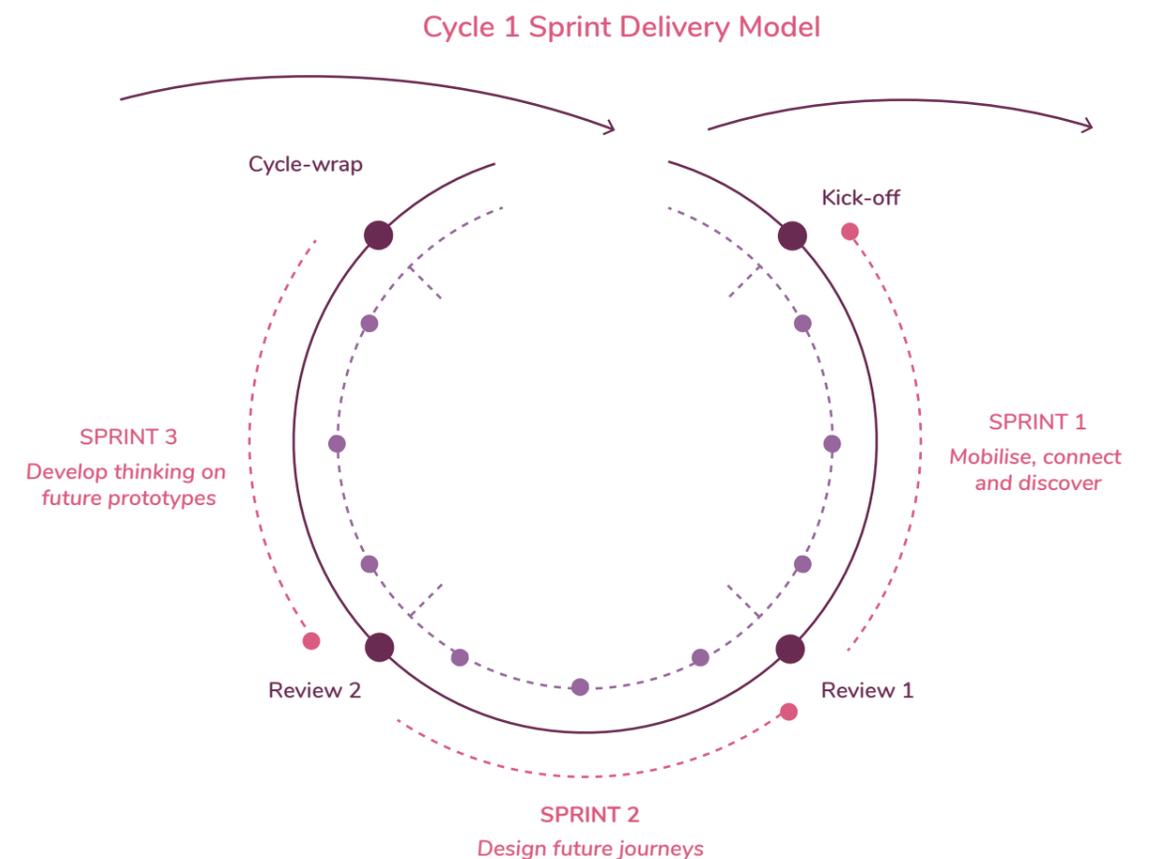
## Drop-in Sessions

Throughout the cycle, drop-in events were held to support exploration of key ideas, research and themes that emerged. This included events run by panel members and also by project partners.

## Kick-off, Review & Wrap Events

Kick-off, Review and Wrap events were held across the cycle. Due to COVID-19 these events were held virtually and were 4 hours in length.

The events enabled the teams, panels and community members to come together, share and feedback on what they had been learning, exploring and the progress being made. They were also a chance to receive feedback, discuss what had and hadn't been working and receive peer-review.



## The goals for Cycle 1 were to:

- Identify the requirements or specifications that will be needed to develop learner profiles from the perspective of each equity lens.
- Embed First Nations perspectives across all teams alongside development of a self-determined approach within the dedicated First Nations team.
- Identify and define system features and out of school learning experiences that would enable improved learner journeys and build mutual trust in a new recognition system.



## Building the foundations in Cycle 1

The first cycle of a Social Lab is a time of trust-building and discovery. Individuals and organisations that may not have worked together toward common goals join for a high-stakes endeavor where trust is requisite for success.

Guided by the challenge statement, the participants bring their lived experience and unique perspectives to bear on seemingly unsolvable problems.

The Social Lab itself is a learning journey for those involved as they peel away layers of unexamined assumptions about their learning and the learning of others, identifying and questioning existing orthodoxies that hold firmly in place why things are done the way they are done.

The first cycle of the Social Lab is foundational to the cycles that follow. The work is not flashy, and progress is not always apparent as the participants lay the foundation upon which they will build the prototypes for a new recognition system.

Much like building a house, laying the foundation sets forth the dimensions and contours of the structure, but this phase of construction does little to reveal the form and functionality of the structure itself.

The building blocks for this Social Lab are the learner journeys of individuals in diverse communities and settings that define the dimensions and shapes of the challenge statement. To answer the question, “how might we” we must first understand who does well under the existing arrangements and who fares poorly – not in a statistical sense of percentages who succeed or fall short – but rather through the journeys of individuals, each unique and all worthy of the opportunity to be successful.

What makes this work invaluable is applying disciplined focus on equity across all perspectives, examining the myriad of learner journeys that are the building blocks of our future.

## Cycle 1 focus

Cycle 1 built an understanding of the journeys of learners who experienced major barriers and disadvantages due to the way the education system is structured.

We established five prototyping teams who explored key themes of recognition of learning through these learner’s perspectives.

Thinking was developed, tested and challenged to identify the requirements and specifications of prototypes to be built in Cycle 2.

Collaboration between the teams has been crucial to the work. All teams were enabled to connect and share learning with one another through the tools and rhythms of the project.

### Solutions grounded in equity



We established five teams (outlined below) in cycle 1 that explored the perspective of learners by looking at 16 different equity lenses including:

#### Learner as the Person 1

Learners with diverse needs and abilities, where the system does not meet their individual needs. Including the equity lenses:

- Neurodiversity
- Mental health
- Disability
- Trauma



#### Learner as the Person 2

A second Learner as a Person team was established to focus on different sub themes. Including the equity lenses:

- Low SES background
- CALD including migrants/ refugees
- LGBTQI+



#### Learning in a Place Team

Learners in under-served places and communities, where location is a key determinant of success. Including the equity lenses:

- Regional
- Rural/remote
- Urban (low-SES areas)



#### Learning in a Setting Team

Learners in non-mainstream settings that are experiencing significant challenges to their learning. Including the equity lenses:

- Alternative or non mainstream schools/programs
- Out of home care
- Juvenile justice
- Online-only school
- Homeschooling



#### First Nations Led Learning (Self-determined)

This team is entrusted to inform the work of the broader project and determine its own work and objectives, under its own terms of reference. Including the equity lenses:

- Impact of colonisation
- Cultural safe/ nourishing learning
- Strength-based approaches

# A snapshot of what we have been doing, finding and testing

More than 130 people from across the learning ecosystem engaged in Cycle 1 of The Learner's Journey Social Lab to understand the learning journeys of young people.

This involved several methods of engagement and connection with young people as drivers of the

process, alongside a deep dive into education reviews, reports and research papers.

The teams and research partners worked together to identify the potential technical components that could support young people and underpin a new recognition system. It also involved a narrative to explore how new ways of recognising success can be trusted and relied upon by recruiters, selectors and employers.

## A curated body of learner journeys

Young people who experience disadvantage within the current system were asked to share their learner journeys through an interview process or by contributing through a digital template. They shared a range of insights, comments, concerns and ideas about their learning, what they and their communities value and what they would like to see recognised, including:

### Their skills and capabilities, particularly transferable skills like teamwork and interpersonal skills

*'I feel like [my schools] approach is very university orientated, although I wanted to go more into the entrepreneurial side of things. I feel like school is incorporating that now, which is good.'* - 17 yr old

### An individualised approach to learning that recognises the learner as a whole person

*'It needs to be about the actual learning, rather than the tests. As there are better ways to do that, and would spark people's love for learning if they could choose what they did. But also take away stress from tests and getting "the grade" and then forgetting everything you learnt anyway.'* - 16 yr old

### Characteristics of resilience and adaptability, including the willingness, persistence and confidence to try new things

*'I tried extremely hard. Year nine and ten I tried to the extent that I burnt myself out, because when I try for something, I have to try over and above what other people are doing'* - 17 yr old

### Diversity of their learning and learning contexts or environments, including out-of-school learning experiences such as work, home and extracurricular hobbies and activities

*'At home I spend a lot of my time with Dad out on the farm and learning about it. This is important to me as one day I may run it.'* - 15 yr old

*'I love working outside. But just sitting at a desk and straight rows, listening to the teacher, it gets boring. And students give up.'* - 15 yr old



### Contribution to society and the values of their community, including membership to their community, sense of belonging and what is valued by them

*'My family have lived here for a long time and they and I both have a strong connection to the local community... I would stay here as long as I can because I've lived and grown up with all these people.'* - 15 yr old

### Learner agency including that their learning is informed and driven by them and that ways of recognising or credentialing their learning are owned by them

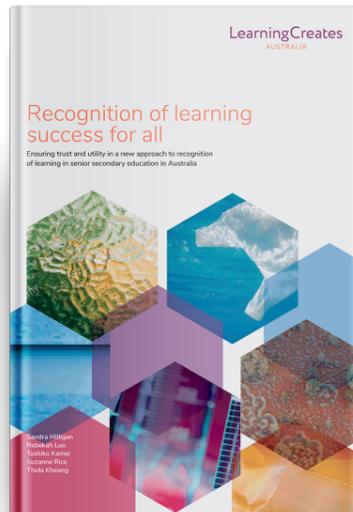
*'The biggest issue is teachers thinking I'm nothing more than a special needs kid. A kid that always needs that extra bit of help I can't be left alone to do work always has to have someone there. That would be the biggest issue. Actually, no one has confidence, which pretty much crushes you.'* - 15 yr old

During the pre-conditions work and Cycle 1 of the Lab process, teams identified that a new system of recognition must:

1. Recognise the whole learner - who they are, what matters to them, what they know and can do
2. Recognise what is learnt in the classroom and beyond
3. Have national coherence and learning standards, so that it is trusted across Australia
4. Be owned by the learner and tailored to them as an individual
5. Be responsive to local contexts and communities, which enable learners to navigate their journeys
6. Enable every learner to succeed
7. One system, with many pathways - recognition should not focus on linear pathways or single points in time in a learner's journey
8. Recognise and uphold the indigenous rights of First Nations young people

## Technical paper: Recognition of learning success for all

Recognition of learning success for all is a new paper from our research partners, the University of Melbourne, that contributes to the evidence base for our ongoing work and builds off the work undertaken by the Social Lab.



Recognition of learning success for all makes the case that a better recognition system in Australia would assess and represent the degree to which a learner has attained the full range of learning they need to thrive.

The paper evidences that it is possible to build, test and prototype a new and broader conception of success within a common standards-based recognition system that has trust and utility for recruiters and selectors, employers and young people. The paper also puts forward that new learning pathways can reflect young people's skills, knowledge and experiences - gained from learning inside and outside of formal schooling.

[You can access the paper here >](#)

A few key concepts from the paper are represented below and to the right.

## The new learning ambitions

At the heart of any recognition system are agreements about the breadth and depth of learning required. A simple synthesis of learning ambitions that capture the breadth and depth of thinking about what students should now learn, to thrive, is summarised below:



### Learner agency

Capacity to chart their own learning towards expertise in a chosen path, taking risks, investing in learning to attain their purposes, harnessing interests, and taking responsibility for the results attained.



### Basic literacies

Literacy, numeracy, and the digital literacies.



### The learning staples

Including critical analysis and evaluation, teamwork and collaboration, problem solving, creativity, capacity for resilience and self-care, intercultural capability, and entrepreneurial skill.



### Knowledge and knowhow

Mastery of the terminology, concepts, theories, structures and processes that make up the disciplines, vocations and cultural domains and application of knowledge through building, designing, providing services, performing, growing or creating things of value.

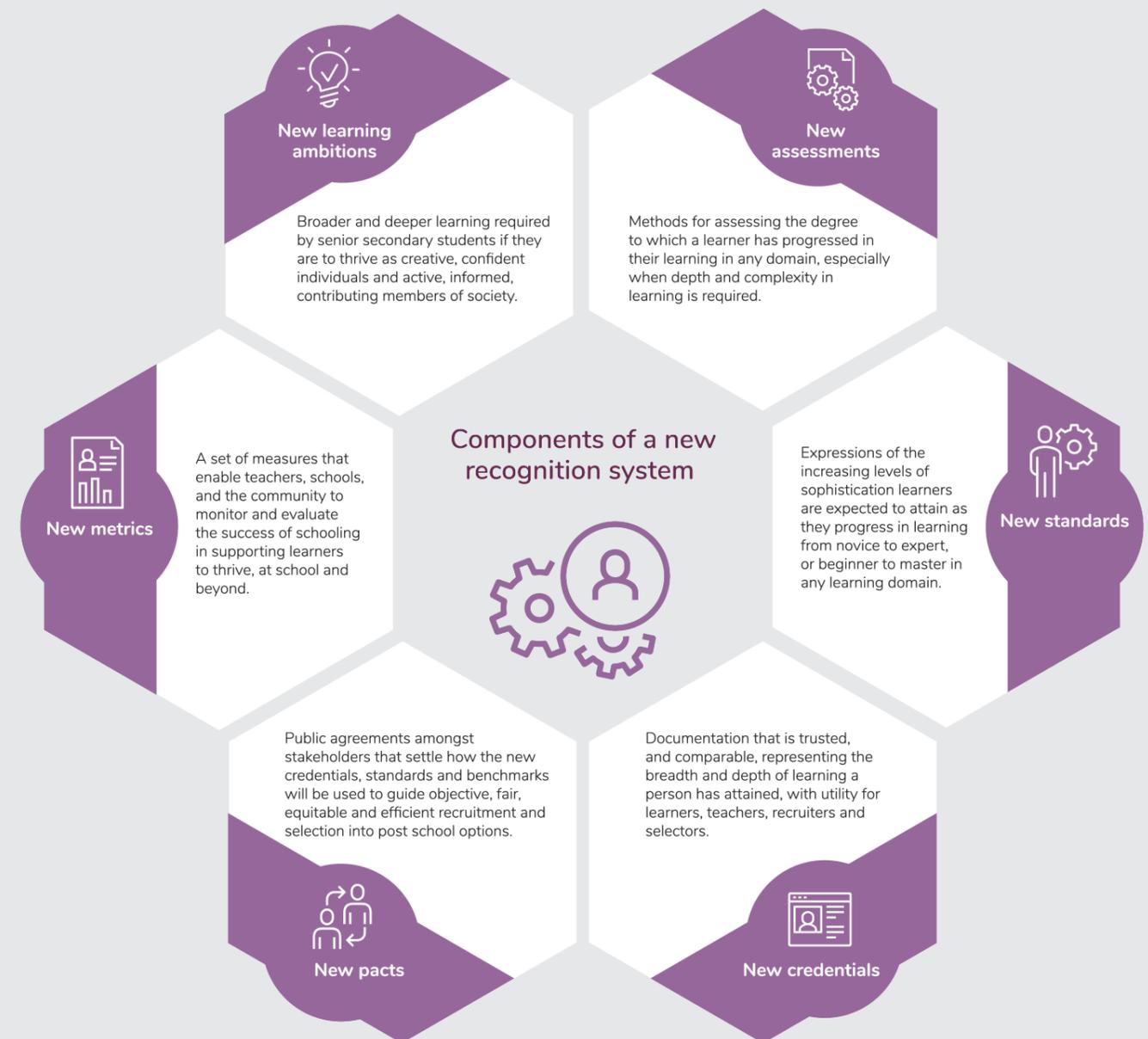


### Connectivity

Capacity to create and sustain valuable connections to support induction into wider communities in which they will participate and contribute as workers, community members and citizens.

## Components of a new recognition system

In analysing the many innovative approaches developed by Australian organisations, schools and programs, Recognition of learning success for all presents six key components for a new approach to recognition of learning. These are described below:



## Other learnings from the process

Cycle 1 has revealed many additional learnings for how we can improve the process and engagement within the Lab in future cycles of the work, including:

1

### Learner agency

Through the Lab process we have learnt that learner agency is core to a new recognition system. From a synthesis of sessions with young people we have learnt that it involves the capacity to chart their own learning towards expertise in a chosen path, taking risks, investing in learning to attain their purposes, harnessing interests, and taking responsibility for the results attained.

3

### Excellence and equity

How we can design a recognition system that enables all young people to thrive has been core to our approach. It has included input from First Movers - those already working to create change in the system - and groups with different lived experiences. It has taught us that those who have thrived despite the current system can continue to benefit from a new system.

5

### Process

To bring diverse people from across different communities, sectors and age groups into an evolving process in order to enable productivity and engagement requires the careful design of teams, recruitment processes, onboarding, tools and resources to enable the work and timing and support structures to support its progress ongoing.

2

### Individual and the system

We have been finding ways to better explain and link our work around the relationship between individual learner journeys to the design of a broader conception of success. Individual experiences need to be recognised through a system that is designed for them and with them, including learning inside and outside of school.

4

### Language and perception

How we describe different communities (the words and phrases we use) is core to how people share and perceive diverse experiences. How we link people to education or system problems and opportunities can have an impact. We have learnt that how people and their communities are described by others can be limiting and limit their agency and ownership of the work.

## What we heard from the Lab participants

In Cycle 1 we recorded online video diaries with 8 participants from different teams, sectors, experience and expertise from across the Lab, including young people, to capture their experience of engaging in the work, the Social Lab process, their reason for getting involved and what they'd like to see from the work.

Here are some of the things that we heard:

**What has been your biggest learning or insight so far?**

'As a young person in a room of adults, to remember that your voice is absolutely valid. And sometimes you might even have better insights, then, adults who have been out of school out of high school for 10 to 15 years.' - Jennie

'One of the biggest insights that I've learned so far is the importance of values and how values play quite an important role, depending on the community that you've come from.' - Tawana

**Systems change is challenging. What's been good? What's been hard?**

'I think we can deliver something because we've got the right group of people, we're talking about learners, we're talking about system changes. ... But I'm also very cautious... that we don't create a prototype that just patches holes in an outdated system.' - Sonal

'We're all learning and that's where learning happens.. It's critical that you have that time to get off the ground with your team. You know what, as hard as it is, people still show up, like, regardless of the barriers, regardless of their scheduling, people still make time to be there'. - Angela

**What is your message of support to your other team mates?**

'I think we need to move away from the notion that the learner needs to adapt to a system. It should be the system that adapts to the learner and the increasing diversity and cohorts that are coming through'. - Sonal

'Hold the course. The old Chinese saying the march of 1000 miles begins with one step. We sometimes overestimate the rate of change that takes place in one year. And we underestimate the rate of change that takes place over 10 years'. - Paul

'I would tell my teammates, the same thing I tell students just be yourself, be courageous in this environment, and be gentle with yourself and others and the process. Because I think slowly, things start to come together. But that there's a lot of vulnerability involved in that, especially in in this zoom format.' - Angela

**Why do you think this work matters? What are you hoping to see?**

'The system that we have now has been in place for hundreds of years. And you know, it's not really doing a great job for a lot of people, particularly First Nations. So I don't think we can expect to change it in a day. You know, if we want to do it properly, and if we want to have an education system that is empowering for all students and all learners.' - Samara

'Everyone's learning is valuable. And everyone deserves to be supported at the same level, and in an equitable way. And you can't do that, when everyone's taught the same way or everyone's taught the same thing in the same environment, because humans are just too diverse for that. It just doesn't work'. - Jennie



# Highlights: what the teams shared

## Learner as a Person Team 1

The Learner as a Person Team 1 explored the lived experiences of young people who are neurodiverse, are living with disability, mental health challenges and/or who have experienced trauma by asking them about their experiences and by delving into a depth of research. This surfaced many of the difference challenges and barriers experienced by these young people and how for many of them, school can be incredibly difficult.

The team synthesised their findings into a video titled "Dear Future System" which lays the ground work of what the young people they spoke to said they need to thrive in tomorrow's system. It looks at what needs to stop, start, have less or more of:

- **Stopping** - Standardised assessments, the grade bell-curve, high stakes one-opportunity exams
- **Less of**- Barriers to access special provisions, one-dimensional assessments that rely on memorisation, single-use reports and written assessments as the only conceivable option for a "good-grade".
- **More of**- Teacher professional development in their needs, recognition of "other" learning outside of school e.g volunteering, flexible and diverse assessment methods and methods to report on learner growth abilities gained over time
- **Starting** - Access to assistive technology, more ways to credential achievements, embedding universal design principles in assessment design, reporting through portfolios and recognition of life skills

[You can watch the video here>](#)

## Design features for a future system

Learner as a Person Team 1 also outlined design features for what the ideal learning journeys for young people should look like.

They were:

- Being welcomed and recognised for who they are, as whole people, ever evolving
- A learning and thinking environment that supports their uniqueness
- Learn about things that ignite their passions
- To have people believe that they are more than capable and see their strengths
- To have a hand in setting their own goals and measuring their success

## Learner as a Person Team 2

The Learner as a Person Team 2 explored the lived experiences of young people who are LGBTQI+, culturally and linguistically diverse and from low SES backgrounds. The team 2 synthesised their learnings from cycle 1 into 3 key themes:

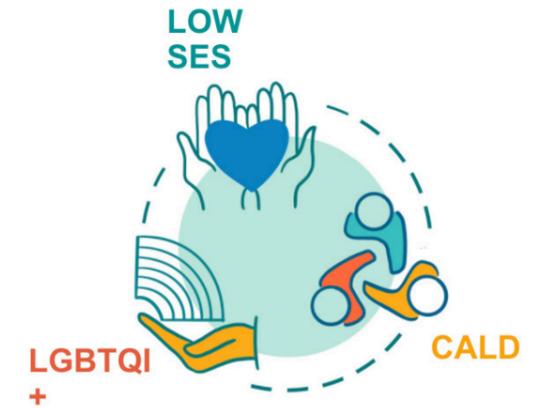
1. Community recognition
2. Celebrating individuality and difference, nurturing agency
3. Translating knowledge into practice

They considered each of these themes from the student perspective, the teacher perspective and the new recognition system perspective. Some key takeouts included:

- How to recognise the young person as an individual
- Not seeing people through labels (like disadvantaged, CALD, LGBTQI+), but as a whole being.
- Young people emphasised they want to choose what to learn and how to learn and be surrounded by people who help them develop in the areas that they felt passionate about.

They also explored the need for teachers understand the pedagogical underpinnings of inclusive practices and how they lead to greater learning and how to develop and assess in new ways, including:

- Set high expectations;
- Set diverse goals (well-being, academic, etc.), determine strategies for action, reflect on their progress, achievement and identify next steps;
- Celebrating the effort that it took to get there, even if you didn't get there, make adjustments and keep going



**Community recognition is important particularly for young people in low SES Communities**

Communities are the ultimate arbiters of value, not education systems, and posed the question for further exploration, 'how might a system provide support for localised innovation?'



## THE CONVERSATIONS THAT WE KEPT COMING BACK TO

### TWEAKING OVER REDESIGNING the SYSTEM

The language that we use can keep us thinking in the same ways that we always have. We want to be mindful that we are not just coming up with a new version of what exists and are truly testing the way we think about the future of education in Australia.

### The WORLD of WORK is CHANGING

We know that the world of work is changing far more rapidly than education. We need to provide a range of pathways to ensure more inclusive outcomes.

## CONTRIBUTORS TO PERSONAL SUCCESS

Being mindful of the breadth of factors that contribute to personal success and happiness is important and should not be separated from the capabilities that also make people successful in work contexts.

### LABELING STUDENTS

A big barrier that students face is being labelled into groups such as LGBTQIA, CALD, and Low SES.

### RECOGNITION

What should be recognized and who should determine the new learning intentions?



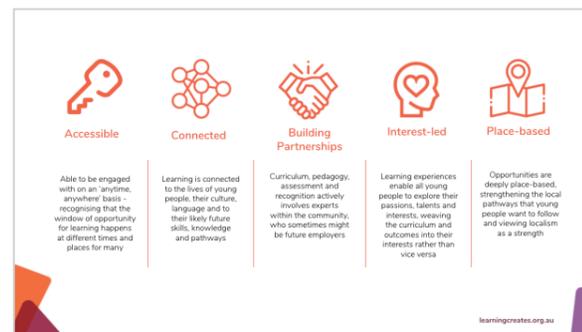
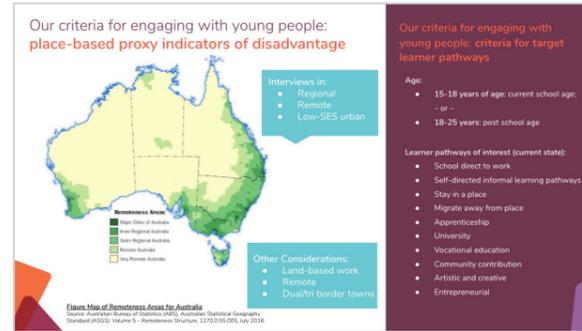
## Learning in a Place

The Learning in a Place team explored what learning in a place looks like for young people in Australia including regional, rural/remote and urban (low-SES areas). The team noted that it's been a particularly hard challenge during a pandemic to connect with people and places. To explore place, they:

- **Developed community profiles** including, Bendigo (VIC), Inner-North Low SES (VIC) and Sea Lake & George Town (TAS)
- **Listened to approx 17 young people's learner journeys** through interviews and templates in rural and regional areas
- **Did a horizon scan** to uncover interesting, innovative examples of recognising learning in 'places', around the world.

Through this research they found that opportunities and positive aspects of living in regional, rural and low SES places, could also be experienced as barriers or challenges. This led to the use of the phrase **'two sides of the same coin'** which they used to understand the 'features' of learning in a 'place' including:

- **Regional & rural communities tend to be very close knit** e.g. strong community bonds creating a sense of belonging vs high risk social environment: the pressure to 'fit in' leading to ill mental health
- **Learning aspirations** e.g. Connection to community enable pathways for some, often related to involvement with local industry vs fewer opportunities to get exposure to different pathways and to lift or expand aspirations
- **The things we value - resources, values, status** e.g. A strong sense of belonging and connection to place, including people and nature vs limited learning resources, devices, connectivity, transport etc. can impact learning
- **Learning opportunities** e.g. The learning that is valued reflects community aspirations, and is often a result of the main industries/sectors in the area vs breadth of opportunities available to people is lower e.g. law, creative sector



**Implications uncovered for Cycle 2 included:**

- Aspirations are formed/influenced by place, and the relationships & experiences available in that place
- Chance is a significant component of how young people experience learning in a place
- Principals, teachers and families play an essential role in helping young people in a place to reach their full potential

## Learning in a Setting

The Learning in a Settings team presented six guiding aspirations that they believe are essential to be expressed in a future recognition system that supports successful individual learner journeys. They were developed based on research and engagement with young people in non-mainstream settings but are also important aspirations to have reflected in new forms of credentialing for all young people.

### Alongside the six aspirations the team discussed:

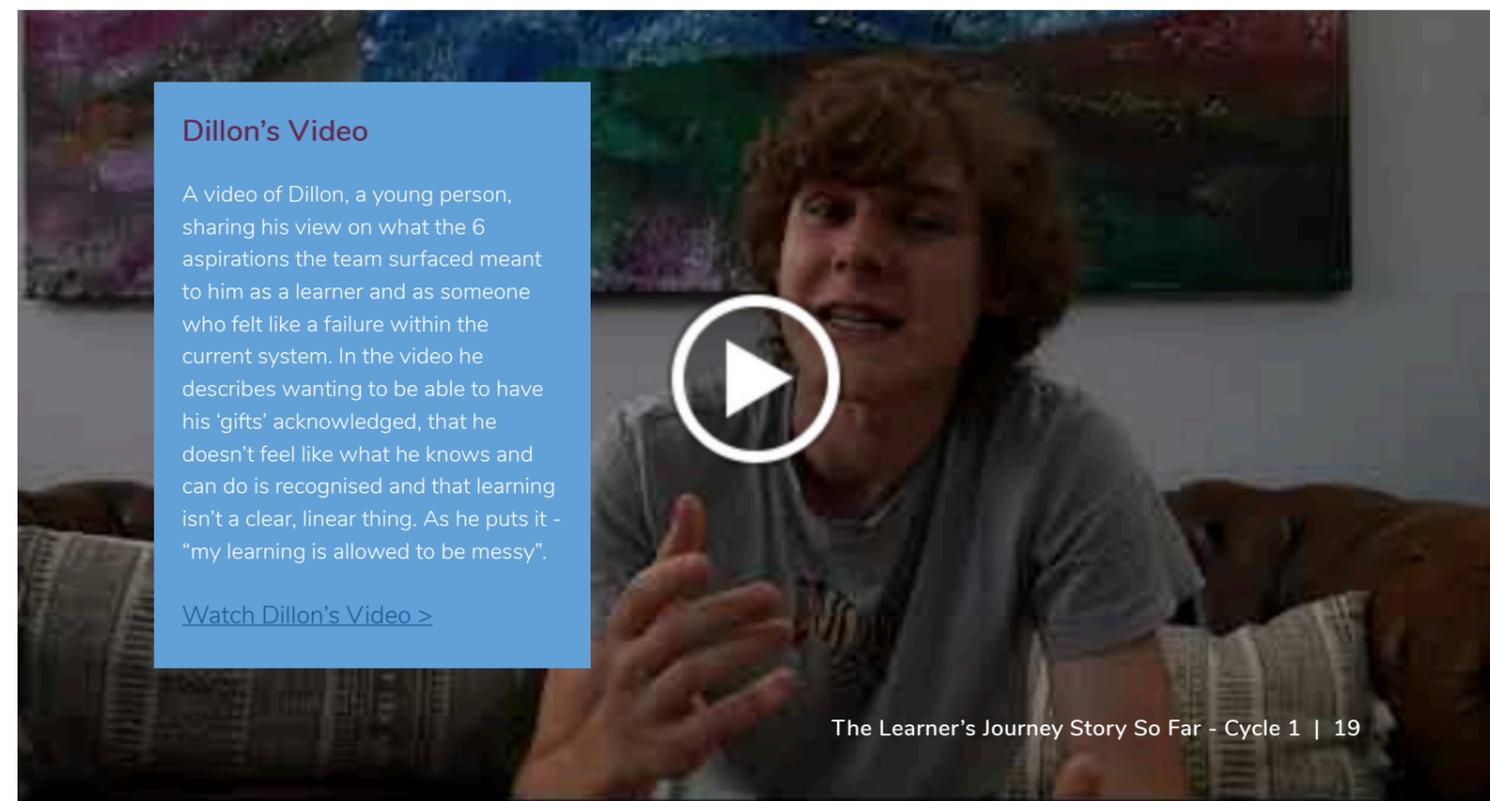
- The need for an expanded idea of learning that reflects learning that happens outside of formal settings. Reflects who the young person is, their needs and the context in which they are learning. This was represented in a visual of a long winding road of learning (pictured right).
- Young peoples desire for greater flexibility of learning, more pathways and less standardisation of learning. Young people did not feel fully seen or understood within the current rigidity of the system and wanted to see a greater focus on 'possibilities' rather than results.
- An analogy for a new system - Lego blocks, representing the six aspirations with a particular focus on ensuring that no one fails or is excluded within a new system. Where all learners have access to building blocks, every block counts in the new system and each learner can create their own unique outcome (pictured right) - determining what they build and how they build.

### The Aspirations:

1. The learner as a whole person is expressed.
2. The learner is understood in their dynamic and adaptive context.
3. The real learner journey is represented as non-linear, temporal and deeply personal.
4. It is truly owned by the learner as an authentic representation and valuably warranted in different ways by different people.
5. No-one fails or is excluded in a new system of recognition and so it does not create or sustain fear.
6. It expresses and responds to the digital and physical worlds that young people now inhabit.



### You can create your own outcome with the same blocks.



**Dillon's Video**

A video of Dillon, a young person, sharing his view on what the 6 aspirations the team surfaced meant to him as a learner and as someone who felt like a failure within the current system. In the video he describes wanting to be able to have his 'gifts' acknowledged, that he doesn't feel like what he knows and can do is recognised and that learning isn't a clear, linear thing. As he puts it - "my learning is allowed to be messy".

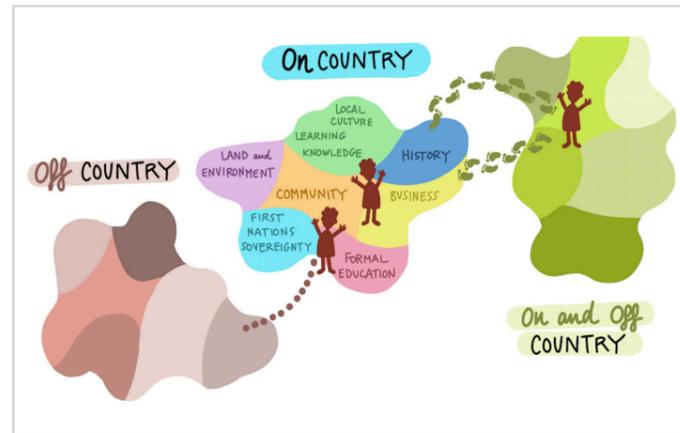
[Watch Dillon's Video >](#)

## First Nations-led learning

The First Nations led-learning team focussed on understanding learner journeys of First Nations young people, with a focus on views of learning ambitions as First Nations people. This includes Learners living and learning off Country, Learners staying on Country to live and learn; and Learners traveling back and forth from their home community.

The team hosted a series of deep yarns with First Nations people to explore these lenses and barriers to acknowledgement and educational success for First Nations learners, as well as who holds responsibility for a students learning journey and cultural connection.

The First Nations team also reviewed new ethics guidelines for engaging with First Nations people that were released during the Cycle 1 period and submitted an AIATSIS application for approval to conduct research (e.g. collecting learner journeys).



### A powerful reflection that was shared:

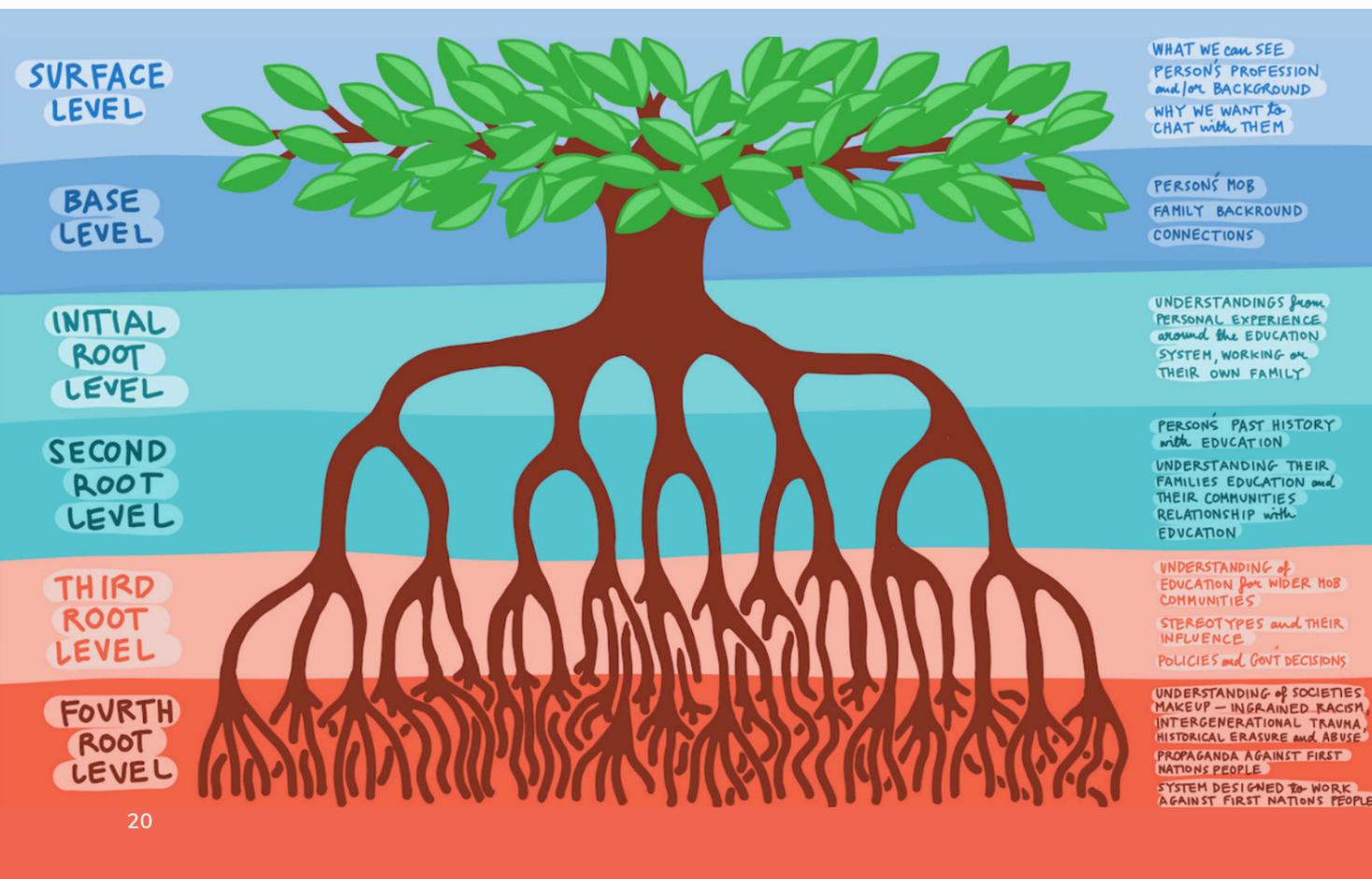
"I think it's about students finishing and feeling like they've achieved something without having to sacrifice anything. So without losing part of themselves or without having to ever in any circumstance believe that their Aboriginality and the identity of blackness is somehow less important than the success at school or they need to give up one thing to achieve another."

## Where to next? Cycle 2

Cycle 2 builds on the thinking established in Cycle 1. In Cycle 2 we are looking to establish five teams to explore four themes in Cycle 2. will develop, test and iterate on prototype solutions in collaboration with community partners and stakeholders. Testing will reveal which prototypes show promise and viability for scale and adoption nationally.

### Refined areas of prototyping in Cycle 2

Focus area	Teams	Zone of exploration
How might new forms of recognition help build greater learner agency and ownership?	Learner agency and ownership	<ul style="list-style-type: none"> <li>Centred on the 16 (equity) design personas</li> <li>How can a learner profile better represent the whole person?</li> <li>How can a learner profile enable different learner choices?</li> <li>How would we capture learning both in school, and beyond?</li> <li>How does a young person retain ownership of their profile?</li> </ul>
How might we ensure learners and their communities are enabled to engage with new forms of recognition?	Enabling community environment	<ul style="list-style-type: none"> <li>How might young people, schools and their communities work together to develop and introduce new forms of recognition?</li> <li>How might community aspirations shape learning profiles and vice versa?</li> <li>How might we ensure learners are enabled to use it in their community and wherever they go across Australia?</li> </ul>
How might we ensure new forms of recognition are valuable in unlocking future opportunities within communities and across the country?	Industry pathways	<ul style="list-style-type: none"> <li>What do the new forms need to look like to be valuable and trusted to employers?</li> <li>How can these new forms help employers to access a future fit and diverse workforce?</li> <li>What have employers who hacked the system created instead?</li> <li>How is on-the-job training recognised in a profile?</li> </ul>
	Tertiary pathways	<ul style="list-style-type: none"> <li>What do the new forms need to look like to be valuable and trusted to tertiary providers?</li> <li>How do these new forms better match learners to tertiary learning pathways?</li> <li>How do these new forms better support learners through tertiary education?</li> <li>What have providers who hacked the system created instead?</li> </ul>
How might we ensure new forms of recognition support self-determination for First Nations learners and communities?	First Nations self-determination	<ul style="list-style-type: none"> <li>How do we deepen understanding of different learner journeys - on country, off-country, moving between?</li> <li>What would the new recognition system need to do to make a difference to these journeys?</li> <li>How do we assert the UN Declaration on Rights of Indigenous peoples through the recognition system?</li> </ul>





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